

GENERAL EDUCATION COMMITTEE Minutes

September 16, 2016 – 2-4 p.m., L-105

Present: Josh Bearden **Chair**, David Reyes, Cindy McGrath, Curtis Corlew, Nancy Ybarra, A’kilah Moore, Jo Ann Hobbs, Scott Hubbard, Rebecca Payne, Anthony Perri, and Shondra West (Note taker)

Absent: Judy Pettite

Guest: POLSC Student

CURRENT ITEMS

1. **Meeting called to order:** 2:06 pm

2. **Announcements & Public Comment:**

Committee introductions were announced by name, department, and membership role.

3. **Approval of the Agenda**

Action: Approved with additions (M/S) Perri/Ybarra; unanimous

- Rearrange agenda order - move course approval as the first discussion item (switch item 5 and 6)
- Discuss changing the committee dates due to conflicts

4. **Approval May 6, 2016 Minutes**

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

Correction:

- Change date to May 6, 2016 and location to SS4-409
- Replace the wording “approval” with “Committee recommended that this course be converted to GE”; during the last meeting the committee’s recommendation was to add GE components.

5. **New Course Review Process and COOR GE Approval**

• **COOR Review Process & Assignment:**

The committee discussed GE COOR review assignments 1-5:

1. Speaking/Reading/Writing - Nancy
2. Interdisciplinary - Cindy
3. Critical Thinking - Curtis
4. Ethics - Anthony
5. Worldview/Multi-Cultural - David
6. Josh as backup for any of the 1-5

BISOC -008 Human Biology

The committee reviewed the COOR GE criteria:

Action: Approved with recommendation - Strengthen GE area 5 Worldview and remove the English 90 Advisory; (M/S) McGrath/Curtis; unanimous

- **GE SLO-1 (Nancy)** - meets oral/reading: oral presentations and critical reading on science topics; writing is limited to lab write-ups, essay questions, and written summaries for a group project.
Discussion: Even though the labs are not substitutive and not formatted into an essay. This course meets the writing outcomes: requires large amount of writing and students are required to write with frequency and depth to explore ideas & relationships by demonstrating college-level writing & grammar.
- **GE SLO-2 (Josh)** - meets interdisciplinary: SLO 1 connect topics with science and non-science material.

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- **GE SLO-3 (Curtis)** - meets critical thinking: embedded material covers science/non-science topic: uses the scientific method to evaluate results, carries out lab activities, and addresses cultural concerns which entails significant amount of critical thinking throughout the COOR.
- **GE SLO - 4 (Josh)** - meets ethics: CSLO 4 requires evaluating the ethical implications of global impacts.
- **CSLO-5 (David)** - meets worldview: CSLO 4 covers different biological concepts pertaining to local & global human interaction, ethic evaluation within different disciplines, cultural traditions, and provides opportunities for students to complete environmental activities about the impacts around the world.

Discussion: Questioned - how does this course meets the verbiage outlined in GE SLO 5? The committee reviewed various parts of the COOR that included global practices, interdisciplinary subject matter, and content covering human evolution and genetics.

Recommendation: This course needs more information to explain the environmental impacts on diverse groups of people.

Overall, most departments struggle to address GECSLO 5 and it was suggested to redevelop a form that can be checked off. It was determined that departments should not check-off requirements instead embed the requirements into the CSLOs.

SPCH - 160 Forensics

Action: Tabled

The COOR GE boxes are not marked; this course may not be intended for GE.

SPCH - 110 - Speech Communication

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

- **GE SLO-1 (Nancy)** - meets oral, writing, and reading: covers speech techniques, includes reading assignments, and requires writing a research paper.
- **GE SLO-2 (Josh)** - meets interdisciplinary: required to complete interdisciplinary speech topics within a diverse group.
- **GE SLO-3 (Curtis)** - meets critical thinking: debates require constructing an argument associated with critical thinking.
- **GE SLO-4 (Josh)** - meets ethics: content identifies the ethical implications, but doesn't explain how it will be specifically assessed.

Discussion: Assessments are needed for A/C level grading, only. It can be difficult to review the COOR and pinpoint the GE justifications. In the past a form was used to identify the specific criteria, but it was found that the information should be embedded throughout the COOR.

- **GE SLO-5 (David)** - meets worldview: CSLO4 specify students will complete class presentation topics covering cultural, social, psychological, and ethical implications.

SPCH - 120 - Argumentation and Debate

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

- **GE SLO-1 (Nancy)** - meets oral, writing, and reading: covers technique of speech, includes reading assignments, and requires writing a research paper.
- **GE SLO-2 (Josh)** - meets interdisciplinary: speech assignments cover various social justice topics.
- **GE SLO-3 (Curtis)** - meets critical thinking: course design of argumentation and debate satisfies GESLO3.
- **GE SLO-4 (Josh)** - meets ethics: covers social justice topics.
- **GE SLO-5 (David)** - meets worldview: CSLO4 address topics covering affirmative action, democracy, religion in politics, and responsiveness to ethical, philosophical, and social justice.

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SPCH - 130

Action: Approved with minor grammar corrections (Pg.6); (M/S): McGrath/Reyes; unanimous

- **GE SLO-1 (Nancy)** - meets oral, writing, and reading: covers technique of speech, includes reading assignments, and requires writing a research paper.
- **GE SLO-2 (Josh)** - meets interdisciplinary: CLSO2 implements interpersonal communication concepts from psychology and sociology perspective; pages 4-5 addresses assessment instruments to evaluate those concepts.
- **GE SLO-3 (Curtis)** - meets critical thinking: analyzes both verbal and nonverbal messages. Students will write, describe, and analyze the relationships and concepts from text and lecture material.
- **GE SLO-4 (Josh)** - meets ethics: demonstrates ethical implications CSLO4; response to ethical scenarios.
- **GE SLO-5 (David)** - meets worldview: require papers and presentations covering diverse social, multicultural, and global perspectives in interpersonal communication.

SPCH - 150 Intercultural Communication

Action: Approved; (M/S): Curtis/McGrath; unanimous

- **GE SLO-1 (Nancy)** - meets oral, writing, and reading: covers technique of speech, includes reading assignments, and requires writing a research paper.
- **GE SLO-2 (Josh)** - meets interdisciplinary: ethnography explains how culture should be perceived.
- **GE SLO-3 (Curtis)** - meets critical thinking: observe and develop importance in an ethnography essay.
- **GE SLO-4 (Josh)** - meets ethics: ethical communication in CSLO3 and ethical assessments are included.
- **GE SLO-5 (David)** - meets worldview: the entire course involves intercultural communication.

6. GE Assessment Planning

The committee discussed future assessment plans, using a prompt to assess GESLOs via videos (Ted Talks) made by students. Josh shared a pilot video as an example, from students in his World History class. The prompt was modified “how racial issues change the world”. The goal with Ted Talks, it would be used to assess GESLO worldview, speaking, and creative thinking. Rebecca Payne is the originator of developing Ted Talk idea with the intent to assess students speaking, creative thinking, and worldview abilities. Random GE courses will be selected to participate in the GE assessment project.

Upon viewing the pilot video the committee concerns are:

- Students read from their papers, limiting eye contact. Add instructions not to read from the paper.
- The “how” wasn’t addressed as meeting worldview in one of the videos. Add bullet points covering video format; sound, picture, background, and content emphasis e.g.
- Ask a personal statement, “How did this class change your worldview”? The response would be different oppose to “how x change worldview”, instead revise the statement to cover their understanding and appreciation “how did studying this course change my worldview of understanding and appreciating diversity and global interdependence”? This will allow students to give a response from their own perspective.

The committee discussed the challenge of assigning the project for faculty.

- Using video assessments avoids faculty from have to grade the assignment. It is only required of them to administer the assignment. The final videos will be evaluated by a separate committee.

Action Plan:

- Change and finalize the prompt at the next meeting.
- Develop instructions how to complete the videos.
- Provided more samples; ask departments to assign extra credit to create videos (Spch - Honors) this semester.
- Advertise the assessment video assignment; bi-weekly with reminders.

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- Explain that GESLO assessments are needed for accreditation.
- Provided reassurance the videos are not graded by the GE faculty; but by a separate team.
- Encourage faculty to participate in the video assessment evaluation process.

GE survey

- The survey was completed last May and ready for distribution.

7. Meeting Date:

The committee discussed changing every other meeting online whenever COOR approvals are not need, to talk only about assessment. Having virtual meetings will help with participation possibly. The difficulties with online meetings, technical complications and distractions. The committee agreed to try at least one online meeting; where part of the group is face-to-face and the other online.

The next meeting is scheduled for October 7th

Meeting Adjourned: 4:07pm