**Present**: ***Joshua Bearden,******Chair***; Curtis Corlew, Cindy McGrath, Ryan Pedersen, Jennifer Smith, Nancy Ybarra,

**Shondra** West (Note taker)

**Absent**: Iris Archuleta, Anthony Perri, and David Reyes

**Guest**: POLSC Student

1. Meeting called to order 2:09 pm Location: L-105

**CURRENT ITEMS**

1. **Announcements & Public Comment:**

* The committee shared concerns about the restricted internet access and the impact it has on students being able to access research material via certain websites.
* Members interested in the AACU GE Assessment Conference (Feb 15-17, 2018) or Guided pathways conference, should contact GE Chair Josh.
* GE is hosting a Professional Development Festive Day from 1-3pm on December 6th, coordinated by Jennifer and Edward. Festivus Day will include information about the GESLOs process and outcomes.

1. **Approval of the Agenda**

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

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

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

1. **GE COOR Review**

**POLSC 043 International Relations**

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

The committee reviewed the GESLOs requirements:

* This course meets reading, writing, speaking components. The COOR was revised to include oral presentation as part of the in-class group assignments. The grading structure was updated to include the revision. (Nancy)
* This course meets critical thinking. Students are required to analyze and appraise foreign policy and reference ethical and diversity implications as critical arguments. (Curtis)
* This course meets ethics. Examples are provided regarding foreign policy and CSLOs are mapped to ethics. (Jenn)
* This course meets interdisciplinary. This course covers economy, religion, terrorism, technology, and traditional political theory related to money, poverty, etc. (Cindy)
* This course meets worldview as mentioned in interdisciplinary remarks. (Josh on behalf of David)

1. **Program Assessment -** The goal is to complete the GE report by Jan, 2018. Data from the District and the assessment video/survey results will be complied in the report. The committee reviewed the data to determine best practices how to map the information to finalize the report.

* The committee reviewed the proficiency and not proficiency results - it was recommended to review the previous assessment results to determine the average proficiency outcomes related to the assessment effectiveness.
* The committee shared additional information is needed to determine the correlation between studies, that students taking more GE courses become more proficient.
* It was shared if assessments are completed yearly, it will determine students are improving. However, to determine the actual outcomes, the students would have to be assessed before and after the program to determine pre/post improvements. Therefore, the more GE courses taken, the better improvements.
* The current data results helps to determine where students are proficient/not proficient in specific areas.
* The data can be used to show how students can benefit from taking more GE courses. In addition, develop professional development activities that assist with improving students’ proficiency results, e.g. creative thinking is an area where majority of students ranked not proficient.

The committee reviewed the qualitative GE faculty survey results:

* Majority of faculty responses have taught at LMC less than 10 years, concluding they were not present when the last assessment survey was completed.
* 81% agreed to remove the interdisciplinary SLO

Qualitative feedback responses on diversity and multicultural perspectives. Responses consisted of the following trends useful for the GE report:

* **Multicultural and Diversity Responses**
  + PD activities around diversity - how to include diversity in teaching. Equity coordinators currently offer events and GE can offer additional ones that are culturally and enriching to faculty/students.
  + Including adjunct in the discussions; the committee will determine a process to include PT
  + Approaches to address the diversity and multicultural SLO - guest lectures, fieldtrips, and events
  + Determine where does the SLO components reside; with the instructor or the COOR
  + Suggested offering a theme on multicultural diversity perspective workshops.
    - Black Minds Matters; Jim Crow; first year experience (reading the same book) are examples of previous themed workshops
    - Collaborative process is needed by interested parties
  + Offering PD during an open time outside of teaching schedules that does not compete.
* **“What changes to GE SLOs” responses**
  + The responses varies - change vs. don’t change them
  + Suggestions to streamline SLOs and have less of them; have specific measurable SLOs
    - Communication addresses three areas; oral, reading, and writing. The suggestion is to consolidate them into one broad area to describe the communication as the action.

The committee reviewed the draft GE report:

* **Section I - Research question**
* **Section II - Research method**
  + Change from 40 professors to 40 sections
  + Change from 18 actively to 18 professors actively participated
  + Recommendation: add the GE assessment process and outcome in the report. Assessment is what move the college forward; how the learning is done and evolving overtime. In addition, note how many PT vs. FT faculty are completing the assessment.
* **Section III - Evaluation Method**
* **Section IV - Findings**
  + Recommendation - illustrate flat pie charts vs. 3D in the report.
  + The recommendations were included with each findings.
  + Recommendation creative thinking: move the statement “lowest proficiency rating 47% creating novel or unique ideas...” to the beginning to illustrate the proficiency weakness and determine if the question is valuable.
  + Feedback Oral Communication addressed student’s concern “talk/lecture” is that effective? The lecture should extended beyond the textbook material, leaving students to be proactive about the readings. **Recommendation**: offer PD strategies regarding best practices and tactics around class lectures, e.g. Learning Pyramid (LP). The LP workshop addressed students retain limited information from readings/lectures, whereas they retain more from active learning strategies.
  + Marketing title for active learning workshop: Are you teaching if no one is learning?
* Section V - Committee recommendations on the future of the general education program
  + Add the year... adopted 2005 years ago.
  + Note have fewer SLOs
* **Final recommendations**
  + Indicate the interdisciplinary characteristic of a course in addition to SLOs. For example, GE courses are interdisciplinary in nature, but we do not assess students looking at course material from an interdisciplinary perspective.
  + Josh requested to be added to the Monday meeting for sharing the report.
  + Is the final outcomes to restructure the SLOs? This is a question addressed to TLC & Academic Senate.
  + At the Monday meeting share out the findings and have a larger discussion.
  + Appendix share the results; rubric; GE prompt; the survey and student focus group feedback.
  + The committee was asked to review the document for more suggestions and grammar check over the winter break.
  + Josh will create a video related to the assessment report illustrating three points. In the video, people will be asked to address the points and offer suggestion and feedback.

1. Adjournment - The committee was asked to review the GE catalog description for changes. Josh provided GE descriptions from other colleges’ catalog descriptions.

Meeting adjourned 4:14pm

Meeting Dates: Spring 2018 February 2, March 2, March 16, April 6, April 20, and May 4

Location and Time: L105 2-4pm