

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

James E. Todd, Ph.D.
Modesto Junior College

David Morse, Ph.D., *Facilitator*
ASCCC Vice-President

The new context of GenEd

Educational capital now demands efficiency across campuses through state initiatives (SB1440, SB1456, etc.).

- *limitations imposed by the ADTs,*
- *a shift away from life-long learning,*
- *an emphasis on completion,*
- *the directives of the Student Success Act, and*
- *the uneasy horizon of performance based funding.*

What happens to general education and the breadth of education that community colleges have been known for?



This session...

- How to have difficult conversations about unit values, contact hours, and the general education curriculum and experience. Is GenEd losing its value?
- Do discipline faculty experts merely design their curriculum and get it approved?
- What happens to general education when student load, resources, financial aid, TMCs/ADTs, and Student Success are intimately tied together?



How is your campus?

- Are you having issues with your ADTs meeting the unit requirements?
- What processes do you have for resolving conflicts when disciplines affect one another?



A bit about Modesto Junior College...

- FTEs projected this year (goal): 14,455
- Scorecard:
- <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592#home>
- ILOs
- <http://outcomesassessment.sites.mjc.edu/welcome.html>

Modesto C-ID/ADT

- Modesto is the top college in terms of numbers of C-ID submissions (356)
- **ADTs approved and offered going into Fall 2014 (16):** Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, English, Geology, History, Kinesiology, Mathematics, Music, Psychology, Physics, Sociology, Studio Arts, Theatre Arts
- **ADTs “in process” (7):** Computer Science, Early Childhood Education, Elementary Teacher Education, Geography, Philosophy, Political Science, Spanish

Our Conversation: Fall 2013

Fall 2013 Institute Day Presentation

Course Unit Values at MJC: Improving Student Success and Tackling State Curriculum Initiatives at the Local Level

College-wide discussion was imagined as the platform for a broad, student-centered dialogue about curriculum and unit values at MJC, especially in relation to current state curriculum initiatives, student success, and financial aid.

The session welcomed students, staff, faculty, administrators, and YCCD Board members, seeking multiple perspectives about instruction and curriculum, institutional and student success, and the academic and financial ramifications of unit values.



Math at MJC: TMC Troubles and more...

Non-Transferable Mathematics Courses (CSU or UC)

MATH 10	Introduction to Mathematics	4 Units
MATH 20	Pre-Algebra	5 Units
MATH 47	Skills for Success in Elementary Algebra	.5 Units
MATH 70	Elementary Algebra	5 Units
MATH 90	Intermediate Algebra	5 Units

General Education Mathematics Courses (Transfer & Liberal Studies)

MATH 101	Mathematical Ideas and Applications	3 Units
MATH 105	Structure of Mathematics 1	4 Units
MATH 106	Structure of Mathematics 2	4 Units
MATH 111	Applied College Algebra	3 units

Pre-Calculus

MATH 121	Pre-Calculus 1	5 Units
MATH 122	Pre-Calculus 2	5 Units

Statistics, Computers, and Applications

MATH 130	Finite Mathematics	3 Units
MATH 134	Elementary Statistics	5 Units
MATH 138	Calculus for Business & Social Sciences	3 Units

Calculus

MATH 171	Calculus: First Course	5 Units
MATH 172	Calculus: Second Course	5 Units
MATH 173	Calculus: Third Course	5 Units
MATH 174	Linear Algebra & Differential Equations	5 Units

ONE ISSUE AMONG MANY:

Our Math courses affected our ADT for CMPSC.

We needed an 8-unit Calculus or Physics sequence in order to submit our Computer Science ADT. Math was in our current curriculum review cycle for Fall 2013.

Computer Science needed their ADT to offer their own local degrees.

Administrative Initiative

Administrative Initiative: As Math entered the curriculum cycle, all Math 5-Unit, 5-Contact Hour courses were “held” at the Dean level.

The administration initiated a resource-related course of action to limit offerings of 5 unit and 5 contact hour courses. Administration wanted to:

- 1) maintain the integrity of the Carnegie Unit;
- 2) align content with the C-ID to ensure consistency with the statewide model;
- 3) match the units and contact hours of our curriculum with the minimum units listed on C-IDs; and,
- 4) in the instance MJC did not have C-IDs, we were to asked to examine our “high unit” courses, with the goal of lowering units and contact hours by finding ways to use alternative pedagogies and make strategic choices about the essentials taught.

The Math Department was informed they were not going to make it to technical review unless the units and contact hours were reduced. At the end of the Fall, no 5-unit courses for Math had made it to curriculum.

Who decides?

Math Department was told they were not going to make it to technical review unless the units and contact hours were reduced. This continued to hold up our CMPSCI ADT.

- Can administration limit units and contact?
- Is this an Academic Senate issue?
- Is this a Union issue?

(at MJC/YCCD, our contract defines workload as contact hours)

Our GenEd Conversation: Spring 2014

Spring 2014 Institute Day.

Got GenEd? The Landscape of General Education in a Time of ADTs, Unit Caps, and Success-as-Completion

College-wide discussion that focused on the difficulties of “efficiency” and how we might foster a robust general education model that improved student success. Topics included: building breadth, examining unit values, reexamining curriculum, and refocusing our learning outcomes.

Emphasis brought out the complexity of curriculum, including how resources, student load, student success, and curriculum structure were interrelated.



Our GenEd Conversation: Spring 2014

Also brought up a faculty intention to think about better model our survey courses and to focus on our institutional learning outcomes.

- Planning of a “Survey Course Summit” to better model our introductory courses alongside various disciplines *and* to work more strategically with our local CSU (including modeling and pathways)
- Refocused our priority on meeting our ILOs through orientation, advising *and* curriculum:
 - *Communication;*
 - *Information and Technology Literacy;*
 - *Personal and Professional Development;*
 - *Creative, Critical and Analytical Thinking;*
 - *Cultural Literacy and Social Responsibility*

Keep it in Curriculum Committee

The Academic Senate President and President-Elect worked on a resolution for curriculum committee, along with the Math representative, which included the following resolves:

- **Therefore: Be it resolved,** that in the event a course is not being approved at the Dean level because of an impasse between faculty and administration about unit values and contact hours on the proposed Course Outline of Record, the faculty representative may ask that a vote requiring a 2/3 majority to succeed be held in the Curriculum Committee to cause the course to be moved forward to the next level of approval; and
- **Therefore: Be it resolved,** that in the event a course is not moved forward as described or the Curriculum Committee does not ultimately approve a course due to concerns about unit values or their corresponding contact hours, the Curriculum Committee will recommend that discipline faculty work with administration to develop a Course Outline of Record that would eliminate such concerns.

Learning Points:

Having difficult conversations

- College-wide from the start: the value of General Education and ILOs
- Provide opportunities for visitations to other campuses, or bring someone to yours
- Be able to converse about complex relationships and interrelated issues: disciplinary concerns and institutional goals
- Follow your process and construct pathways when needed
- Discuss ways to get resources for alternative pedagogies
- Most of all, *have fun!* 😊

Questions?

Comments?

Suggestions?

What's happening at your college?