

Chancellor's General Education Advisory Committee

From March 14, 2017

11:00 a.m. to 4:00 p.m.

Anacapa Room, CSU Office of the Chancellor

MEMBERS PRESENT:

Kevin Baaske (for Denise Fleming)
Stachia Boykin (phone)
Mary Ann Creadon
Bill Eadie
Steven Filling
Susan Gubernat
Virginia (Ginny) May
Catherine Nelson
Barry Pasternack
Tiffany Tran
Mark Van Selst
Jodie Ullman
Alison Wrynn

GUESTS:

Patrick O'Rourke (Guest / CSU CO Veteran's Affairs)
Christine Miller
Quajuana Chapman (Curriculum and Articulation / CSU CO)

ABSENT:

Sarah Bentley
Elizabeth Boyd
Jackie Escajeda
Michelle Hawley
Ceci Herman
Christine Mallon
Paula Selvester
Pam Walker
Steven Stepanek

FROM AGENDA

**ITEM 1: Approval of agenda for meeting of 3/14/2017 and of minutes from 1/24/2017
(move/second/pass)**

- Mary Ann Creadon

ITEM 2: Credit-by-Exam Memo Update and Defense Language Proficiency Test

- Alison Wrynn
- Patrick O'Rourke
- Mark Van Selst

ACTION: new actions change computer science AB (F/18 removal? ← will be verified) + Physics B to (end date to F/15)
(Move/Second/Pass)

Question re: defense language institute programs

- GE needs Culture, Writing, etc.
- As credit vs. as CSU GE?
- What do we need to do to evaluate for GE credit?
- Feedback from the field from CSU world languages faculty.
- Proposal for score mapping (one level to another)
- Interagency round table scores or ?
- Need consensus from Campus re: appropriate criteria
- Most languages basic/intermediate/advanced (what level would “count” for GE)?
- Tagalog/Spanish/+other (complex ~ Chinese)

ACTION: ask world languages faculty to weigh in on the DLI offering(s)

ITEM 3: Online Oral Communication Pilot Update, Report, Discussion

- Bill Eadie
- Mary Ann Creadon

In January we recommended continuation and review learning outcomes from the pilot programs. The pilot study was designed to assess potential avenues to best meet oral communication requirements in an online format. Particular concerns were how to address “the audience problem”. Discussions included both statutory authority of the Guiding Notes and the potential to have mode of instruction explicitly indicated. For the May GEAC meeting we expect a draft for consideration of updated guiding notes for oral communication (see item 6).

ITEM 4: GE Task Force and Issues of Overlap with GEAC

- Mary Ann Creadon
- Jodie Ullman

There are likely to be times/issues that overlap between the two groups; this is expected and ok. Neither GEAC nor the Task Force (including actions potentially following up on the May 10 deadline from the Blanchard memo) should feel constrained by the existence and actions of the other groups.

Changes to EO1100 have historically been vetted via GEAC prior to implementation (and ideally with GEAC informing potential changes in advance). Additionally, anything with curricular implications has historically gone from GEAC to ASCSU for action.

ACTION: GEAC make a recommendation to the CSU CO that requests the March 10 Blanchard Memo deadline be extended from May 10, 2017 to a date to be agreed on by ASCSU and CSU CO leadership.

ACTION: GEAC make a recommendation that the information request contained in the March 10 Blanchard memo be better focused in line with the relevant charges of GEAC and the GE task force.

(without dissent)

ITEM 5: GE Assessment/Upper Division GE

- Mary Ann Creadon
- Alison Wrynn

Is there guidance in the elements from the materials in dropbox that might help GEAC to provide effective guidance in GE assessment (esp. w.r.t. upper division GE)

- Fresh semester conversion campuses are likely to have ‘newer’ outcomes, etc. for GE
- We are not looking for data per se, we are looking for effective procedures to advocate
- WASC mid-cycle review processes are an appealing information source; These campus reports to WASC should be available from campus websites – Mary Ann and Alison will coordinate collating this information from each campus.

Role of Upper Division GE

- SF State: UD GE has connection to the major (separates GE by major)
- SJSU: in GE (LD + UD) students should share common educational experiences (vs. isolated)
- San Bernadino: language / presentation is more cohesive (less discipline specific – outcome driven vs. discipline focused descriptors) ; includes foundation→exploration, etc. – seemed very student-centered
- Sacramento: includes a strong philosophical statement of what GE is for.
 - o Distinguishes “educated person” from “trade school” (worth of critical thinking, etc.)
 - o Very clearly phrased statement on value and role of GE
- UD vs. LD GE separation (definition and practice) will be important
- AS-3211-15 Expectations for Upper Division General Education lists elements for a strong definition of UD GE (campus-specific)
- A high percentage of our students are transfer students (with LD GE)
- EO 1100 specifies 3 units UD area B, 3 units UD area C, 3 units UD area D.

ITEM 6: Review and Clarification of EO 1100 & Guiding Notes

- Mary Ann Creadon

ORAL COMMUNICATION

- Effectiveness in communication
- EO1100

- A minimum of nine semester units or twelve quarter units in **communication** in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning. Students taking courses in fulfillment of subareas A1 and A2 will **develop knowledge and understanding of the form, content, context, and effectiveness of communication**. Students will develop **proficiency in oral and written communication in English**, examining **communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy**. Students will **practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively**. Coursework must include active participation and practice in both written communication and oral communication in English.
- Problem of audience needs to be addressed (prohibition to only be online vs. outcome-based outcome assessment that may include non-in person experiences)
- We likely want to provide connection to guiding notes from EO1100.

ITEM 7: Review/Revise GE Area B4 requirements and clarification of EO 1100 and Guiding Notes

- Steven Filling
- Kate Stevenson

Intermediate algebra (not used for some majors – but is needed for some majors)
 Foundational requirements (per QRTF defined in terms of Common Core expectations)

As we rewrite B4, the statements within QRTF report on “expectations for before” (Foundational requirements) and “expectations after completion” (Baccalaureate expectations) should guide a revision to EO1100.

These are “GE” requirements... individual programs may require other quantitative reasoning elements (e.g., intermediate algebra, etc.).

ACTION: Mark and Steven (with Kate) will draft (Title 5?) EO1100 + Guiding Notes language for May/17.

NEW ITEMS / REPORTS

ITEM 8: Statistical Pathway Pilot Assessment Reports

Pilot reports are beginning to come in. The data we will get will likely not go beyond Fall of 18 for Spring 2019 conclusion of pilot (Feb 15, 2019 due date).

ITEM 9: Carnegie letter

Misrepresentation of Statistics Pathway was noted by both ASCSU and CCC senate; clarification was provided by Carnegie.