I. Call to Order
II. Roll Call
III. Approval of the Agenda
IV. Public/Faculty Comments (must pertain to item[s] on the agenda)
V. Reports (information only)
VI. Unfinished Business

P. Knapp looked at assessment models from Ventura, Valencia, & Piedmont Community College’s, via website. He stated that most of the colleges seem to have a smaller number of core competencies than Long Beach City College.

T. Alexander literally took Science Literature and put it under Critical Thinking when she made the motion to the curriculum committee to subsume Science Literacy under Critical Thinking. The second part of the motion was to place Teamwork and Collaboration under the Communication core competency. It was suggested by one member of the curriculum committee that she “blend” them more. We began originally with 11 core competencies, and we are now proposing to have nine. Now we wait to see if the motion passes. Next curriculum committee meeting is October 15th. Is there anyone up for going in Tricia’s place? She may need to attend a preconference dinner.

K. Anderson went against the vote held by the curriculum committee, but only because she thinks we should make all changes in the core competencies at one time, instead of in pieces. The current master plan expires in 2010. This might be a good deadline for having all of the changes in the core competencies finished.

The communication group thought that Civic Engagement belonged with the Teamwork and Collaboration core competency, which is probably going to be subsumed under communication. We will wait for C. Hendricks and the others who are involved to let us know whether there is any objection to this idea.

T. Alexander reported on Summer Institute 2008 final reports:

K. Walczak/H. Neu – really pretty well done. Labeled: satisfactory
R. Sanders – app was fuzzy. Only one thing was able to be related to the app. Labeled: unsatisfactory
G. Boyer – was upset when asked to modify his project proposal, so Janice and Tricia agreed to allow him to complete his project as originally proposed. Labeled: satisfactory
M. Armstrong/C. Brown – App said they would use results to achieve outcome goals – implementation not under action plan – no results, action plan doesn’t appear to support app. Labeled: unsatisfactory
A. El Shihabi – App said he would align LBCC courses with CSULB, but T. Alexander was unable to see any such comparison. Labeled: unsatisfactory
K. Hatch – App proposed to revise initial science literacy test. T. Alexander couldn’t find App. Labeled: unrated
S. Blasetti – T. Alexander was unable to judge these without going back to the app – needs to be some clarification. Labeled: unrated

E. Bagg indicated that its obvious people are doing a lot of work, but it’s also pretty obvious to her that there needs to be something more standardized. N. Schroeder suggested that faculty being given feedback if their projects are unsatisfactory. The group members agreed. Tricia will provide feedback to relevant faculty members.
Going back to J. Smith’s idea of having one massive instrument to measure all core competencies, E. Bagg asked if T. Alexander was seriously considering just one instrument. She feels that this approach would most likely raise an eyebrow. T. Alexander thought pursuing this approach would be a good exercise when looking at consolidation of the core competency assessment into a tighter timeline, although such an instrument is unlikely to be feasible.

Members gave reports on the core competencies they had agreed to investigate:

When assessing art and/or music, it can get very fuzzy, really fast. Working towards making judgments aesthetically. P. Knapp will be working more on this with Kathy and Larry.

J. Smith works backwards: he starts with his outcomes and goes from there. The students can either run or not. They can either lift or not. The paper and pencil test doesn’t always work in assessment of wellness.

S. T. Chang: Creativity: Originality should definitely be a component of creative thinking – the ability to generate ideas. Creative thinking can sometimes contradict critical thinking – doesn’t always compliment it. The ability to combine topics that may or may not be original is also a creative act.

C. Hendricks: Civic Engagement: A generic test could be develop and integrated into regular Poly Sci classes. Could make Civic Engagement part of the graduation requirements (i.e. work in day care center). CSULB calls it “service learning.”

P. Creason: Numeric Literacy. This involves practical, consumer economics, logic, and advanced math. This touches on many things such as Critical Thinking, Electrical, etc.

Do we want to test whether students are able to do a particular thing or do we want to know whether they have embraced what it is to be that way?