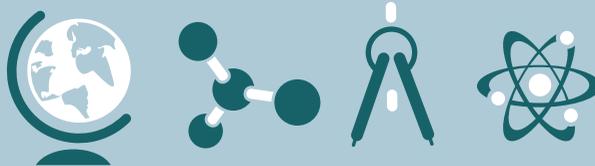


ACADEMIC SENATE PRESENTS

2014 ACADEMIC ACADEMY INSTITUTE

THE VALUE



OF

GENERAL EDUCATION

FEBRUARY 21-22, 2014
SILVERADO RESORT AND SPA

Dear Participants:

Welcome to the Academic Senate for California Community Colleges (ASCCC) Academic Academy in Napa, California. The focus of the Academic Academy changes every year and this year's theme, *The Value of General Education* is particularly timely. Colleges and universities are increasingly pressured to move students through faster, to evaluate and often minimize expectations outside of major's preparation, and to waive requirements or award credit for prior knowledge. External forces often question the value of requirements outside of major's preparation and general education is viewed as an additional hoop impeding student progress.

Yet when we evaluate what employers state as the most important qualities in a new employee, technical knowledge is ranked seventh in the most identified skills, according to the National Association of Colleges and Employers in their October 2013 survey. The rest of the top ten are:

- Ability to work in a team structure
- Ability to make decisions and solve problems
- Ability to plan, organize, and prioritize work
- Ability to verbally communicate with persons inside and outside the organization
- Ability to obtain and process information
- Ability to analyze quantitative data
- Proficiency with computer software programs
- Ability to create and/or edit written reports
- Ability to sell or influence others

<http://www.naceweb.org/about-us/press/skills-qualities-employers-want.aspx>

This is the value of general education—all these other skills we can see in our curriculum. This conference is an opportunity for those of us in higher education to have a conversation about the value of general education and how we might translate that value so that students, the public, and the Legislature are able to directly see those linkages.

In the Academic Senate's continuing effort to promote sustainable and environmentally sound practices, we are using the ASCCC website more and paper less. Whenever possible, breakout presenters are sharing digital copies of their slides and handouts that are accessible online at any time. We also hope that this shift to electronically disseminating information may make it easier for you to share useful Institute content when you return to your home colleges and districts.

Finally, I would like to thank the members of the ASCCC G.E. Task Force, who have worked so diligently and tirelessly to develop this program as well as the many presenters who have devoted significant time and energy preparing informative breakout sessions for us. Special thanks to Kim Harrell, who led this task force last semester and helped the committee accomplish the bulk of the programming logistics. And lastly I would like to thank you, the attendees, for coming to this year's Academy with your questions, insights, and ideas. I look forward to the dialog the next two days will bring.

John Stankas
ASCCC South Representative
Institute Coordinator

FRIDAY, FEBRUARY 21, 2014

9:00 a.m. Continental breakfast and registration

Silverado West Ballroom Foyer

10:00 to 10:15 a.m. Welcome

Silverado West Ballroom

John Stankas, South Representative and Institute Coordinator

10:15 a.m. to 10:45 a.m.

State of the Senate

Beth Smith, President

10:45 a.m. to 11:45 a.m. Keynote Address: Liberating General Education (GE)

Susan Albertine, Vice President, Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities (AAC&U)

Susan Albertine will explore LEAP, *Liberal Education and America's Promise*—AAC&U's centennial initiative—as a broad-based collaboration for educational quality and purpose, faculty engagement, and success for all students. She will focus on the potential that LEAP, with its high-impact practices, essential learning outcomes, and VALUE assessment rubrics, may offer to California Community Colleges. LEAP brings together educators from all types of institutions to develop a 21st-century approach to college education, joining general education and specialized areas of study. Central to her presentation will be the root meaning of liberal education—to liberate the mind—and the essential role of community college educators to ensure the future of general and liberal education.

11:45 a.m. to 12:00 noon Questions and Answers

12:00 noon to 1:00 p.m. Lunch and Table Discussions

Silverado West Ballroom

1:15 p.m. to 2:30 p.m. Breakout Session Block I

Demonstrated Learning: Designing and Field-Testing an E-Portfolio System in a Transfer Facilitation Project

Beringer/Chappallet/Robert Mondavi

John Stanskas, San Bernardino City College, Facilitator

Janet Hesch, Sacramento State University

BJ Snowden, Cosumnes River College

This presentation describes a three-year collaboration between Sacramento State and Cosumnes River College in applying LEAP frameworks to develop a portfolio system for providing evidence of development of proficiencies gained in GE liberal arts courses. The presentation will also include a description of the construction of a two-semester GE capstone experience for students to complete the requirements of the Sacramento State upper division general education requirements. The COSA Project is funded by the Chancellor's Office of the California State University Compass Project, one of three "beta" campuses focused on transfer facilitation.

Braking Bad: A Learner-Centered Approach to Engaging Students in the Best of GE

Sebastini/Domaine/Chandon

Daphne Figueroa, San Diego Miramar College

Linda Lee, San Diego Miramar College

What gets in the way of becoming college educated? Across all disciplines, professors find that students fail—fail to learn the material, fail to read the text, fail to do the work, and even fail to show up. Many instructors devote hours to improving their presentations, activities, tests, and grading—gaining some students and losing others. This workshop focuses on the student. It's about braking the ineffective methods with a learning to learn approach that fits easily into any discipline and teaching style. This is truly the best of GE!

From Acronym Soup to Educated Students: Stirring Up the Ingredients of a Quality General Education

Buena Vista/Sutter Home

Richard Mahon, Riverside City College

Steven Reynolds, College of the Siskiyous

CSUGE! IGETC! LEAP! ACCJC! Title 5! Whose recipes influence your local senate philosophy of general education? Which outcomes do you include as ingredients in your GE program design? What items may students select in your GE course menu? This breakout session will engage participants in discussions about how we, as line cooks in a higher education kitchen, must follow the directions of multiple chefs.

2:30 p.m. to 2:45 p.m. Break

2:45 p.m. to 4:00 p.m. Breakout Session Block II

General Education in an Era of Efficiency: Having Hard Conversations about Units, Contact, Pathways and Student Success

Sebastini/Domaine/Chandon

David Morse, Long Beach City College, Facilitator

James Todd, Modesto Junior College

Educational capital now demands efficiency across campuses through state initiatives. As colleges grapple with limitations on transferable credit, a shift away from life-long learning, an emphasis on completion, the uneasy horizon of performance based funding, and the directives of the Student Success Act, what happens to GE and the breadth of education that community colleges have been known for? This session focuses on how colleges might plan and respond to this era of efficiency in positive ways that center on a robust general education model. Colleges such as Modesto Junior College have started open conversations about “What is GE?,” and have struggled to build breadth through lower units and contact hours in courses. Such strategies and conversations are not focused on merely meeting Associate Degree for Transfer (ADT) requirements, but are poised to restructure campus curriculum in ways that foster student exploration of subjects, reimagine the role of GE, concentrate on student success, and shuffle resources for educational breadth. Join us for a conversation about strategies, pitfalls, difficulties, and solutions in a world when more must be done for less.

Credit by Exam and Other Innovations in GE Attainment

Beringer/Chappallet/Robert Mondavi

Stephanie Briggs, San Bernardino Valley College

Daphne Figueroa, San Diego Miramar College

Brian Rickel, Grossmont College

This breakout will examine several models currently used by California Community Colleges to award general education credit for experiences outside the realm of traditional course credit. This will include one district's model for credit by exam, some ideas for challenge processes and a mastery learning approach. Participants will be encouraged to share models and methods that are used at their own campuses and the pros and cons of each.

iPATH at SBCC: Integrated Pathways to Transfer

Buena Vista/Sutter Home

John Stankas, San Bernardino City College, Facilitator

Alice Scharper, Santa Barbara City College

Santa Barbara City College (SBCC) is partnering with the CSU system to provide an alternate general education transfer option to students pursuing an educational goal of transfer from SBCC to a California public four-year institution. Through this alternate GE delivery framework, the program will achieve the following objectives:

- Increase persistence and reduce time to degree completion
- Attain general education learning outcomes
- Establish integration of multiple disciplines
- Promote high impact practices through collaborative approaches
- Foster students' lifelong, independent learning

5:00 to 6:00 p.m. No Host Reception

Vintner's Court

SATURDAY, FEBRUARY 22, 2014

7:30 to 8:30 a.m. Breakfast Buffet

Silverado West Ballroom Foyer

8:30 a.m. to 9:45 a.m. Breakout Session Block III

The Western Interstate Commission for Higher Education (WICHE) Passport Initiative

Beringer/Chappallet/Robert Mondavi

Julie Bruno, Sierra College, Facilitator

Debra David, California State University Chancellor's Office

Terry Underwood, Sacramento State University

The goal of the WICHE Interstate Passport Initiative is to streamline transfer pathways by forging general education (GE) core block transfer agreements based on learning outcomes rather than course content and credit hours. Come learn about this five-state pilot project that identified Passport outcomes and proficiency criteria for three lower-division GE areas: oral communication, written communication, and quantitative literacy. Then join us for a lively discussion of how the Passport process and outcomes can help align expectations for students' performance within and across systems in California and beyond!

Are Your Students ColleGE Educated?

Sebastini/Domaine/Chandon

Stephanie Briggs, San Bernardino Valley College

Daphne Figueroa, San Diego Miramar College

Steven Reynolds, College of the Siskiyous

As faculty, we know what we want our students to learn in our discipline specific courses. But what should all students know by the time they graduate or transfer? Why is a comprehensive and rigorous general education (GE) important? How do your colleges' GE learning outcomes align with the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) outcomes? Come for a lively discussion about the value and importance of GE in a comprehensive college education.

“I’m Never Gonna Use This Stuff!”: Helping Students Understand the Importance of General Education

Buena Vista/Sutter Home

David Morse, Long Beach City College

Brian Rickel, Grossmont College

John Stanskas, San Bernardino City College

Most college instructors of general education courses have encountered students’ skepticism about the value of classes outside their majors, and faculty teaching students within their majors may also struggle to convince students to take a broader view of their academic experience. This breakout will consider ways in which faculty can both convey the value of general education to their students in general education courses and integrate the significance of general education into their major courses. Join us for an exchange of examples, approaches, and philosophies on this important topic.

9:45 a.m. to 10:00 a.m. Break

10:00 a.m. to 10:15 a.m. Welcome from ASCCC Foundation

Silverado West Ballroom

Julie Bruno, President

10:15 a.m. to 11:15 a.m. Panel on the Value of GE

David Morse, Vice President, Facilitator

Join leaders in higher education to discuss the relevance and importance of GE in a college education.

11:15 a.m. to 11:45 a.m. Questions and Answers

11:45 a.m. to 12:00 noon Closing Remarks

Silverado West Ballroom

John Stanskas, Institute Coordinator

Beth Smith, President

KEYNOTE SPEAKER BIO AND PHOTO



SUSAN ALBERTINE is vice president, Office of Diversity, Equity, and Student Success, at the Association of American Colleges & Universities. She leads the partner state-level activities of AAC&U's centennial campaign, Liberal Education and America's Promise (LEAP). A former public school teacher and career-long advocate for literacy, Albertine has been nationally active to advance pre-school through college alignment, including transfer from two-year to four-year institutions. Albertine received her BA from Cornell University, her MA from SUNY Cortland, and her Ph.D. from the University of Chicago, all in English literature. She has been an English professor

and dean at the College of New Jersey, vice provost for undergraduate studies, Temple University, and assistant to the provost, University of Pennsylvania. She has held faculty positions at the University of North Florida, St. Olaf College, Susquehanna University, and Chicago State University. She is a national leader of the Educated Citizen and Public Health, a collaborative project co-sponsored by ASPPH (the Association of Schools and Programs of Public Health) and AAC&U. Her board service has included the Camden Academy Charter High School, Camden, New Jersey; the Council of Colleges of Arts and Sciences—a national deans' organization—and the Advisory Board, National Center for the First-Year Experience and Students in Transition.

LIST OF PRESENTERS

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GENERAL EDUCATION TASK FORCE

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