

# Faculty Forum for Pathways General Education Alignment

## Forum Notes

Oct. 5, 2018

9-11 a.m.; Winn 150

**Attendance:** Iris Dimond (BFS), Teresa Aldredge (Counseling), Rubina Gulati (CVPA), Georgine Hodgkinson (CVPA), Minet Gunther (KHA), Maureen Moore (HSS), Andi Adkins-Pogue (LTS), Man Phan (BFS), Gregory Beyrer (LTS), Grant Parker (CVPA), Omari Tau Williams (CVPA), Anastasia Panagakos (HSS), Karl Zoller (HSS), Lisa Abraham (HSS), Shannon Mills (HSS), Dana Wassmer (CTE), Lauren Wagner (CVPA), Julie Olsen (Student Services), Eli Carlisle (SME), Emily Bond (LTS), Amanda Paskey (HSS), John Seamons (HSS), Hiram Jackson (SME), Sherie Coehlo (HSS), Scott Crosier (SME), Trang Abeid (HSS), Rhonda Farley (HSS), Julie Oliver (SME), Juana Esty (Counseling), Rick Schubert (HSS), Fred Deneke (SME), Jeannette Mulhern (BFS), Jena Trench (SME), Heather Hutcheson (HSS), Marjorie Duffy (BFS), David Weinshilboum (HSS)

### 1. Overview of the [General Education \(GE\) Patterns](#) (Juana Esty & Teresa Aldredge)

- Faculty can submit a course for GE consideration in SOCRATES.
  - Juana can help you determine what forms are needed and what [GE SLO](#) the course meets.
  - The GE Subcommittee of the Curriculum Committee reviews courses for the CRC GE pattern based on the GE SLO information. Courses for CSU GE and IGETC (transfer patterns) are submitted to the respective systems for review and approval.
- Review of the [CRC AA/AS GE](#); [CSU-Breath GE](#); and [IGETC](#)
  - IGETC is the most restrictive but is applicable to both CSU and UC transfer as well as AD-T completion.
  - CRC GE: some courses are listed in more than 1 GE Area and can only be used to fulfill only one area, with the EXCEPTION of courses listed in GE Areas and Area VI-Ethnic/Multicultural Studies.
    - Graduation requirements: 60 units of collegiate work with an overall 2.0 GPA; completion of 1 degree program with a minimum of a C in each course for the major; Completing the Reading Competency, Written Expression Competency, and Mathematics Competency.
  - CSU-Breath GE: Courses listed in more than 1 GE Area can only be used to fulfill a single GE Area.
  - IGETC: Courses listed in more than 1 GE Area can only be used to fulfill a single GE Area.
- Transfer Admission
  - [CSU published \(not to be confused with competitive\) admission requirement](#):
    - GPA of 2.0 in 60 transferable semester units.

- Completion of a minimum of 30 semester units from the CSU-Breath or completions of all IGETC requirements with grades of “C”, “Pass” (“P”), or “Credit” (“C”) or better with requirements of the “Golden 4” – Area A1 (oral communication), A2 (written communication), A3 (critical thinking), and B4 (mathematics/quantitative reasoning).
  - [UC published admission requirements](#):
    - GPA of 2.4 in 60 transferable semester units, earning a “C” or better.
    - Grade of C or better in:
      - Two English composition courses - Area IA (English composition), & Area 1B (critical thinking) and one course in Area 2 (mathematical concepts & quantitative reasoning).
    - 4 transferable courses from at least 2 of these subject areas (Arts & Hum, Soc & Beh Sciences, Physical & Biological Sciences) and satisfying the IGETC requirements.
  - While CRC controls CRC AA/AS GE, it does not control CSU-Breath GE and IGETC.

NOTE: Students do not need to complete the transfer GE patterns prior to transferring although it is highly recommended. However, students do need to complete one of these transfer GE patterns if planning to earn the Associates Degree for Transfer.

- Attendees expressed interest in attending a FLEX on GE submission/process.

## 2. Why GE Matters from a Learning Outcome Perspective (Rhonda Farley)

- GE and program review cycles are not aligned.
- Goal of Institutional Effectiveness is to streamline the review schedules and processes.
- Reviewed the [GE SLOs](#).
  - Outcomes are written in academic terminology and do not effectively communicate with our students, communities, and employers.
- Institutional Effectiveness is working on revising the SLO and [Institutional Learning Outcome](#) (ILO, formally College-Wide Learning Outcomes).
- Learning on the Path Workgroup and Institutional Effectiveness are working to align the GE SLO to the ILO.
- Alignment of GE SLO to ILO can be used to help identify appropriate course-level GE SLO and can guide the alignment of GE courses to program maps/templates.

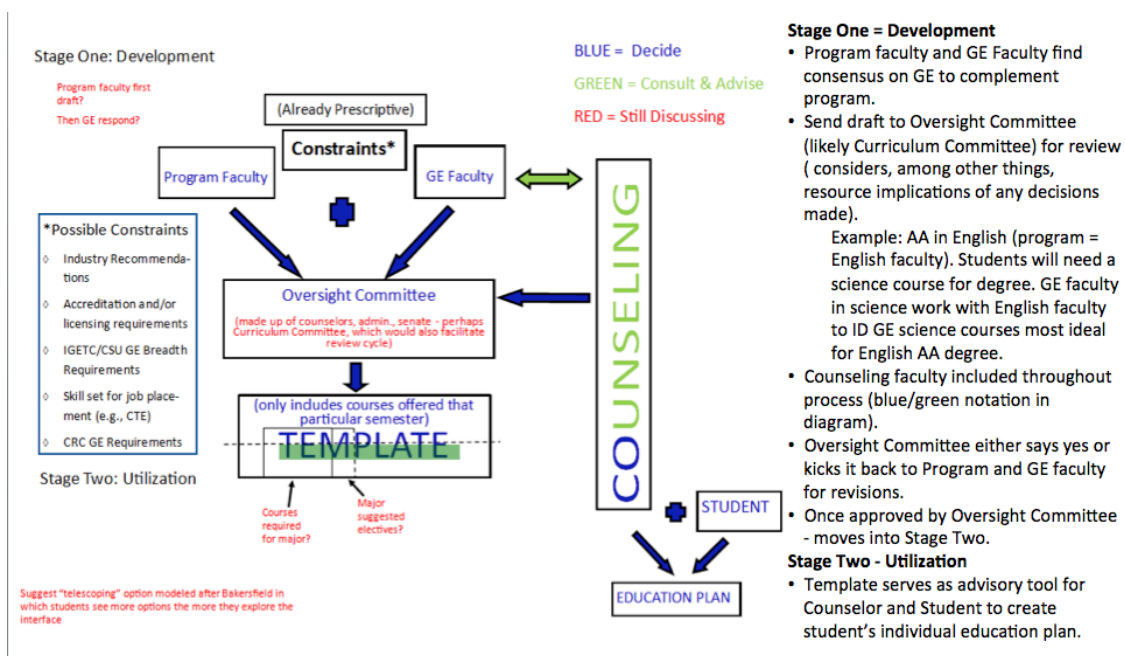
## 3. Overview of Approaches of GE at Other Colleges (Dana Wassmer)

- [Arizona GE Curriculum](#) (AGEC)
  - “Successfully completing the AGECEC means all AGECEC courses will transfer as a block” and will transfer without loss of credit from any Arizona public community college to any other AZ public community college, ASU, NAU, and/or UA.

- Three ABEC Blocks/Options:
  - AGEC-A for students who want to study liberal arts when they transfer to the university (e.g., English, History, Religion, Philosophy, Communications)
  - AGEC-B for students who want to study business when they transfer to the university (e.g., Accounting, Economics, Finance, Marketing)
  - AGEC-S for students who want to study programs that require more rigorous math and science when they transfer (e.g., BIOL, CHEM, engineering).
- [CSU Northridge](#)
  - Students enroll in one of 6 GE Path programs, each of which explores a special theme or major question from an interdisciplinary perspective in the context of their GE requirements.
  - Students do not have to take any additional courses in order to fulfill their GE requirements.
    - Arts, Media, and Culture GE Path
    - Global Studies GE Path
    - Health & Wellness GE Path
    - Principles of Sustainability GE Path
    - Social Justice GE Path
    - Scientific Reasoning GE Path
- [Chico State](#)
  - Identified the GE courses that fit specific pathways based on the GE course SLO.
  - All GE courses are aligned to the GE course SLO.
  - 10 different GE Pathways created
    - Diversity Studies
    - Ethics, Justice, and Policy Studies
    - Food Studies
    - Gender and Sexuality Studies
    - Global Development Studies
    - Great Books and Ideas
    - Health and Wellness Studies
    - International Studies
    - Science, Technology, and Values
    - Sustainability Studies
- Jackson College
  - “Speed dating” event where program and pathway lead met with GE faculty to make recommendations on respective program maps.
  - Even after this event, many program maps still show “choose something from GE Outcome 4” without specifying which course(s).
- Sierra College

- Invited departments to write a short description of their GE courses that would be most appropriate for students in certain majors.
- Description provided is different from (supplemental to) the catalog description.
- GE department explained how these courses could fit into a broader pattern of GE.
- GE course descriptions were compiled and distributed to all faculty.
- Sierra tells us that, in retrospect, wished it done things differently.
- Many other institutions have employed processes similar to this (stated above).
- None of these institutions set a recommended number of courses for each GE Area (e.g., a list of the top 5 or 10 courses to take).
- Attendees were interested in exploring the GE Pathways (Arizona, Northridge, and Chico State approach) and how it could work for CRC.
- American River College is utilizing one default GE course per each GE Area for each major in their first implementation.

### 3. Overview of Draft Process for GE Alignment (Rick Schubert)



- CRC still needs to decide whether it will make GE recommendations at the level of the institution (like Northridge and Chico State), meta-major (effectively, like Arizona) or individual program (like Jackson and Sierra).
- The Clarifying Workgroup is seeking input as to
  - What number of GE courses should be recommended per program map for each GE requirement
    - The Workgroup's current inclination is to not specify a number (i.e. for the number to be variable).
  - How the agreement required between Program Faculty and GE Faculty should be understood

- Consensus?
- Program Faculty primarily relied upon?
- GE Faculty primarily relied upon?

#### 4. Faculty Comments

- Participants expressed interest in theme-based GE (e.g., Northridge and Chico State).
- How GE is presented to students is important.
  - Students still need to know they have a choice.
- Pilot with a subset of our students first and evaluate before rolling out for the entire college.
- Participants agreed that establishing a review and revision cycle is important.
- Participants wondered about the appropriate composition of the Oversight Committee.
- A Curriculum Committee representative expressed serious concern regarding the Curriculum Committee potential role in the Oversight Committee.
  - The Committee has discussed this matter and most members of the committee feel it is not the appropriate body to serve this function.
  - The Committee has too many other things on its plate to take on this additional role.
- Program Maps will inform iSEP, which will inform which courses will be offered.
  - iSEP will feed into Ad Astra scheduling software.
- The College should publish a list of GE courses offered in a given semester.
  - This list could be made searchable by major (i.e., Anthropology majors and those advising them could use the search engine to easily identify which ANTH courses satisfy which GE areas).
- Portland State University also uses a themed area approach to GE.
- How many maps will there be per program?
  - ARCH may end up having five maps, one for Cal Poly, one for UCB, one for New School of Architecture and Design, one for terminal AS degree, and another for CSU transfer.
  - Too many maps are potentially confusing for students.
  - Too few maps with too many footnotes are potentially confusing for students.
  - Students need to see a counselor to best guide them in creating an iSEP that would best serve their academic goal.
- How many GE course choices per GE Area should be provided? Who will decide?
- Conversation with Case Management—students play a role in part of the decision (of GE).
- What is the “real” timeline for this to happen?
- Develop a benchmark goal dates for parts of the (GE, program map) process.
- Clarifying leadership recommends a focus on major course sequence first, then GE course sequence/alignment after a process is determined and approved.