
Chancellor's General Education Advisory Committee

Tuesday, January 18, 2022

11:00 am – 4:00 pm

Zoom Meeting

Minutes

Attendees: Mark Van Selst (Chair), Eniko Csomay (Vice), David Barsky, Ignacio Castillo, Nancy Counts Gerber, Julie Glass, Gary Laver, Simon Rodan, Stephen Stambough, Michelle Bean, Regina Eisenbach, Jenni Robinson, Michelle Plug, Brent Foster.

Visitors: Qujuana Chapman (CO), Robert Collins (ASCSU Chair), Karen Simpson-Alisca (CO), Rick Ford (APEP), Aisha Lowe (CCC), Candice Brooks (CCCCO); Bob Quinn.

The meeting began at 11:03 am

1. Call to order and roll call
2. Vice Chair's welcome and introductory comments
 - a. Brent Foster in new role (CSU CO)
 - b. Dropbox, Agenda updates
3. Agenda was unanimously approved with two modifications: Item # 10 was moved up to before lunch and item #7 was moved to after lunch.
4. Future meetings (all will be zoom accessible)
 - i. March 15 (modality = TBD)
 - ii. May 17 (modality = TBD)
5. November minutes (dropbox) approved with editorial modification
6. Segment reports of items relevant to GE
 - a. CCC System Office (Lowe)
 - i. Implementing 927 including discussions with various offices; consultation process involving CSU in two areas: 1) local regional course demands; 2) proposed degrees; Inter-segmental coordinating committee will be in discussion too
 - ii. AB 928
 - iii. AB 705 alignment (Remedial education reform) - research was done on how to improve placement policies, etc.; prerequisite courses seems to be a problem
 - iv. Common course numbering

Discussion:

Q: Examples of prerequisites? A: Examples of pre-requisites is Math (e.g., calculus) but the law is not about prerequisites; Access is important to keep in mind when we talk about articulation.

Q: Deadline for BA/BS applications has passed; Has the 30-day process started and who did the applications go to in the CSU? A: Yes, the clock has started. It is all in process but the first time around it will be delayed. Coordination is across four systems – who it goes to within each system is outside us.

Consultation is required (and will be defined) but faculty will be involved in the process.

- b. CCC Academic Senate (Michelle Bean)

- i. AB 928 – online form for comments was created as the ASCSU did; collaboration – IGETC sub-committee for 928 is also in place; IGETC ES subcommittee;
 - ii. events coming up: anti-racism event; new website with a new look (asccc.org)
- c. CCC AO report (Michelle Plug)
 - i. In discussion: Common numbering system; ES for IGETC; single GE pattern in terms of implementation; especially oral communications; Competency-based Education (CBE); credit for prior learning
- d. CSU AO report (Jenni)
 - i. In discussion: Singular GE pattern; Area F; backdating approval; credit for prior learning

Discussion:

Backdating approval: Deadline was December 2021 – if approved they will be able to backdate to Fall 2021; current review cycle is for approvals for Fall 2022.

Q: Is there a cheat sheet of some sort as to who the deciders are to meet the legislative issues coming out that are related to curricular matters? Some sort of flowchart? A: A folder in the Dropbox could be created with information on that; Brent is creating one for himself and is willing to share.

- e. CSU Office of the Chancellor (Brent Foster)
 - i. 927; 928; 1111 are all in discussions in many meetings;
 - ii. New personnel: Qujuana Chapman is now Assistant Director of Intersegmental Partnership and General Education; Sarah Aubert is Assistant Director for Curriculum, Policy and Infrastructure (from East Bay);
 - iii. College board meeting: Two new, potential AP exams to be piloted in African American Studies and Calculus (material in Dropbox);
 - iv. GWAR: Consultation of revisions projected next month; will impact some campuses);
 - v. Budget by the Governor: Money for ADTs, increase for online modalities; websites update; articulation training;
 - vi. Area F courses that were cross-listed got decoupled from the cross listing; making sure decoupling does not hurt students.
 - vii. Articulation: 20 articulation officers will begin reviewing GE courses at the end of January. IGETC as well as GE at the same time plus the resubmitted ES courses.
- f. CSU Students (CSSA) (Ignasio)
 - i. AB 928 discussion is coming at next meeting on 1/22/22.
- g. CSU Academic Senate (ASCSU)
 - i. 928 – report to come after lunch

LUNCH (12:10)

- 7. When does matriculation start (re: high school dual-enrollment)? (Foster/Chapman)
 - a. Catalogue rights question is the main question here
 - b. 928 – forced changes to GE
 - Document on dual enrollment in Dropbox; Matriculation starts when the student enrolls

on a CSU campus; Before then, they are not a matriculated student at the CSU or CCC partly because to be considered an undergraduate, they will have had to have graduated from high school;

Discussion:

Q: How about summer classes? They are transitory students Fall 22 student if they are taking courses in the summer of 22.

A: Title 5 40601 – catalog rights are first time freshmen, and they do not have catalog rights. Summer after graduation is still excluded from catalog rights.

Comment: Dual enrollment is an equity strategy; shifting dual enrollment into these pathways can be problematic if a student starts early and by the time they get to CSU, they find out that they are off the pathway because of changes in the meantime.

Q: Are those who graduated in December or May different from the adults who take classes in the summer?

A: Definition of first time freshmen is in Title 5; ADT earned as dually enrolled as a first time freshmen;

A: Dual enrollment: distinction between high schools coming to CSU as a first time freshmen and transfer students coming from CCCs and ADTs.

Q: Is dual enrollment more prevalent in the future?

A: yes, we are seeing more and more dual enrolled students with pathways....

A: I would think that if a high school student finished an ADT, then that would lock that ADT qualification for the next year transfer cycle – if not, they would be on the upcoming Fall catalog

8. Report on Progress to AB 928 re: common lower division GE for transfer (Van Selst/Collins) - this is intended to lead to a somewhat open discussion of the what is desired (vs. detailed submission of expectations/suggestions).
 - i. Chair Collins: ICAS met – discussion – where can we go? Timeline will be shared tomorrow; draft proposal in March, and in May. All 3 chairs are rotating off which is not good - consistency of ICAS this year and last year is crucial
 - ii. Issues: Oral communication studies and critical thinking -- idea: incorporate communication/ critical thinking competencies into the writing courses focusing on the importance of effective communication; Ethnic studies is part of the deal – but UC faculty does not want to have a separate course; Life long learning – we will lose on – will perhaps be fulfilling it in the upper division; if we get the UCs to agree to competencies, we are staying the same

Discussion / record of concerns raised

Q: Could we add an oral communication class as an option to replace one of the two (potentially preserved) written communication courses? A: No. UC can do competencies the ways we cannot; if they can exercise oral communication and critical thinking in Areas 1, 2, & 4, we don't change; it would be one pathway.... How it will be articulated in the UC, is what needs to be figured out.

Q: IGETC for UC is 34 units but CSU IGETC is 37 units – so we are losing 3 units in addition to the loss of area E from within CSU GE? A: lower division CSU GE is 39 units – we have to get down to 34... how does dropping any one area get us to 34 (in the realm of 3 unit courses have to drop two then add one unit for the lab as one option).

comment: We could think of it as dropping units but keep the course materials – we are also going

towards competencies and we could possibly require all competencies.

A: this would seem to run afoul of the “make is simple” the legislation is implicitly pushing for.

A: Courses versus competencies? Take the same content delivered in other courses? Critical thinking taught in CCC overlaying fitting UC area 2. The tension is: Oral communication, life long learning -- logically, Area C is an area where we may reduce things.

comment: We are satisfying requirement with competencies? Very confusing! If you are transferring from CCC, you are good. We are clear on ours but until the UC agrees ...

Q: Terminology clarification request on core competencies: 1) In the context of WASC – it is oral com, etc.; 2) ES competencies are different; 3) Is it similar to 2, which is akin to SLOs? Competencies – UC articulates the course work – so the UC comes up with the competencies, and we see what courses fit?

Q: How do we establish that the competencies are met? Through a course? Or a set of courses or how? A: The only issue is whether or not UC is embedding the issues as CCCs see it.

Q: Is it possible to see GE and competencies separately?

Q: The law wants units minimized and the selection of units will be the same across the board.

Q: CSU package needs to be cut by 6 units – reduction to 34 – 2 courses, is that correct?

A: yes, 39 to 34 units.

Comment: GEAC is an implementation rather than a policy committee; Languages other than English requirements, etc. are curricular and really need faculty input prior to working on implementation details.

comment: I’m hoping we can develop some documentation to make tracking this easier.

Q: UC course in communication studies has critical thinking embedded in it; what do the courses look like that would satisfy UC? We have flexibility on what can be fulfilled in the UD rather than LD but UC doesn’t.

comment: is there a common collection of courses that will fulfill the LD GE requirements for both systems and that would meet mutual standards / expectations?

comment: CCC will have to make sense of it too once it is done -- to make it easier for CCC students

comment: on 34th unit – the one that ICAS requires for the lab... are we thinking of 3 unit courses only or are we thinking about 2 unit courses plus an associated 1 unit lab?

A: I’d think 3+1 for that requirement (if mirroring IGETC).

Eniko: Courses taken at UC are only worth 2.66 units for CSU probably because of the quarter system being shorter – how are we overcoming the discrepancy?

9. ASCSU 2nd reading item on defining core competencies for areas of GE other than Area F (Rodan/Ford)
 - a. Core competencies: analogy to ES GE course – a successful unification of GE throughout the CSU; GE courses required by WASC – including golden 4 – 5th competency: information literacy – right now, it is embedded in the curriculum and needs to be shown in the self-study that it is there;
 - b. Represents the stabilization of the core competencies as we see it;
 - c. Timing? e will be reworking GE anyway. In the resolution, there is no specified timeline.
 - d. Standards for IGETC, and for ADT... does the UC have the final approval for this new GE pattern?
 - e. CCC will have to realign their work – just like with Ethnic studies; yes, a workload issue
10. International Baccalaureate (Van Selst/Foster)
 - a. CSU CO action (re: IB Math HL, etc.)

- i. An acknowledgment is coming in the form of a memo to say thank you and we see this. Sunset date is needed for the IB map.
- 11. Strength of presenting GE (Van Selst)
 - a. Recommendations for highlights/awards?
 - i. GEAC is good at highlighting potential problems with GE; what can we do as a GE committee to help campuses to encourage better communication of GE?
 - ii. Come up with common language to be put on their campus' webpages
 - iii. Show how and why it's important in a tangible way; stories of alumni would be good
 - iv. Spreading the word to freshmen who should know more about its worth
 - v. Who is the audience? Who does the delivery (web page, advisors, FYE, other faculty) go to? Cal Poly statement is at: <https://ge.calpoly.edu/program>; central "template", alumni stories (major got me job, GE got me promoted).
- 12. New items
 - a. Area there elements in the ICAS ESL report (2020) recommendations that should be further pursued by GEAC?
 - i. <https://asccc.org/papers/esl-students-california-public-higher-education>
 - ii. We will discuss points of this at the next meeting
 - b. Possible support for “zero cost”/low cost student materials and demonstrably effective (cf., library resources, etc.) materials for (often high enrollment) GE courses (Economies of scale/best practices/etc)?
- 13. Adjournment (3:15)

Invited guests:

Bob Quinn

Standing guests:

Candice Brooks	CCCCO	
Chapman, Qujuana	CSU CO	qchapman@calstate.edu
Collins, Robert	ASCSU, Chair	rcollings@calstate.edu
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Lowe, Aisha	CCC system office	alowe@cccco.edu
Simpson-Alisca, Karen	CSU CO	ksimpson-alisca@calstate.edu

MVS/ECS 1/18/22