

An Update From the General Education Committee

The General Education Committee met on Friday, February 10 from 3:30 – 5:00 p.m. and on Tuesday, February 14 from 8:00 – 9:30 p.m. in room C-25. In these meetings, the Committee began to determine its plan of action for applying information from Column 5 of our TracDat work to our efforts this spring, ensuring that our future efforts are informed by the past. Specifically:

1. The committee reviewed the most recent entries to our TracDat columns 4 and 5, and agreed that we were ready for Committee on College Assessment (CCA) review. I therefore submitted an Input Memo to Program Specialist Priscilla Johns, who informed me that the CCA would review our work on Wednesday, February 15.
2. We determined that there was a need to move forward on two fronts. **First**, we will build on what was documented in our TracDat column 5, focusing our attention on three General Education categories: *written communication*, *oral communication* and *quantitative reasoning*, doing so in most cases through use of evaluative materials already required of students within the relevant courses. **Second**, we will build on the focus group work we've done in the past, conducting focus groups with both faculty and students. Faculty focus groups would likely occur on Faculty Development Day.
3. Through open-ended Committee discussions, we have determined that our work would be more meaningful if we were able to track individual student progress longitudinally, capturing data at different steps throughout students' completion of the GE requirements. This contrasts with the approach taken during the last cycle, where our assessment of students' progress was not carried across GE categories or across time. We are now determining methods that are not overly complex, and unnecessarily demanding of faculty.
4. The Committee also understands the need to generate meaningful results in the short term, and has agreed on the first step of the process that will give us data this semester while providing us with the ability to track students' progress through the GE pathway thereafter. Today a request for a query will be submitted to Registrar Patrick Clymer, in order to identify whether or not a reasonably-sized 'cohort' of students exists, who are currently taking both EN110 and MA108, or who are taking one while having already successfully completed the other (with a grade of 'c' or better).
5. We discussed the possibility of using Moodle to organize and access our materials, and agreed that great potential exists for us to use this program for our purposes. Zhaopei Teng attended the Moodle training session on Tuesday afternoon, and will report on what she learned at our next Committee meeting.

6. We agreed that there was a need for us to review the student learning outcomes within the three categories of GE that we will be assessing during this cycle. Members are currently reviewing outcomes related to their areas of expertise, and the Committee will make changes as needed during our next meeting. Once we agree on any revisions to the SLOs, and finalize methods, we will develop rubrics appropriate for method and content.
7. We set our next meeting, which will be held on Tuesday, January 28 at 8:00 a.m. in room C-25. Since the WASC accreditation team will be on campus at that time, they are welcome to attend the meeting.

The Committee understands that directions to be taken this semester are to some extent predicated upon feedback of the Committee on College Assessment to our past work. We also welcome additional feedback regarding what is shared above.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee

An Update From the General Education Committee

The General Education Committee met on Tuesday, February 28 from 8:00 – 10:00 am. in room C-25. In this meeting, the Committee addressed the following topics:

1. It was announced that the Committee is awaiting a Consolidated Feedback Sheet from the Committee on College Assessment. Follow-up: Chairperson G. Hartz learned that the CCA will be reviewing the GenEd input in a meeting with several members of the ACCJC team this week.
2. It was reported that GenEd still awaits information from the Registrar's Office regarding whether or not a sufficient cohort of students exists who are currently taking both EN110 and MA108, or who are taking one while having already successfully completed the other (with a grade of 'c' or better). Follow-up: Chairperson G. Hartz discussed the query process with Registrar Patrick Clymer after the GenEd meeting. Mr. Clymer shares that he has worked on the request but been unable to define the parameters in a way that will provide the needed data. He will continue to work on the project and will do all possible to have the information needed by our next meeting.
3. GenEd continued to discuss the possibility of using Moodle to organize and access our materials. Zhaopei Teng attended the Moodle training session on last week and reported that Moodle could serve as an effective and appropriate repository for our rubrics, evaluative instruments, results and reports. After submitting the Assessment Plan by the March deadline, GenEd will make a final decision about whether or not to utilize Moodle as presented above.
4. J. Armstrong and F. Blas reported on the AAC meeting of Friday, February 24. At that meeting, AAC determined that there was a need for the faculty to more formally work with the concern raised by a number of faculty regarding the requirement that students pursue completion of mathematics and English-related GenEd requirements early in their programs of study. At that meeting a request was made for the General Education Committee to be given the opportunity to address this question in a substantive way. In the February 28 GenEd meeting, it was determined that GenEd would indeed address the question, and that a process for doing so would be determined in the next GenEd meeting.
5. From 9:00 – 10:00 a.m. two members of the AACJC site visit team met with the General Education Committee. They asked questions about the history of General Education at GCC, about current challenges GCC is experiencing as related to GenEd, about the process of stakeholder participation in providing input into decisions as related to GenEd, and about the nature of faculty governance at GCC.
6. The planned discussion on revising student learning outcomes was tabled due to the team visit; this discussion will take place at the next meeting, followed by an effort to complete columns 2 and 3 of the GenEd 2006-07 Assessment Plan.

7. The next General Education Committee meeting is scheduled for 3:45 p.m. on Wednesday, March 8, in Room C-2.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee

The General Education Committee met on Wednesday, March 8 from 3:45 – 5:30 p.m.. in room C-2. In this meeting, the Committee addressed the following topics:

1. We reviewed and edited the Student Learning Outcomes in the General Education categories of Written Communication and Oral Communication. Here are the new wordings:

WRITTEN COMMUNICATION:

- Use writing to discover, organize and communicate ideas.
- Identify the audience and purpose for any intended communication.
- Demonstrate competence in using the conventions of writing, to include grammar, spelling, and mechanics.

ORAL COMMUNICATION:

- Properly identify the audience and purpose of any intended communication.
- Use appropriate language, techniques, and strategies.
- Speak clearly and confidently, using voice, volume, tone, and articulation
- Use effective communication strategies to initiate and sustain discussion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.

The purpose of the above revisions was: a) to simplify the SLOs so that students and faculty can use them more effectively and b) to ensure that the SLOs were inclusive of all that we expect our students to achieve upon completion of their General Education requirements. We determined that the SLOs for Quantitative Reasoning will be reviewed / revised at the next GenEd meeting.

2. We discussed the concerns raised by faculty through the ‘Committee with no Name (CNN)’, both as presented in the most recent AAC meeting and throughout the past year. We concluded that the process CNN employed reasonably represents faculty perspectives on important issues including: a) determining the latest point at which students in certificate / associate programs should be enrolled in required mathematics and English courses; b) whether or not some general education courses should be differentiated by program / clusters of programs in order to ensure the appropriateness / relevance of the courses to students’ programs of study (and subsequently...how might those courses differ from current offerings); and c) other concerns as raised by faculty (e.g. whether or not there should be changes made regarding what courses are required (either in specific instances or in general). The GenEd committee decided to request written summative data from the CNN for review this semester. If the data are indeed conclusive, the Committee will forward the perspectives of the faculty as appropriate. To the extent that data are not conclusive, additional information gathering strategies will be employed until pressing questions and concerns are appropriately addressed.

3. We determined that the need to continue the important work of revising SLOs, the need to receive data from the Registrar regarding whether or not a sufficient student cohort exists for tracking throughout their completion of GenEd requirements, and the need to review the data from the CNN, make it necessary for GenEd to request an extension to complete its Assessment Plan. The extension date to be requested is: Monday, April 3. Specific work on Columns 2 and 3 in the model will occur immediately upon finalization of the SLOs for quantitative reasoning.
4. We considered a course guide now being developed by John Armstrong which could in time become an exemplar for a) how some GenEd requirements might be differentiated by program of study, and b) how GenEd categories (e.g. critical thinking, civic engagement) might best be communicated in the text of course guides. John will e-mail us his draft for more in-depth consideration.
5. We determined that the GenEd Committee is in need of a 4 drawer filing cabinet to serve as a repository for all written materials related to the Committee's work. I will make that request to the administration.
6. We addressed the concern that the individuals who assisted the Committee by evaluating student work through use of rubrics in fall 2005 have yet to be compensated for their work. Interim Chairperson Emeritus Dave Moran made that request last semester and will forward relevant details to me for my action.
7. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, March 15, in Room C-2. At that meeting we will attempt to:

- *revise the quantitative reasoning SLOs
- *begin review of CNN data if available
- *review data from the Registrar's Office regarding cohort (see update below)
- *begin work on Assessment Plan columns 2 and 3
- *continue consideration of John Armstrong's draft course guide
- *open agenda

Updates:

1. Today, Registrar Patrick Clymer sent me a list of all students enrolled in EN110 and MA108 this semester. 32 students are taking both (19f, 13m). At this time he is unable to query the number of students currently enrolled in one of these courses who have successfully completed the other (to add to the cohort of 32). Please consider whether or not we want to work with this 32 student cohort...and we will discuss this at the next meeting.
2. Please see the attached list of SLOs from Dave Moran

Still on the schedule: using Moodle; determination of process for assessing potential barriers to student success in achieving GenEd SLOs

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee

The General Education Committee met on Wednesday, March 15 from 3:45 – 5:30 p.m. in room C-2. In this meeting, the Committee addressed the following topics:

1. We reviewed and edited the Student Learning Outcomes in the General Education category of Quantitative Reasoning. Here is the new wording:

Quantitative Reasoning

- Apply numeric, symbolic, and graphic skills of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

2. We continued to discuss the concerns raised by faculty through the ‘Committee with no Name (CNN)’. Specifically, we reviewed agendas and summaries from their meetings, and concluded that we needed more in-depth information regarding committee proceedings and decisions in order to fully address the current issues related to GenEd. The GenEd Committee’s initial conversations have been around the idea of recommending that a ‘default’ GenEd requirement be formalized for both AS and Certificate requirements, and that parameters for maximum and minimum requirements be established. Then, departments and programs would be given the opportunity to identify their specific requirements within GenEd parameters. Programs might also be given the opportunity to propose GenEd course guides for courses, which could substitute for the current GenEd credit-bearing courses (i.e. Automotive Service Technology could create an ‘automotive mathematics’ course focusing primarily on the quantitative skills identified as necessary for student success as an Automotive Service Technician). The GenEd Committee is still very much in the initial phase of these kinds of discussions.
3. We reviewed the data on students currently taking MA108 and EN110 from the Registrar, determining that there are not enough students in the cohort to track over the long term (it is predicted that student attrition would preclude our ability to generate meaningful longitudinal data). Therefore we will retain this list for potential future use, when combined with a similar list of students from FA06. Prior to the beginning of the fall semester, we will seek more clarity on what we want to know in tracking the success of cohort members, and on the data gathering processes we would employ.
4. We discussed how the Committee might best work to identify / address current barriers students face in successful completion of GenEd requirements. The example of tutoring was discussed in detail. Concerns include the fact that tutorial

services are limited (primarily offered by TRiO Programs) and that many students either do not know of needed services, or do not take advantage of them for unidentified reasons. We agreed that a two question survey will be administered to students in GenEd math and English courses, with sample wording to be reviewed at the next Committee meeting. I volunteered to work with TRiO programs to gather data on students currently receiving tutorial services. More broadly, the Committee was asked to reflect on how the process of assessing barriers to students' completion of GenEd might best be addressed in the new Assessment Plan. John Armstrong recommended that we all review the online results from the Faces of the Future survey, as the student comments shed some light on these issues.

5. The Committee continues to work on its Assessment Plan, which will be the primary topic of discussion at our next meeting. The new (AIE approved) deadline for submission of our Plan is Monday, April 3.
6. John Armstrong briefly presented his proposed course guide to the Committee. Committee members were asked to provide John with feedback regarding representing GenEd requirements in his guide...as soon as is reasonably possible.
7. We discussed the need for us to all have access to the GenEd materials on TracDat. I will submit a request to AIE this week so we all have access.
8. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, March 22, in Room C-2. The initial agenda reads as follows:

- *work on Assessment Plan columns 2 and 3**
- *review / approve final wording for two-question tutoring survey**
- *continue review of CNN data (if additional data is provided)**
- *open agenda**

Updates from the Chair:

*A filing cabinet has been identified for use by the GenEd Committee. Thanks to Judith for her willingness to maintain the cabinet in the English Language Institute area until the new faculty office in c-building is ready.

* I still need names and total hours of work for those individuals who worked for us last semester, using rubrics to score student responses to the prompt. I'd like to submit a request for their checks within the next week.

* I met with Program Specialist Elvie Tyler of TRiO programs, who will provide me with needed data on numbers of students in GenEd courses receiving tutorial services as part of her programs.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz

Chairperson, General Education Committee

The General Education Committee met on Wednesday, March 22 from 3:45 – 5:30 p.m. in room C-25. In this meeting, the Committee addressed the following topics:

1. We worked on our Assessment Plan, which is due on Monday, April 3.
2. We discussed how best to gather data related to English and mathematics tutoring for postsecondary students. A draft survey was presented, and revisions will be shared at the next meeting.
3. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, March 29, in Room C-25 (Dave Moran's classroom). In that meeting we will:

- *complete Assessment Plan columns 2 and 3**

- *review / approve final wording for the tutoring survey**

- *set the date, time and agenda for the next GenEd meeting.**

Updates from the Chair:

- * I have written to Ray Somera, requesting compensation for those faculty members who assisted us as 'readers' during the 2005-06 assessment cycle: Lisa Baza-Cruz, Yvonne Flores, Steve Lam, Jose (Joey) Munoz, and Juanita (Tico) Tenorio.

- * I revised the tutoring survey in preparation for our meeting tomorrow.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz

Chairperson, General Education Committee

The General Education Committee met on Wednesday, March 29 from 3:45 – 5:30 p.m. in room C-25. In this meeting, the Committee addressed the following topics:

1. We completed our Assessment Plan, except for finalizing and uploading the rubrics we will use to evaluate student work. We agreed to review the rubrics on the AACU Website, and those we've already worked to develop, in preparation for finalizing and uploading the final rubrics in our next Committee meeting.
2. We made final changes to the Tutoring Survey and agreed that it would be given to students in GenEd related math and English classes next week (deadline April 7).
3. We discussed the issue of securing compensation for contractual work already completed by faculty (in May 2005) who served as GenEd 'Readers'. We recollected that there was verbal administrative support for paying readers at the non-teaching rate prior to our asking faculty to complete the work last May. John Armstrong will look for supporting correspondence, etc. Dave Moran also shared that when he was Chairperson, he and AVP Dr. Rider discussed this issue in November of 2005, and that upon Dr. Rider's return, Dave will approach him to ensure there is agreement about compensation. We discussed that it is not only important to pay for last year's Readers, but that we need to secure similar support in order to implement our current Assessment Plan.
4. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, April 5, in Room C-25 (Dave Moran's classroom). In that meeting we will:

***review, finalize and upload the relevant rubrics**

***detail the process of gathering data for the assessment cycle**

***set the date, time and agenda for the next GenEd meeting**

Updates from the Chair:

I've send AIE/CCA our Input Memo, letting them know we've submitted our plan. In that memo I let them know that while we are focusing our TracDat related assessment efforts on Written Communication, Oral Communication and Quantitative Reasoning, we will also be working generally to address concerns such as those about potential barriers to students' success in achieving GenEd related SLOs (e.g.tutoring), as well as the issues raised by the Committee with No Name.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz

Chairperson, General Education Committee

The General Education Committee met on Wednesday, April 19 from 3:45 – 5:15 p.m. in room C-25. In this meeting, the Committee addressed the following topics:

1. We reviewed recent correspondence from Priscilla Johns, Program Specialist for Assessment and Institutional Effectiveness, indicating a need for us to complete an Implementation Memo, and to reconsider our timeline for data collection in order to follow the assessment cycle appropriately. We determined that there was a need to complete the Implementation Memo and to make changes to our data collection timeline.
2. We made revisions to a draft of the Implementation Memo as written by Chairperson Gary Hartz, and agreed on its final content. The Memo takes information from Column 5 of the GenEd 2004-05 Plan, and links it to actions GenEd has taken, is taking, or will take in order to ensure that what was learned in the last cycle is applied to this one. Also contained in the Implementation Memo are actions taken or proposed by GenEd as discussed in Minutes documents from Spring 2006 (see attached).
3. We agreed that data from the Tutoring Survey now being given to students in GenEd mathematics and English classes would be collected by deadline April 28.
4. We determined that the work done by Readers for the 2005-06 cycle was completed during the last week of April, 2005. Chairperson Hartz was tasked to communicate this timeline to HR.
5. We discussed GCC's new Website and determined that we needed to focus on uploading materials to GenEd's section there as soon as is reasonably possible. We agreed that Chairperson Hartz would contact Elaine Fejerang from the Instructional Technology Center to see if she could attend our next meeting in order to continue our training and to assist us in planning for a strong Web presence.
6. We determined that it was important for the General Education Committee Chairperson to attend the planning meetings for the Faculty Senate, as GenEd is a Committee that is central to the proposed governance process.
7. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, April 26, in Room C-25 (Dave Moran's classroom). In that meeting we will:

- *meet with Elaine Fejerang of the Instructional Technology Center**
- * begin formal review of potential rubrics for FA06 data collection**
- *set the date, time and agenda for the next GenEd meeting**

Updates from the Chair:

- a) I've sent the requested information regarding start date for FA05-06 readers to the Human Resources Office.
- b) I contacted Elaine Fejerang of the Instructional Technology Center, who has agreed to attend our meeting on Wednesday.
- c) I've made final changes to the Implementation Memo referenced in these minutes. It is attached to this document.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee

Hafa Adai all,

The General Education Committee met on Wednesday, April 26 from 3:45 – 5:30 p.m. in room C-25. In this meeting, the Committee addressed the following topics:

1. We received in-depth training on Moodle from Elaine Fejerang of the Instructional Technology Center. As part of the training, all present were given access to use Moodle to work on the GenEd pages. We began the work of placing GenEd student learning outcomes and other information online. We agreed that we would continue to work on the site as time permits. We also discussed the relationship between TracDat and the new Moodle-based site, noting that there was a need to determine whether or not documents such as minutes or agendas should be placed in both areas or just one.
2. We determined that the April 28 deadline for completion of Tutoring Survey data collection was still reasonable, and that all data should be brought to the next GenEd meeting. At that meeting we will determine how to input data so that it can best be interpreted and presented.
3. We discussed how to proceed with gathering information from the Committee With No Name (CNN). It was agreed that Chairperson Hartz would contact Clare Lizama and Pat Watson to gather information / data that could point to specific conclusions or recommendations. It was also agreed that at the end of the semester, a letter summarizing GenEd's initial conclusions on CNN matters would be drafted.
4. We determined that only two more GenEd meetings will take place this semester, and there is therefore a need to prioritize tasks for the Committee to complete. We agreed that the first priority was to work with the Tutoring Survey, the second was to develop Rubrics for upload into the Fall 2006 Assessment Plan, and the third was to work with CNN-related issues.
5. We discussed the challenge to be faced by the General Education Committee in the fall, namely that as it stands now, the three past-Chairs of GenEd, Dave Moran, John Armstrong and Gary Hartz, as well as Mr. Manny Duenas will not serve on the Committee. This change is a reflection of the new guidelines for membership which currently call for the Committee to be comprised of department chairpersons whose academic areas include or relate to GenEd related courses. We also concluded that with Zhaopei Teng, Judith Salas and Frank Blas continuing on the Committee, and with Christine Matson returning to it, there should be a smooth transition to the fall membership. Still, we considered the idea of holding a joint session of old and new members to begin the fall, in order to ensure continuity.
6. The next General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, May 3, in Room C-25 (Dave Moran's classroom). In that meeting we will:

*determine how to input and report data from the Tutoring Survey

- *discuss rubrics to be used for FA06 data collection
- *report on communications with the Committee with No Name
- *set the date, time and agenda for the final Spring 2006 GenEd meeting

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee

Hafa Adai all,

The General Education Committee met on Wednesday, May 3 from 3:45 – 5:15 p.m. in room C-25. In this meeting, the Committee addressed the following topics:

1. We reviewed the work done by GenEd members on the GCC GenEd Intranet site. We agreed that in time, course guides and historical documents should be uploaded to the site. We took a picture for use on the site (the old one did not include Frank Blas and John Armstrong).
2. Judith Salas reported that students in all sections of four English classes related to GenEd had completed the Tutoring Surveys. The Committee discussed how best to organize the data and Dave Moran developed a template that in time will allow us to generate meaningful conclusions from the data. Frank Blas will bring forms completed by students in GenEd-related mathematics classes to the next Committee meeting.
3. Chairperson Gary Hartz reported on conversations with members of the Committee with No Name (CNN): Data collected over a year ago by the CNN indicated a sharp rise in the number of English and mathematics sections and student enrollment numbers for those two departments, but also a decrease in the number of students enrolled in many if not all other academic programs. The CNN concluded that the requirement for AS and Certificate students to enroll in GenEd-related English and mathematics courses early in their programs may very well be serving as a barrier to student retention / program completion. It was also noted that the CNN could identify no colleges who stipulated a deadline for students to register for GenEd classes. Instead, 'prerequisite' systems are sometimes employed, with academic departments requiring students to complete identified GenEd requirements prior to taking departmental classes that require mastery addressed in the GenEd curriculum. CNN members also indicated that students should be able to more easily take GCC courses for enrichment purposes, without having to take English and mathematics courses. Other recommendations revolved around giving more control to academic departments (e.g. for them to determine what GenEd requirements are most related to their students' academic needs, and to then structure requirements accordingly.) Another idea raised was for GCC to offer students a third program option (beyond the Associate Degree and the Certificate) such as a 'Certificate of Completion' which would indicate to employers that the student has completed training in a prescribed area, but has not completed the more extensive academic requirements as needed for the existing program options.

The GenEd Committee discussed the above content in detail, reaching consensus that at minimum, students graduating with the Associate Degree or Certificate from GCC should demonstrate basic English and quantitative reasoning competence. Also raised was the concern that academic departments were not fully given the opportunity to participate in decisions leading to the inception of the requirement for students to take English and math courses early at GCC. The Committee also discussed the idea (raised previously by the AAC) of limiting the number of credits a student could use for completion of degree

programs if the student declared a major after an identified number of credits were attempted. Another topic raised was the idea of maintaining a requirement for students to enroll in GenEd mathematics and English courses by a certain point in their programs, but making that point closer to the ‘half-way’ point of programs (possibly around 30 credits for the AS, and around 18 for the Certificate). The Committee also discussed the merits of a ‘writing across the curriculum’ model where GenEd competencies could be of focus in all courses, not just those officially designated as a formal part of the GenEd curriculum. Such a systematic approach to teaching GenEd content would require a full and consistent commitment from all. Committee members were asked to take time to reflect on all of the above matters, so that recommendations could be made at the next meeting. Gary Hartz will draft a summary letter from the GenEd Committee based on preliminary conclusions, with the letter being presented at the next meeting for substantive revision. The GenEd Committee agreed that the process of making these improvements is on-going in nature, and that we look forward to working with the administration, the Faculty Senate and the Curriculum Committee on this topic.

4. Chairperson Gary Hartz shared that he was contacted by AAC Chairperson Carol Rivera Cruz regarding a resolution proposed in a motion by Bob Neff (seconded by F. Tung) at the AAC on March 24. Here is the wording from their minutes:

“AAC recommends the General Education Assessment Committee to consider making a component of information literacy mandatory in at least one General Education class.”

Because the Library is represented on the GenEd Committee by Mr. Manny Duenas, Mr. Hartz recommended that Mr. Neff and Mr. Duenas discuss this resolution directly, with relevant feedback from that discussion then being considered by GenEd. The GenEd Committee also discussed the issue, noting that currently, the Committee does not use language ‘mandating’ that certain courses teach certain GenEd content. Mr. Duenas also made clear that Information Literacy is a concept that spans the breadth of GCC’s offerings and is not the kind of subject matter that can be mastered through focus on one course. Still, members noted that because the Committee is comprised mainly of representatives from GenEd-related departments, it is feasible for course guides to be revised to reflect GenEd-related changes. The Committee agreed that the courses identified as introducing, emphasizing and reinforcing SLO’s related to Information Literacy would be identified, and that we would consider initial revision of at least one of the Course Guides at the next meeting. John Armstrong volunteered to review the Course Guides for two such courses: SO130 and PY120, contingent upon the approval of the format for presenting GenEd outcomes on course guides, as will be recommended by GenEd to the AAC.

5. The General Education Committee discussed the concern that the Web page for the Library is not as accessible as ideal within the new GCC Website. The Committee agreed that information would be gathered on the past access, in preparation for a possible request from the Committee for more centrality of the Library Web page.

6. The final Spring 06 General Education Committee meeting was scheduled for 3:45 p.m. on Wednesday, May 10, in Room C-25 (Dave Moran's classroom). In that meeting we will:

- *review status of the entering of Tutoring Survey data
- *review and make changes to the first draft of the Summary Letter
- *discuss the process of revision of Course Guide(s) relative to the AAC proposal
- *make final plans for the fall semester

Updates from the Chair:

I uploaded the new picture to our Website.

Thanks for your continued support and assistance.

Sincerely,

R. Gary Hartz
Chairperson, General Education Committee