

## Chancellor's General Education Advisory Committee

January 17, 2012  
CSU Chancellor's Office  
**Notes**

**Attendees:** Kevin Baaske (CSULA), John Tarjan (Bakersfield), Kathy Kaiser (Chico), Kate Fawver (DH), Patricia Kalayjian (DH), David Hood (LB), Mark Van Selst (SJSU), Martin Linder (SF), Terri Eden (SJSU, virtual), Gail Evans (SFSU, virtual), Ken O'Donnell (CSUCO), Andrea Boyle (SFSU), Joanne Benschop (Mira Costa C), Jeremy White (CSULA), Martin Linder (SFSU, virtual), David Morse (LBCC)

**Guests:** Debra David (CSUCO), Jim Postma (Chico), Marsha Hirano-Nakanishi (CSUCO), Sean Laraway (SJSU, virtual), Wayne Tikkanen (CSUCO), Ivona Grzegorzczuk (CSUCI ,virtual), David Marshall (CSUSB/IEBC, virtual), Ray Murillo (CSUCO), Chari Leader-Kelley (CAEL, virtual)

1. **The meeting was convened at am 11:00.** Chair Tarjan welcomed the participants and the participants introduced themselves.
2. **Approval of Agenda.** The agenda was amended to include foreign language testing under Open Forum.
3. **Review of Notes of Meeting of 11/1/11.** The notes appear to be accurate.
4. **Pass-Along Certification From Non-Participating CCCs**
  - a. There are several principle
    - i. If a course is accepted for IGETC, it should "count" for GE Breadth.
    - ii. When a CCC certifies student completion of GE, they may use courses not on the approved list.
    - iii. San Joaquin Valley College has a course that was rejected for Area Breadth but was used for pass-along IGETC certification by Norco College. The practice of reviewing courses at private CCs has been discontinued. However, there is a list of approved courses from SJVC.
    - iv. There is no way to systemically verify whether a non-CCC course has been rejected.
    - v. There were a variety of opinions expressed on the issue.
      1. The course should be rejected.
      2. We should respect the judgment of the CCC faculty.
      3. The judgment of the GE Course Review Subcommittee should be respected.
  - b. The committee took no action on the issue. In a follow-up, Ken O'Donnell communicated with the colleges involved in the inquiry.
5. **CAEL and LearningCounts Prior Learning Assessments**
  - a. This item originated as a result of a conversation with Ralph Wolfe, Executive Director of WASC.
  - b. It arises out of a desire not to require students to retake work that they have demonstrated proficiency in.

- c. CAEL is a group which trains faculty and raises awareness for prior learning and ways in which appropriate college credit may be granted. They used a Lumina grant to develop guidelines for providing credit for learning.
  - i. The standards that are outlined in the handout are used by regional accreditation agencies.
- d. A complication in providing credit is the practices engaged in by many for-profit institutions. CAEL provides help to institutions in determining appropriate standards for demonstrating learning.
- e. They conducted a comparative study of students (at least 25 years old) who did and did not receive credit for prior learning.
  - i. It was a large study.
  - ii. Students receiving credit had significantly better outcomes.
  - iii. There is a selection bias among the students in the study.
- f. They are looking for consistent pathways and standards.
- g. Students can go to their website to get advice about the appropriateness of requesting credit for prior learning. <http://www.cael.org/Research-and-Publications/Colleges--Universities>
- h. Affiliated institutions have agreed to accept other member institutions' judgments for granting credit for prior learning.
- i. They provide instruction on developing portfolios for students.
- j. CAEL assessors are faculty subject matter experts who have been trained.
  - i. 200 have been trained to date.
  - ii. Hundreds of others are in a pool of potential subject matter specialist.
  - iii. There is an appeals process and an investigation of inter-rater reliability.
- k. They strive for consistency in rubrics, training and process.
- l. There were questions about the methodology of the study.
- m. Approximately 25% of applicants are denied credit for prior learning.
- n. There is a charge for both the training in developing a portfolio and the review of materials submitted in the request for credit.
  - i. The pricing for credit does not seem competitive for CCC students relative to the cost of taking courses.
  - ii. This is being addressed by CAEL. There are grants provided by Wal-Mart for needy students.
- o. They are not working with Western Governor's University at the present time but are familiar with the group. They are working with a DePaul University group.
- p. CAEL is a non-profit organization what works with ACE, WICHE, various Governors' groups, etc. focusing on prior learning.
- q. Where do we go from here?
  - i. Campuses can already address adult learning with current processes.
  - ii. We already are wrestling with similar issues dealing with demonstrating learning in "traditional" course-based learning.

- iii. Perhaps we could form a subgroup to look at this.
- iv. Campuses can use challenge exams already.
- r. Joanne will take this issue to the next CIAC meeting to gauge the interest in pursuing a system-wide approach to prior learning.

## **6. Clearer Review Criteria for Community College Courses Proposed for Area C1 Arts**

- a. Issue: what is the difference between a GE course and a pre-professional/activity course?
- b. There was a suggestion that another CSU campus be represented in the list of reviewers who will consider courses and standards.
- c. The committee suggested that Ken distribute the draft memo to the faculty review volunteers for their input on criteria he shared with us.

## **7. Statway at DVC/SFSU**

- a. This is a follow-up on our pilot studies to use the blended algebra/statistics sequence for GE quantitative reasoning.
- b. Shall we authorize more campuses to experiment with the Statway approach? The committee is hesitant to authorize more campuses at this point.
- c. DVC wants to partner with SFSU as an additional CCC district.
- d. CCSF no longer wishes to participate in the Statway curriculum.
- e. The committee approved the inclusion of DVC in the Statway experiment. This is, in effect, a substitution and will not result in more districts engaging in the Statway experiment.
- f. It is likely that students completing the Statway sequence will have more statistical content than students taking a typical B4 statistics course.
- g. There is much less algebra content in Statway than in remedial courses. Much more time is spent on calculation than algebra.
- h. Statway is geared towards non-STEM students.
- i. The anecdotal evidence is that these courses are a great success in moving students to quantitative literacy.
- j. There was a discussion about the advisability of removing large amounts of algebra proficiency required for CSU students.
- k. Should persistence/graduation or quantitative proficiency be our goal?
- l. Should we focus more generally on quantitative reasoning across the curriculum, including upper-division proficiency?
- m. What role should algebra proficiency play in a collegiate degree?
- n. What might be the ramification of alternate pathways such as Statway for the high school standards/curriculum?
- o. We should look at performance of students who complete Statway in other courses.
- p. Prof. Laraway indicated that statway would be an appropriate preparation for psychology students.
- q. Quantitative reasoning should be considered in context of a baccalaureate rather than in the context of a major. Should we allow 10<sup>th</sup> grade level of

algebra count for a degree when we would not allow a 10<sup>th</sup> grade level of reading/composition?

- r. A general discussion of quantitative reasoning will appear on the next agenda.
  - i. Admissions
  - ii. The role of algebra
  - iii. B4 Course
  - iv. Quantitative Reasoning Across the Curriculum

## 8. Non-Statway Forms of Accelerated Math Remediation

- a. Professor Grzegorzczuk expressed the value of algebra for most college students.
- b. Ken will communicate with colleges that they should not proceed with experiments outside of Statway.

## 9. Give Students a Compass

- a. Project Director David provided an update on the project.
- b. The steering committee met and selected campuses for pilot project and networking partnership funding.
- c. There are now more CCC campuses involved with Compass than CSU campuses.
- d. The Engaging from the Start Conference will be held on Feb. 13-14 at CSULA.
- e. Dr. David requested ideas for the breakout sessions of the conference.
  - i. Can we agree on standards for learning outcomes/high impact practices in GE?
  - ii. What should the standards be?
  - iii. Can we articulate high impact practices and learning outcomes?
  - iv. What are the ways in which students can achieve learning outcomes? Can rubrics always capture learning? How do you account for applied skills? Should we measure some outcomes after graduation?
- f. In response to an observation about complaints about HS graduates—do we certify that students who get GE credit really know or can do anything specific?
- g. Wayne Tikannen mentioned that there will be an ITL summer institute at the CO. Topics to be addressed include
  - i. Rubric design within GE
  - ii. Design of critical thinking exercises
  - iii. Use of e-portfolios
- h. There is a position for a special consultant within ITL to coordinate faculty development within central California related to Compass initiative.

## 10. Critical Thinking

- a. Dean O'Donnell introduced the materials and participants who have provided background for the discussion (Van Selst, David Marshall, Linder).
- b. Mark VS reviewed the EO 1065 language regarding critical thinking, the IGETC standards, the VALUE rubric, etc.
- c. Several departments outside of philosophy routinely teach Area A3 courses in the CSU.
- d. All CCC transfer level courses should have a critical thinking component. Most CSU faculty assert that every course should have a critical thinking component.
- e. David Marshall indicated that critical thinking needs to be reinforced throughout the curriculum. This can be facilitated with a common vocabulary and understanding of the topic.
  - i. He introduced the work of Dr. Sandra Kaplan which utilizes icons to facilitate common understanding of the components of critical thinking.
  - ii. There is a grant-sponsored project in the Coachella valley to attempt to come to common understandings and expectations regarding critical thinking across high schools, CCCs and CSU
  - iii. Comment—while we expect critical thinking across the curriculum, just as many courses require knowledge mathematics, certain faculty are training to teach this subject as a discipline.
  - iv. Some of the discussion may ignore the common HS standards.
  - v. In response—there are many critical thinking processes. The icons can help us to have a common ground for describing them.
- f. Professor Linder brought the aspect of creative thinking into the discussion. He teaches creativity and innovation to both university and HS students. He also is involved in industry (product design).
  - i. Question—should creative thinking be part of the A3 course, another part of the curriculum? Answer—break it out.
- g. Issues for next meeting.
  - i. EO 1065 language, guiding notes
  - ii. Potential use of rubrics, common language
  - iii. Critical thinking in GE courses outside of A3
  - iv. Separate item on creative thinking

### **11. Course Substitutions for Students with Disabilities (Math Disability)**

- a. The issue arose out of a practice at the CCCs of substituting an A3 course for a B4 course for students with a certified mathematics disability.
- b. Chair Postma indicated that at Chico the accommodation is to alter the evaluation process but not the curriculum used to satisfy the requirement. This makes sense in light of the intended content of the baccalaureate. Evaluations can be costly.
- c. The CSU is not obligated to do disability testing. Students need to arrange for it on their own.
- d. Should this accommodation be made?

- e. Authority for substitutions to accommodate disabilities is at the campus level. If it alters the nature of the program, we are under no obligation to make a substitution. The local faculty need to make the judgment.
- f. The judgment of the CSU faculty should be the final word on a substitution.
- g. Potential Pending Issues
  - i. Waiver of “Golden 4” requirement for transfer
  - ii. The nature of the baccalaureate/role of intermediate algebra (only in EO 1065, not in Title 5)
  - iii. Should we have a systemwide policy on substitutions for these students?
- h. The issue was referred to the Advisory Committee for Services for Students with Disabilities. There is a recommendation that CSULA put their policy on this issue in writing.

**12. On-Line Learning and High Impact Practices**

- a. Academic Affairs Committee is finalizing a white paper on on-line learning including recommended best practices and policies.
- b. Many HIPs are compatible with distance-spanning technology.
- c. We may wish to carry this over to another meeting.
- d. We will continue to think about this issue and have invited Chair Boyle (AAC) to brief us on the white paper next meeting and to communicate with the chair before our next meeting if AAC would like the advice of this committee.

**13. New CLEP Exams in College Composition and College Composition Modular**

- a. The review of the English Council led to the conclusion that these exams are not appropriate for determining the awarding of baccalaureate credit.

**14. Open Forum**

- a. Foreign Language Tests
  - i. The only commonly accepted test is the one in French offered by French consulates.
  - ii. It looks like there is no comprehensive way for us to allow students to easily earn credit for learning in this area.
- b. WASC Benchmarking Initiative—Carried over until the next agenda.
  - i. Ken and John will contact Barbara Wright to gather more information.
- c. AB 1295 and BSN Programs
  - i. The difference is that students typically take 70 units in the lower division.
  - ii. The transfer AAs are more prescriptive in terms of double-counting GE and major courses.

- iii. There is a request to allow demonstrated learning across courses within the major or via a certification exam rather than a single course in A3 and Area D.
- iv. Can the test substitute for A3?
- v. Can the content of the curriculum in the package substitute for A3?
- vi. Can the content of the curriculum in the package substitute for an Area D course?
- vii. What if a student changes major?
- viii. Can we look at the content of the entire transfer AA for certification of A3 and Area D?
- ix. The committee has recommended that the TMC course outlines of record be reviewed to see if the criteria for A3 and all of Area D are satisfied.
- d. **ASCSU Resolution on Golden Four Grades**
  - i. ASCSU passed a resolution which recommends a minimum grade of "C" in all of these courses for native students. This is currently required for transfer students.
  - ii. This committee has not traditionally imposed requirements on local CSU campuses.
  - iii. The divergence of standards poses some dilemmas for certification. However, certification and transfer are different issues.
  - iv. This is an interesting information item engendering much discussion but the committee needs to take no further action.
- e. **OSCAR Updates and Upcoming Faculty Review**
  - i. 1000 courses were submitted. There are courses that will require faculty review—members of this committee may be requested to be reviewers.
  - ii. The course review subcommittee list needs to be reviewed. Two reviewers are now retired and no longer participating in reviews.

**15. The meeting was adjourned at 4:08 pm.**