

Chancellor's General Education Advisory Committee
October 14, 2010
CSU Chancellor's Office
Notes

Attendees: John Tarjan (Bakersfield), Kathy Kaiser (Chico), Michael Ault (Bakersfield virtual), Margaret Costa (LB), Kate Fawver (DH), Steven Filling (Stanislaus), Patricia Kalayjian (DH), Catherine Nelson (Sonoma), Mark Van Selst (SJ), Andrea Boyle (SF), Gail Evans (SF virtual), Terri Eden (SJ virtual), David Morse (LBCC), Stacey Howard (Cypress CC), Neil Sanchez (CSSA, CSUN), Jeff Spano, (CCCCO), Ken O'Donnell (CSUCO), Roxy Peck (SLO guest), Sandra Pauly (IB) (virtual guest), Jim Postma (ASCCC guest)

1. Review of EO 1033 (Tarjan)
 - a. Discussion of relevant Executive Orders
 - b. While any regionally accredited institution can request authority to certify completion of LD general education, the only institutions other than the CCCs that have an agreement are Loyola Marymount, FIDM, Heald, and the University of Maryland (for overseas troops). [Note:, additional schools added during notes review.]
 - c. LEAP outcomes were added to EO 1033.
 - d. Campuses are required to do a periodic program review of their GE programs.
 - e. This committee may offer assistance to campuses as they attempt to integrate student outcomes more formally into their program design and review.

2. CSU Graduation Initiative (O'Donnell)
 - a. Ken is on the implementation team for the CSU.
 - b. Objective is to increase our graduation rates
 - i. Overall about 50%
 - c. A second objective is to reduce the gap between graduation rates of underserved minorities and others (currently about 12%).

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

- d. We have improved graduation rates over the past several years but the achievement gap is growing (11% to 13% over the past several years).
 - e. A disturbing trend is lagging rates for Hispanics, who comprise a larger and larger percentage of our students.
 - f. Two approaches to increasing success
 - i. Reduce requirements or increase the engagement of our students
 - 1. An approach is to increase the participation in high impact practices (time on task, learning communities, contact with faculty, service learning, etc.). This is a goal of the Compass project.
 - 2. These practices are particularly effective at reducing the gap among Hispanic students, especially if they report participating in three or more of these practices (Huber report from Northridge)
 - 3. These results stand up even after covariates are added to increase comparability
 - 4. A study involving more students is probably needed before we can conclude that this finding can be generalized across the CSU
 - g. Catherine Nelson gave a report on the Northern California graduation workshop
 - h. Neil Sanchez asked about the achievement gap and the fact that it has increased for CSU Hispanic students even as overall rates have increased
 - i. The guests at the graduation workshops reported the Georgia and Florida systems have been successful at both increasing graduation rates and eliminating the achievement gap.
3. Review of IGETC/Area Breadth Developments/Potential for further alignment (O'Donnell)
- a. There is pressure on the UC to align GE patterns.
 - b. We were approached by a UCOP representative about the possibility of further alignment.
 - c. The committee received a staff report to UCOP on this issue.
 - d. This issue will likely appear on the ICAS agenda shortly.
 - e. Alignment may not be as important per se as examining common features that might work best for our students.
 - f. It is unclear if the bifurcation of GE patterns is a problem for our students

4. Statway Presentation (Roxy Peck)

- a. The goal is to increase the percentage of students moving on to GE math courses (and eventually graduating).
- b. There is foundation funding to support this effort.
- c. There is a myth that CC students do not complete developmental math because they “flunk out.”
 - i. The data do not support this.
 - ii. The majority of these students do not fail to complete the sequence because of intervening factors—primarily because it may take 3-4 semesters for students to complete the sequence.
- d. Most students in developmental math do not major in STEM disciplines. They most often take statistics rather than pre-calculus.
- e. Question: does a single pathway to both statistics and pre-calculus make sense?
- f. Quantitative literacy is still the goal. Perhaps the content of literacy needs to be reexamined.
- g. A goal of the project would be to develop and implement a year-long sequence that would have both a developmental and GE component.
- h. This would be an alternative to the traditional pathway, not a replacement
- i. There would be a lot of overlap between pathways.
- j. Combining and coordinating math and statistics topics may hold some benefits for students.
- k. 19 CCs in five states are implementing this on a pilot basis. California would be an important venue for trying this approach.
- l. 5 CCCs are participating and have requested that GEAC explore a limited waiver of the B4 2nd year algebra prerequisite. Pierce College—LA, Mt. SAC—inland empire, Sacramento City College, San Diego City College, Foothill College—San José
- m. One member shared personal experiences about the difficulties some students encounter with the current quantitative reasoning approach.
- n. The goal would be to select and reinforce the math concepts most necessary for success in statistics.
- o. There was a suggestion to hear further perspectives from mathematics faculty.
- p. Would all developmental students be eligible?
 - i. No, we have revised this to only include students who place beyond arithmetic.

- q. Assessment should be a big part of this. One outcome to be assessed may be the extent to which students' conceptual connections between mathematics and quantitative reasoning improve.
- r. The project envisions eventually having at least four pathways through developmental mathematics and GE.
 - i. STEM
 - ii. Statistics
 - iii. Mathway—liberal arts
 - iv. Teacher pathway
- s. Perhaps we should contact our math council for their perspectives on experimenting.
 - i. Four mathematics societies have strongly endorsed this approach.
- t. There was a question about including an assessment of mathematics anxiety and student success.
 - i. This approach will hopefully increase both access and success.
- u. Several folks expressed support for experimentation and a waiver of at least three years.
- v. Discussions with seven CSU provosts about piloting is taking place.
- w. There may need to be a distinction between these courses and GE courses that are required in majors such as business.
 - i. Advising would need to provide good direction to students.
 - ii. Business students are required to take another course with a 2nd year algebra requirement. However, the content of the statway course may still be a concern.
- x. Proposal: Task force that would recommend**
 - i. Waiver period for 3 years, applicable to the 5 CC districts already involved
 - ii. Would only waive the requirement for a 2nd year algebra prerequisite for statway courses
 - iii. Consultation with C-ID major groups
 - iv. Applicability to majors
 - v. Assessment/tracking
 - vi. Further consultation (i.e. Math Council)

5. Compass Project Discussion (O'Donnell, Spano, Tarjan)

- a. The overriding goal of the project is to increase students' exposure to high impact practices with the aim of increasing student engagement and progress to degree.
 - b. Many of these practices are often present in major courses to a greater degree than in many GE courses.
 - c. If these practices increase in GE courses, they will impact more students.
 - d. 80 campus representatives have applied for support to attend the AAC&U conference in January in SF.
6. Alternate Certification, International Baccalaureate (Sandra Wade Pauly) (liaison for IB Americas sector [3 sectors worldwide])
- a. IB is an international analog to Advanced Placement.
 - b. A detailed overview of the components and curricular requirements of the program was presented.
 - c. IB certification can either be used to complete requirements and receive credit or to fulfill prerequisites for higher level courses.
 - d. The curriculum is very strong and maps well to the first year of university studies.
 - e. Many public schools in the US and abroad support the IB (in addition to private schools).
 - f. The committee was asked whether they would like to consider accepting completion of the entire IB diploma as the equivalent of GE certification,
 - i. Observation: students who complete this program are not likely to enroll in the CSU.
 - ii. Do the outcomes of IB map well onto the outcomes of Area-Breadth?
 - iii. Where is oral communication, US history and government, Area E? Arts and humanities may be optional.
 - iv. Perhaps GE Areas could be waived by a campus.
 - v. Given the limited number of students, is this too much work for the benefits?
 - g. Mark Van Selst, Steven Filling, Ken O'Donnell, and Terri Eden will develop a proposal about treatment of the diploma after contacting IB.**
7. SB 1440 Implementation (Spano, Morse)
- a. An implementation team has been named and is developing a meeting schedule.

- b. There have been two recent meetings (north and south) in conjunction with C-ID to begin developing the content of the transfer AA for 11 majors. Each of these groups is believed to have come up with a template for the degree.
- c. There have been follow-up discipline phone calls.
- d. It is hoped that there would be a convergence of degree requirements across the CCCs.
- e. Will the degree template be distributed to discipline colleagues across the state?
 - i. Many of the folks involved in C-ID have been involved in IMPAC and LDTP so that these discussions have gone on for years and the core curricula have been vetted extensively across the state.
- f. An important task of the implementation team will be to create a structure for formal input on the curricula, preferably involving department chairs.

8. Open Forum

- a. Challenge examinations
 - i. Campuses offer them.
 - ii. There is no requirement for campuses to offer them.
 - iii. Perhaps US history and government are more amenable to challenge exams than the sub-areas of GE.
 - iv. There was a broad-ranging discussion of portfolios and assessment in GE.
- b. Nursing GE Waiver (Boyle)
 - i. AB 1295
 - 1. The CSU must articulate a CCC-CSU nursing pathway.
 - 2. A workgroup was convened in 2009 composed of CSU and CCC faculty and others.
 - ii. CCC GE coursework/course patterns is seen as a major problem slowing down the pipeline
 - iii. There is a desire by some for an affirmation that Area Breadth completion should be the GE pattern followed by nursing students.
 - iv. This issue may be taken up by the Academic Affairs Committee