Units are Creeping, GE is Bloating, and IGETC is STEMing – What more could you want?

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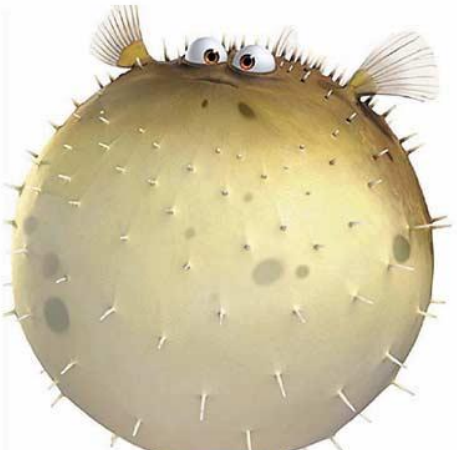
To be considered…

- How can addressing unit “creep” and GE bloat be used to foster honest dialogue about student success and the best means of aiding students in reaching their academic goals?
- How do we balance pedagogy with practicality?
- Are there other ways to help keep units at reasonable levels?
- Is there sound justification for unit “creep”?

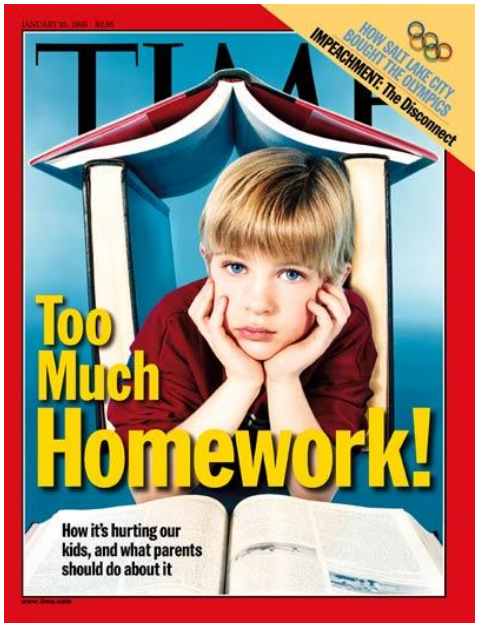
OVERVIEW

- Defining Unit Creep and GE Bloat
- Why care about “creep” and “bloat”?
  - Practical issues
  - Philosophical issues
- Examples
- Potential solutions/treatments
- IGETC for STEM
  - Update



Defining Unit Creep and GE Bloat

- *When does the unit load for a given course become "too much"?*




When 24 Hours in a Day is
NOT ENOUGH

One college's approach

- Are we attempting to cover and assess more content than the norm? If so, why?
- Are we doing more review/catch up and "homework" examples in class?
  - If so, is this really justifiable in the Carnegie "lecture" unit framework?
  - Are we encouraging bad behavior by not holding students accountable for doing the allotted "homework" outside of class?

One college's approach

- Most Importantly – Can we prove/show that this extra effort is actually resulting in more student success?
  - If yes, do our results merit the quantity of extra efforts and resources being allocated to achieve this goal?
  - If no, shouldn't that suggest we should use our energy elsewhere to achieve the desired results?

One college's approach

- Are there other alternatives that others are trying that may give us equal or better results?
- What effect is this having on other areas of a student's academic life?
  - Such as?

Impact on student's academic life

- Absorbs more units available to students for financial aid.
- Makes it harder for students to schedule a "full-load" of courses in a given semester.
- Makes it harder for students to gain employment as a result of more hours required in class.
- Potentially disempowers students attempting to develop the necessary skills required for success upon transfer.

High Unit Course Justification

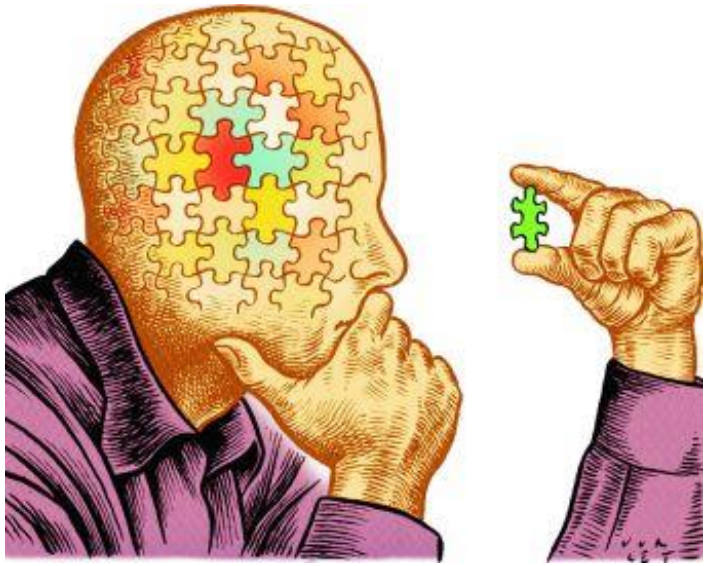
- **Norm Unit Value (C-ID minimum, Assist agreement with CSU or UC, other):**
- **Local Unit Value:**
- **Justification:** What is the need for and/or benefit of allocating additional units
- **Support Data:** For example, success rates, state and/or other mandates/requirements.

UC/GEB

- Degrees which colleges had planned NOT to develop may now need to be developed (SB 440, 2013).
- How does discipline X create a degree when the courses in Y and Z must be in the degree and these courses are more than the minimum units expected by C-ID and/or the college's GE package is substantially more units than the norm?

Philosophical Question

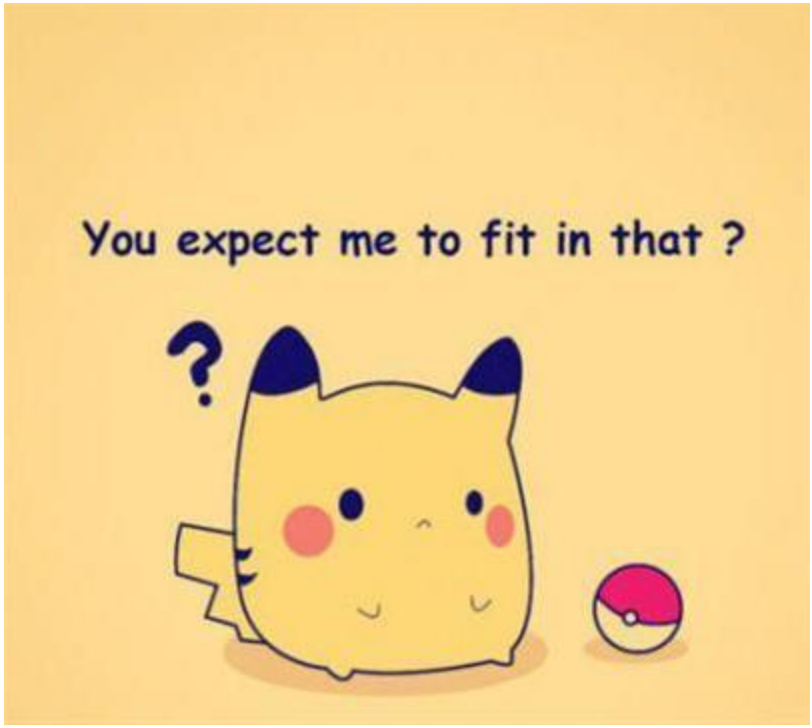
- Should students/the state/the public be able to expect that degree completion requires a finite number of units?



- FYI - The CSU BoT voted in favor of changing degree unit limits to 120 units to have students graduate within four years.

If units to degree should be finite..

- What happens when units “creep” in some courses?



Unit Creep/ GE Bloat

- All TMCs make assumptions about units – of individual courses ***and*** CCC transfer GE patterns.
- The focus of external parties on "excess units" has been on courses – a consequence of student behavior.
- UC/GEB as a reason for not offering a degree – a consequence of faculty behavior. Potentially challenging to defend.

Stats Stats - As of 2014 Spring

- 252 courses that satisfy CSU GE B4 and have "stat" in the title
- 1 is 6 units (Statway Part II at ARC)
- 23 are 5 units
  - 2 are Honors (non-Honors is less)
  - 2 are Statway
  - 7 are quarter units (so the courses are NOT 5 semester units)

Stats Stats

- 24 5-6 unit stats courses
  - 12 may be “justified”
- Only 12 of these extra-high unit stats courses exist without some obvious means of “justifying”
- 139 are 4 units
- 89 are 3 units (minimum units indicated in C-ID)

Accounting for Accounting - CCC

- 9 + 1 CCCs with Financial Accounting at 5 units
- DAC, EVERGRN, FULLRTON, GLENDALE MTSAC, NAPA, SBCC, SJCC, SMCC
  - +1 Foothill
- 1 @ 4.5 – Copper Mountain
- 44 @ 4 units
- 13 @ 3 units
- What about the CSU's?

Accounting for Accounting - CSU

- 5 units – 2 – CPSLO, CSUB
- 4 units – 4 – CPSLP, CPP, CSUEB, CSULA
- 3 units – 11 – CSUC, CSUCI, CSUDH, CSUFULL, CSULB, CSUN, CSUSM, CSUSTAN, HSU, SDSU, SJSU

If you think you have a problem…

The first step in addressing it is admitting you have a problem..

Do you have a case of unit creep and/or GE bloat?

- Are you having issues with your ADTs meeting the unit requirements?
- What processes do you have for resolving conflicts when disciplines affect one another?
- How do you ensure the dialogue is about student success and not personal interests?

Another approach…

College Concerns:

- "High units" associated with courses (≥ 5) across the curriculum.
- Experiencing issues with meeting the 60-unit Computer Science ADT and maintaining GE breadth.
- Administration concerned with student success, retention, and completion as connected to high unit/contact courses.
- Tackled the issue with broad conversations across the college, high unit meetings, Senate and Curriculum Committee discussions and a resolution.

The issues…:
TMC Troubles and more…

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:

SIMPLIFY

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 its own local degrees.

College-wide Conversations 2013/2014

Fall 2013 Institute Day College-Wide Conversation

"Improving Student Success and Tackling State Curriculum Initiatives at the Local Level"

…student-centered dialogue about curriculum and unit values, especially in relation to current state curriculum initiatives, student success, and financial aid.

Spring 2014 Institute Day College-Wide Conversation

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

…focused on the difficulties of "efficiency" and how we might foster a robust GE model that improved student success. Topics included: building breadth, examining unit values, reexamining curriculum, and refocusing our learning outcomes.

College-wide Conversations: Focus on ILOs, GE, and Student Success

- Emphasis brought out the complexity of curriculum, including how resources, student load, student success, and curriculum structure were interrelated.
- 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)
- Emphasis on Curriculum Committee's role to make difficult decisions.

IGETC for STEM

- ONLY an option for TMCs/MCs that have specified it: Chemistry, Biology, Nursing, Engineering.
- Guidelines and guidance under development.
- CSU GE Breadth for STEM expected.
- NOT an option for Computer Science.

Details of IGETC for STEM

- In the context of ADT degrees certification under IGETC for STEM Majors, students must complete the following:
  - All courses in Areas 1 (English), 2 (Quantitative Reasoning), and 5 (Phys/Bio Sci) of the traditional IGETC; and
  - 2/3 courses in Area 3 (Arts and Humanities) and 2/3 courses in Area 4 (Soc/Beh Sci).

So…

- 1 remaining GE course in Area 3, 1 remaining GE course in Area 4.
- These deferred GE courses must be replaced in coursework before transfer with calculus and/or science courses required by the major.

And…

- Students are eligible to complete the IGETC for STEM Majors option only if it would be impossible for them to complete both major/major preparation coursework and either IGETC and/or the CSU GE Breadth plan within 60 units prior to transfer.

Implementation Delays..

- Due to:
  - ~~IGETC for STEM – incorporation into IGETC standards.~~
  - CSU GE for STEM – CSU needs to figure out how to implement.
  - Current unclear CCCCO position on transfer GE in ADTs
    - If the degree can't be completed in 60 units when a certain GE pattern is used, can the college have an ADT approved that will necessarily be > 60?

Questions or Comments?

Thank you!