Response to College Recommendation #4

To meet Eligibility Requirement 11, the college must finalize its discussion regarding General Education and ensure General Education courses that are consistent with levels of quality and rigor appropriate to higher education be made part of all programs. (Eligibility Requirement 11, Standard II.A.3.a-c)

With regard to Recommendation 4, please note that degree credit for the general education component of a program must be consistent with levels of quality and rigor appropriate to higher education. A deficiency in this area implicates the College’s compliance with both Eligibility Requirements and Accreditation Standards.

In response to Recommendation #4, the college revised the campus General Education policy (HCCP #5.213) originally approved on April 27, 2012 [link, prior policy.] After a review of the policy and the comments in the accreditation report, it was evident that the College needed to revise and improve specific General Education requirements, specifically those related to the levels of Math and English for the Associate of Applied Science (AAS) degrees. [link, new policy approved Aug. 2013] The revised policy raised the level of Math and English to the transfer-level equivalent of Math 100 and English 100, transferable to four-year institutions. Several of the CTE programs also required upgrading of course curriculum in the sciences. Many of these course upgrades took place over the summer of 2013 and were launched in the Fall 2013 semester. [link to new technical Math and technical English] Curriculum actions in Fall 2013 will ensure that these changes are formally documented.

In addition to revising the General Education policy approved in August 2013, the College reviewed all other General Education options for the Career and Technical (CTE) programs. Courses were evaluated based upon their rigor and transfer equivalencies. The current college catalog reflects the changes to the course offerings designated as appropriate for meeting specific General Education requirements. [link, college catalog, Gen ed section]

A great deal of campus dialogue and debate occurred prior to revisions of the policy. As part of the need for proper approval of CTE General Education options, the college needed to determine the structure within which courses would be reviewed and approved, based on appropriateness, by the CTE and Liberal Arts programs faculty. After more than six months of debate and discussion following the visiting team’s exit presentation in October 2012, the College approved a committee for CTE General Education. The structure calls for balanced representation of Liberal Arts and CTE faculty. The Charter of the committee was approved by the General Education Board (GEB) on April 15, 2013, by the Committee on Programs and Curricula (CPC) on April 26, 2013, and by the Faculty Senate Executive Committee (FSEC) on May 10, 2013. [links, GEB Charter; meeting minutes of GEB, CPC, FSEC] Through discussion at the GEB, CPC, and FSEC, it became clear that it was best to have separate committees (sub-boards) for CTE General Education and for articulation matters. At the same time, there should be
coordination and consultation among Liberal Arts and CTE faculty across all of the boards, which called for balanced representation of Liberal Arts and CTE faculty. The committee also created hallmarks, similar to those of the General Education committee for the Associate of Arts degree, and an approval process to submit courses for review. [link, resources on the web regarding hallmarks and approval process. Per Jennifer Higa-King, this page/info should be updated ASAP]

[NOTE: Should we say something about the ad hoc review committee in Summer 2013 to make the point about campus dialogue and communication on this issue?]