**Present**: **Joshua Bearden,** **Chair**; Curtis Corlew, Cindy McGrath, Ryan Pedersen, Anthony Perri, David Reyes, Jennifer Smith, Ryan Tripp, Nancy Ybarra, Shondra West (Note taker)

**Absent**: Iris Archeletta

**Guest**: Luis Zuiga, Ryan Hiscocks, Michael Yeong

1. Meeting called to order 2:06pm Location: L-105

**CURRENT ITEMS**

1. **Announcements & Public Comment:**

None

1. **Approval of the Agenda**

**Action:** Approved; unanimous

1. **Approval of the Minutes from Date**

**Action:** Approved; (M/S: Ybarra/Smith); unanimous

1. **GE COOR Review**

**HUMAN-050**

 **Action:** Approved (M/S: Corlew/Reyes); unanimous

The COOR was revised based on the previous meeting suggestions.

The committee approved the COOR for meeting GESLO 1-5

* Reading, writing, and speaking; and interdisciplinary comments were shared at the previous meeting. Critical thinking assignments is described in “A” level work. Multicultural covered race, gender and sexuality from a global worldwide perspective. Ethics covered within the written assignments.

**POLSC 060 The Constitution, Our Rights and the Law**

**Action:** Approved (M/S: McGrath/Reyes); unanimous

The committee approved the COOR for meeting GESLO 1-5

* The reading, writing, and speaking is explicit in the college readings, group exercises, court case roleplays on judging and ruling, and oral presentations. Critical thinking requires analytical assignments, e.g. Supreme Court understanding. Ethics is throughout the COOR, but covered specific in SLO2 assignments on court decisions. Multicultural covered in law cases and societal impact, civil rights, and political issues. Interdisciplinary reflected via data analysis on political science, sociology, and law.
* Next steps curriculum and CSU/IGETC: This course can be offered Fall 2018 after curriculum approval. CSU/IGETC articulation process will determine if this course meets transfer as an elective, transfer prerequisite, or satisfy transfer GE Areas. The author should include the grading scale.

**DRAMA-15 Multicultural Perspectives within Theatre**

**Action:** Approved (M/S: McGrath/Perri); unanimous

The committee approved the COOR for meeting GESLO 1-5

* The course meets reading, writing, and speaking via required assignments analyzing plays, writing essays, and completing oral presentations (peer reviews). Interdisciplinary CSLO 2 assignments are group presentations, research plays, and oral report covering different interdisciplinary perspectives. Critical thinking CSLO3 component consists of analyzing different characteristics and evaluating ethical dilemma, in addition CSLO4-5 contain critical thinking not identified in the COOR. Multicultural covers different social and cultural experiences. Ethics reference in CSLO4 assignments.

**DRAMA 16 Theatre Appreciation**

**Action:** Approved: (M/S: McGrath/Perri); unanimous

The committee approved the COOR for meeting GESLO 1-5

* The course meets reading, writing, and speaking in CSLO 1 and 2 which students critically evaluate plays; in addition GESLO 1 appears in the assessment instruments: group projects, review and critiques plays, and writing assignments. Interdisciplinary CSLO 3 integrating drama, film, dance, ethics, philosophy, sociology, etc. to include presentation. The assignments covers different religions and compare and contrast multiple disciplines from 1900-21st century. Critical thinking covered in the lessons, research projects, presentations in which students are to evaluate theatre from a variety of disciplines and time-periods. Ethics referenced CSLO 5 assignments. Multicultural worldviews discussed in reference to sex, gender, and racial orientation.

**DRAMA 30 Chicano/a Mexican American Cinema: A critical Analysis**

**Action:** Approved: (M/S: Perri/Reyes); unanimous

The committee approved the COOR for meeting GESLO 1-5

* The course meets reading, writing, and speaking via the film assignments, oral presentation, essay development, grading, and study questions which are based on the readings. Interdisciplinary analyzes Chicano/a-Mexican American films from a political and ethical artistic perspective. Critical thinking assignments covered in oral presentations and synthesized in the writings. Ethics in CSLO2 integrate assessments to think ethically. Multicultural experiences from a global perspective to analyze Chicano/a Mexican American films.

**HIST 30 Untied States History Since 1865**

**Action:** Approved (M/S: McGrath/Corlew); unanimous

The committee approved the COOR for meeting GESLO 1-5

* The COOR outlines writing/reading/speaking components oral presentations, writing/reading assignments; ethics is covered in the reading response essays; interdisciplinary by nature of the course being social, political, economic focusing on different interdisciplinary groups; critical thinking focus on compare and contrast historical concepts; multicultural integrated in CSLO1/PSLO1 and assessments.
1. **AACU Conference –** Josh and Scott attendance at the conference inNew Orleans helped to develop ideas for future class activities focused on teaching diversity, global, and interdependence at LMC. Connections with participants were made as potential guest presenters for LMC using approved PDAC funds. In comparison to other colleges, LMC has an innovative GE processes, most schools do not include GESLOs and a diversity section. Josh shared another college’s campus activity highlighting diversity; students that are underrepresented, created posters focus on stereotypes. The posters included misconceived statements vs. facts about one another’s cultural identity. This activity was offered as a teaching service-learning opportunity on activism in the classroom.
2. **Program Assessment Preliminary Results –** The committee reviewed and discussed the evaluation scoring results. The scores are based on the overall averages e.g. oral communication overall average 1.87. The committee concluded having breakout scores based on categories: not proficient, proficient and highly proficient would produce distinct results. Ryan is tasked with reviewing the survey results to determine if three evaluators have been assigned, if not, Ryan will send to additional 3rd scorer. Three scores are needed to determine authentic results. The committee discussed next steps; having a college assembly to explain the evaluation results.

**Program Assessment** **Focus Group/Survey Discussion** - A focus group is scheduled for Wednesday, October 25 from 1-3pm, lunch provided. The committee will recruit faculty and students to better understand classroom learning behaviors.

Josh created a GE survey for faculty that were part of the program assessment. The Committee’s feedback, they requested to add more options to question 5; class discussions, other, and blank.

Variable Flex - A variable Flex activity scheduled in November will have an ethical theme. The presenters will be Ed. Haven, Jennifer Smith, and Josh Bearden.

**Meeting adjourned** 4:23pm **Meeting Dates:** Fall 2017 - 11/3, 11/17, 12/1 **Location and Time**: L105 2-4pm