Chancellor’s General Education Advisory Committee

Tuesday, January 23, 2018
Anacapa Room, CSU Chancellor’s Office
11:00-3:00

MINUTES
(taken by P. Selvester: pselvester@csuchico.edu)

Attendance:
Kevin Baaske
Bill Eadie (Virtual)
Jackie Escajeda
Denise Fleming (Virtual)
Laura Hope
Christine Mallon
Virginia May
Maggie MacGlothin
Christine Miller
Alice Perez
Barry Pasternack
Kris Roney
Paula Selvester
ASCSU Senator, Chico
ASCSU Senator, San Jose
Mark Van Selst
ASCSU Senator, Fullerton

Jodie Ullman (Ex Officio)
ASCSU Senator, Chair Academic Affairs Committee, San Bernardino

Virginia May
California Community College Academic Senate Representative, Sacramento City

Kris Roney
CSU Campus Academic Affairs Administrator, Monterey Bay

Maggie McGlothin
CSU Articulation Officer, Long Beach

Tiffany Tran
CCC Articulation Officer, Irvine Valley

Laura Hope
Executive Vice Chancellor, CCC Chancellor’s Office

Alice Perez
Vice Chancellor of Academic Affairs, CCC Chancellor’s Office

Jackie Escajeda
Dean, Intersegmental Programs and Credit Curriculum, CCC Chancellor’s Office

Christine Mallon
Assistant Vice Chancellor, Academic Programs and Faculty Development, State University Associate Dean

Alison Wrynn
State University Associate Dean

1. Announcements
Came to order at 11:12 am. V. May announced there was now a California Community College Math and Quantitative Reasoning Task Force (CCC MQRTF) formed by the ASCCC in partnership with the California Mathematics Council of Community Colleges (CMC^3). The task force consists of faculty representatives from math, statistics, chemistry, and early childhood education. They will come up with short- and long-term recommendations. They may consider bringing in people from the outside for the long-term recommendations.
2. Approval of Minutes from October 31, 2017
Barry Pasternack approved and it was seconded by Van Selst.

3. Approval of Agenda
Ullman motioned to approved and May seconded. No additions were made to the agenda.

4. Chair’s Report
Items of interest: Quottly Service
The chair had questions about the Quottly Service and wanted the committee to have more information. Jodie forwarded the email.
See Jodie (Hanley email) The question was should we discuss the evaluation of the CSU’s Cross-Campus Online Education Program. The email that the chair received was sent to member for their information. From the email sent by Gerry Hanley:

Cal State Online has partnered with a provider to conduct a pilot project that will deliver a student-friendly, course discovery and enrollment service. The pilot project will provide CSU students FREE access to the Quottly Service via a custom link on calstateonline.net and campus advisors can use this service to complement their existing student services. Using Quottly, CSU students can discover convenient, affordable and efficient pathways to satisfy CSU general education course requirements from the over 70,000 online course offerings from both the CSU and California Community Colleges.

5. Continuing Business
A. Chancellor’s Office Update (Alison Wrynn, State University Associate Dean, Academic Programs)
Christine Mallon Report:
C Mallon welcomed everyone back and reported that the CO would like to see that we make sure our discussions remain issue based and not personal as we may move to web-based discussions.
Basske asked for an update on EO 1100. No one has been given an exception but some campuses (9) have requested more time and were given extensions of a year. Most of the cases included a misunderstanding of what was required. When information was given to clarify, a number changed their requests. The 9 campuses who have requested extensions are:
Sonoma
San Luis Obispo
San Marcos
Monterey Bay
Stanislaus
San Francisco
San Bernardino
Northridge
Fullerton

C Mallon will send links to the QA and other documents etc. to the GEAC listserv.
Alison Wrynn
Math 110 discussion: The call of the full FDRGs will be requested second or third week of February—the decisions by these groups will be reported hopefully by March. Campuses will be able to make a decision once the process is complete. There will be discussions with the CC and decisions will be made regarding the changes that may need to take place for the TMCs. The first conversation will take place with CSU first and then will go to the Community Colleges.

IGETC review: There is a new product in place for reviewing courses. The new company has another product and the code has delayed the work for a couple of weeks. There are approximately the same amount of course. Jan 17, 2018 reviewer training was complete Feb. 8, 2018 will be the Assist Training. There is not a lot of requests for non-traditional courses for QR. Next year there will probably be more newly designed non-traditional QR courses submitted. Ideally mid-March review will be complete.

A. There was a meeting with written communication group. Minor and Blanchard came to speak with the group. There were discussions about what kinds of professional development were needed, placement. Early start has to do with QR and Written Communication but there were some questions about what else could be in Early Start—courses from other Areas (such as Area E) that could be included in summer Early Start. Although the campuses were asking about this, few if any interest has come from the campuses regarding this idea. For example, Ethnic Studies in Area E could build in QR or writing and send forward their interest but so far nothing has been sent. The memo dated Nov. 2, 2017 from Blanchard in answer to the inquiries about the possibility of alternative Early Start Program models was distributed. In the memo requests for proposals to be submitted and had a distribution list that included Senate Chairs, Provosts, etc. No campuses have submitted proposals to date.

Guiding Notes Discussion:
It was noted that the Guiding Notes need to be clear. For example, what does a B4 course look like? We need exemplars—syllabi with assignments and outcomes for example. The Guiding Notes at the very least should say regardless of what prerequisites exist, the course has to be college level math. The Guiding Notes should explicitly state what constitutes college level. EO 167 from 1973 talks about what is college-level math. There is an understanding that the CC uses EO 167 to determine what is college-level and if the CC designates a course as college-level, the CSU will accept it. CC representative said the Guiding notes are regularly used to evaluate courses coming from other states. The discussion was truncated because the committee had a time-certain. The discussion will be returned to at our next meeting.

B. Defense Language Institute courses
Time Certain: 1:00 PM with Sandra Perez (World Languages Council); Patrick O’Rourke (Director of Active Duty and Veteran’s Affairs); and Janet Rizzoli (CSU Channel Islands Articulation Officer). Related documents in September GEAC Drop Box
The discussion rested mainly on concerns that culture and writing may not be being taught to the standard required.

The syllabi used by the DLI and was looked at by the World Languages Council that reviewed the Chinese and Spanish course. The cultural component was not clearly addressed (from the home culture perspective).

A good deal of discussion examined the question of culture and writing, what the meaning of Writing is (GE written communication vs. written communication as a component of language development). Although both were written in the student learning outcomes on the syllabi, there were still questions. The representative from the World Languages Council said that in her discussions with O’Rourke that this could be made explicit. Culture needs to be understood by the target language informants. ACE (American Council of Education) reviews the courses and approves them.

The ACE recommendations are used at CSU Long Beach. If they have 3 units of credit they get GE credit. If they have 1 unit of credit, it goes for electives.

It was moved and approved with one opposed that we vote to send to the CO approval of DLI courses for GE credit using ACE credit guidelines.

C. Advance Placement Exams for Computer Science

Time Certain: 2:00 PM with Pam Kerouac (College Board)-AP Computer Science Principles and AP Performance Tasks, both in January GEAC Drop Box

Chrystal Vernon joined us via Zoom as a content expert on the College Board. This was brought a little over a year ago to GEAC. This discussion is a request to accept the AP Computer Science exam for credit GE Quantitative Reasoning Area B4. In Computer Science Principles they have to create their own computer program and submit their code. They have to be able explain what the algorithms inside their program are working. They use agnostic programming language. They allow teachers to select (java, java script, python, scratch (?) etc. The scoring guidelines and notes have holes. They allow the reviewers to differentiate students across the levels 2, 3, 4, 5. The board representative described how the exam reviewers use the rubric to level students on the 1-5 scale. She described the reliability of the scorers’ ability to differentiate and stay calibrated. Algebra one is recommended to be taken prior to the course although some students take it concurrently. CC representative was wondering how a student without algebra could take the course.

It was voted that the AP Computer Science would be recommended for B4.

D. Examination of CSU campus-based GE assessment practices

(1) Indicators of Education Effectiveness Indicators (IEEI) Reports (in October GEAC Drop Box)
Our attention was drawn to the reports in Drop Box.

(2) Dividing the IEEI Reports
A. Wrynn:
We have information from each campus. The IEEI reports vary in detail. Some reported a lot. Others reported very little. All of the reports that have been received are in the folder in Dropbox. GEAC chair suggested we divide them up and read them, and then share by email the summary remarks (this is interesting, clear, or not). WASC does require assessment and we might want to know what is occurring on campuses. The CO asked us to identify best practices. At March meeting we can discuss our views regarding what we read.

It was suggested that we see the GE Assessment plans. We should be able to see the outcomes from the GE Director or the Assessment coordinator to get the outcomes and the GE Assessment plan. Each campus has a different person who collects this information. The CC colleagues were asked if they has GE assessment plans that had outcomes and assessments for achievement of those outcomes.

(3) Review to spotlight “best practices” in GE Assessment
Charge from Chancellor White in September Drop Box

GEAC chair will ask CSU campus chairs from listserv for their assessment plans. Put them in a drop box and assign regular GEAC committee members. He will send this information to the CC colleagues so they can do the same at their campuses.

E. Review and recommendations regarding revisions to the Guiding Notes

(1) Guiding Notes in September GEAC Drop Box

It was determined that we were not ready to go point by point on the Guiding Notes.

(2) Discussion and input

The expectations will be that each member will have read them, determined areas that need editing, clarification, etc. Next time we meet there will be a special place on the agenda to do this. Should we have a different format? Shall they be rethought? Is the format appropriate, easy to use? Is there another way to do it? In preparation, have the EO hardcopy to look at so that all of the notes discussion does not deviate from the policy. EO 1061 is policy for American Institutions. It was suggested that we meet face-to-face to discuss the Guidelines.
6. New Business

Getting best advice regarding EO 1110. It would be best to begin with the Golden 4.

7. Next GEAC meeting

   A. March 13: Zoom meeting?

   It was requested that we send items for discussion to GEAC chair.

   B. May 8: Chancellor’s Office, Long Beach