SEPTEMBER 2013

GE Advisory Committee

NOTES

MEMBERS PRESENT: Mark Van Selst (ASCSU/Chair), Kate Fawver (ASCSU/Vice), Steven Filling (ASCSU), Andreas Gebauer (ASCSU), Susan Gubernat (ASCSU), David Hood (ASCSU), Kathryn Kaiser (ASCSU), Patricia Kalayjian (ASCSU), Catherine Nelson (ASCSU), Barry Pasternack (ASCSU), John Stanskas (CCCAS), Elizabeth Adams (CSU AO), Terri Eden (CSU AO), Joseph Bielanski (CCC AO), Jessica Taketa (CSSA), Jackie Aboud (CSSA), Christine Mallon (CSU CO), Ken O’Donnell (CSU CO).

MEMBERS ABSENT: Jeff Spano (CCC CO: conflicting meeting)

GUESTS:
Wayne Tikkanen (CSU CO / ITL)
Debra David (CSU CO / Compass Project)
Judith Ramaley (Compass Project)
Bernadine Chuck Fong (STATWAY)
Karon Klipple (STATWAY)

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<th>SUMMARY</th>
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<td>• Continuing pilots include our plan for establishing the timeline and requirements to be met in order to authorize a Community College offering of online oral communication to be eligible to count for GE.;</td>
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<td>• The Santa Barbara City College integrated GE experiment with some unit savings is continuing;</td>
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<td>• The Statway model of addressing GE B4 quantitative reasoning paired with a developmental mathematics experience was encouraged to be extended for an additional two years for the pilot offerings (it was also noted that additional CSU campuses have joined with their own Statway offerings) with an initial discussion of the advisability of potentially offering expansion to other CCC districts.</td>
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<td>• The Compass project is wrapping up with publication/dissemination of lessons for change and policy recommendations to be forthcoming.</td>
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<td>• The issue of an EO regarding nursing transfer for the CCC/CSU linkages that attribute specific GE authorizations to specific courses was discussed and will be followed up on with the CSU CO (may be a case of an accidental over-reach in an EO).</td>
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<td>• Upcoming possible actions prefaced with initial information at the GE meeting include a look at updating the “credit by examination” list of AP/IB/CLEP test list;</td>
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<td>• A follow up to the summer ITL institute vis-à-vis critical thinking;</td>
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• A potential grant to look at CTE/GE linkages (reconnecting the “tracks” division of student preparation) within high schools.

### NOTES

1. Approval of Agenda

2. Welcome and Introductions

3. Review of Notes (Meeting of 5/14/2013)

4. Overview of ongoing GEAC-approved pilots
   a. STATWAY (see item 6)
   b. Alternate GE Breadth certification at Santa Barbara City College
      i. Pilots use of AACU Value rubric based assessment for credit
         1. Moves away from units towards learning outcomes (definitions of success)
      ii. Allows completion of GE in fewer units (cf. Chancellor’s Memo) though movement to outcomes based competencies aligned to GE expectations
      iii. Utilizes high impact practices (HIPs) of: learning communities, linked courses, cohorts, etc.
   c. Distance delivery for oral communication (also see above)
      i. We approved a very limited pilot approving this meeting of A1 within a reduced unit integrated coursework transfer pattern.
      ii. This SBCC pilot and potential for other pilots will be discussed at an upcoming AO meeting.
      iii. There will be an invitation to the CCCs to submit pilot projects for mid-December.
      iv. The SBCC pilot engages a linear and logical sequence of coursework.
      v. The question to be answered is … It is possible (albeit potentially challenging) to meet Oral Communication objectives across other (non-centrally oral communication) courses (cf., SBCC pilot).
      vi. Advantage of “only” 60-odd students so we should be able to track them.
      vii. The “gold standard” for assessment may be determining the effect on subsequent (e.g., oral communication dependent) coursework?
   d. Comment of “beware of pilot creep” (limit time and limit breadth of application for all pilots lest they become the new standard by default).
   e. Seek data from CSU online A1 (e.g., Humboldt, etc.)
5. Updating the oral communication descriptor
   a. This action is in parallel (and in some way pilots) broader potential actions from the GE Task Force
   b. Question: What are the deliverables when oral communication is complete?
      i. Answer: Bill Eadie’s subcommittee has developed these outcomes in compliance with national standards – a preliminary version to be shared with GEAC in the near future.

6. STATWAY
   a. The primary focus of STATWAY is on statistics within quantitative reasoning for students requiring developmental math. The content of the course alternates between algebra and statistics (“just in time” algebra).
   b. The implementation differs across institutions: The Northridge model is/was remedial content then statistics. The SJSU model more closely follows the integrated sequence but also has restrictions against “double-remedial” (English + Math) student involvement in addition to a four day per week commitment.
   c. Statway is not intended for use as part of business programs (note that in many CCCs a single math course may be intended for use for both social science statistics and business applications. Some of this may reflect a historic quest for “efficiency” (GEAC notes the tensions between PSYCHOLOGY Statistics and BUISNESS Statistics from LDTP and now within C-ID).
   d. Action: 2-year extension of the existing STATWAY pilot was approved. Although the possibility of expansion of the STATWAY pilot to other CSU/CCC pairs was discussed, further expansion of the pilot sites was not approved at this meeting. It is anticipated that STATWAY discussions will continue.

7. The “Give Students a Compass” project
   a. The project is a multiply grant-funded umbrella which endeavors to identify ways to make GE more relevant, engaging, intentional, and integrative using high impact practices. A particular interest is in using effective techniques to close achievement gaps for under-represented minorities and other identifiable sub-groups.
      i. Compass has provided funding for CCC/CSU pilot projects
      ii. Recent funding has depended on the projects assessment of one or more of the AACU LEAP outcomes (as endorsed within EO-1065 with the support of the CSU Academic Senate).
      iii. The Compass project is in its wind-up phase which includes both assessment and evaluation as well as a focus on reporting out and dissemination.
b. GEAC received an update on pilot sites as well as reviewing a 5-minute video concerning the project and a demonstration of the new COMPASS project web presence.

c. There are National implications tied to or informed by the various Compass projects (e.g., the WICHE Passports and efforts to develop roadmaps)

d. At the present time there is a related project under development with funding being sought to examine if a compass-like effort addressing CTE course success and outcomes would be effective.

e. Part of importance of CCC/CSU link for COMPASS is that 60% of CSU graduates are transfer students, the majority of which come in with lower division GE complete.

8. The Quality Collaborative builds on AACU/Lumina’s LEAP (Liberal Education: America’s Promise), the DQP (Degree Qualifications Profile) and the CSU Give Students a Compass projects...

a. added in are both a strong reliance on faculty leadership within context of appropriate policy change (and thus better decisions and increased buy-in) and a strong focus on student learning (advanced building off of value rubrics).

b. LEAP is an outcome of the GREATER EXPECTATIONS project of AACU. The newest iteration of these efforts is the Degree Qualifications Profile (DQP). In turn, the DQP attempts to address expectations for what a graduate with an associate, baccalaureate, or masters degree can do in terms of competencies and abilities. The LEAP project (and the DQP) were originally commissioned by the Lumina Foundation (who also funded Compass). The DQP has the following embedded or central themes:

   i. **Applied learning** is used by students to demonstrate what they can do with what they know.

   ii. **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences.

   iii. **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study.

   iv. **Broad knowledge** transcends the typical boundaries of studentsâ€™ first two years of higher education, and encompasses all learning in broad areas through multiple degree levels.

   v. **Civic learning** is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.

c. The Quality Collaborative includes such things at the CSUN project on integrated minors that go beyond COMPASS.

d. Most generally, these AACU projects can be thought of as a means of advocacy for focus on student learning, valuing the pathways students take to degree completion, the impact and importance of clear
expectations, and a reliance on evidence-based inputs into decision-making.

e. A central, albeit indirectly achieved, gain appears to be in professional
development for faculty.

9. Associate Degrees for Transfer (SB 1440/440 update)
a. Implications for nursing
   i. A question was raised about whether the pertinent Executive
      Order (EO 1084) “over-reached” in assigning specific GE areas
      to specific courses within the nursing transfer sequence. While
      there is little concern that completion of the whole lower-
      division nursing prerequisite sequence meets GE needs, the
      individual implication as “thus GE” by course is problematic.
      GEAC specifically notes the high level of faculty input into the
      sequence itself, and the opportunity to address the EO content
      before it was released; the issue of “thus GE” for various
      courses (esp. for the CSU which less commonly carried GE
      attributions that those courses in the community colleges) was
      not identified prior to the release of the executive order.

10. College Board and AP Capstone course.
a. Potential updates to the AP/IB/CLEP for coded memo regarding
   external examinations
b. Reviewers will be needed to guide CSU action re: both GE
   accommodations and reaching out to various discipline councils vis-à-
   vis use in the major.
   i. Advanced Placement capstone, physics
   ii. International Baccalaureate (newer focus on literature)
   iii. The “yellow highlight” areas are to-be-reviewed items (new
        version of AP physics, etc.)

11. ASCSU resolution 3119 (2013) for task force to clarify the purpose and
    nature of GE
a. Context of MOOCs, increasing use of intra-system reciprocity
b. Need to reconcile LEAP principles with current policy documents
   emphasizing distribution areas
c. Learning outcomes
d. Question of if this will or will not yield a pre-ordained conclusion?
e. Is GE really a “program”? Is it cohesive? Can we ensure enough
   flexibility to the campus to yield a meaningful program?
f. There is an advantage and a disadvantage of being prescriptive.
g. There may be an advantage of a focus at the program level (vs. Silo-
   based)
   • May act against self-interest-based “silo-protection” measures.
h. GE should be across the curriculum
i. GE Task-Force has now met twice.
a. is looking at strongly endorsing the LEAP side of EO 1065 over the “unit distribution” side. Chair of this task force will be Kevin Baaske going forward
b. integrating outcomes into Title 5 / EO / CSU Guiding Notes
c. As Task-Force investigates “bigger picture” potential changes GEAC can focus on current needs/actions/pilots/etc.

12. Follow-up on Summer ITL institute (Wayne Tikkanen)
   a. Summer Institute was a success
   b. Critical thinking as one of the central themes was well-received.
   c. Professional Development emerged as a strong theme.

13. Report on Chancellor’s $7.2 million RFP for high-impact practices
    a. Implications for GE/transfer, CCC Student Success Task Force, and CSU Graduation Initiative
    b. Capture audience as well as the intervention.

14. WICHE Passport and other Golden Four outcomes work
    a. There has been a surprising concordance of opinion regarding the expectations of written proficiency, quantitative reasoning, and oral communication (with much of critical thinking covered across multiple of these domains).

15. Open Forum
    a. There was some discussion of potential changes in GE Review Processes (giving the participant groups [CCCs] greater exposure to the review process and to allow peer-reviewing to occur prior to CSU GE review. Expectations are for a positive outcome.