

Porterville College General Education Pattern Proposal

Prepared by:

Robert Simpkins (Faculty Lead, Guided Pathways & Academic Senate President)

Introduction:

Local GE patterns, for students obtaining a degree without intending to transfer, are determined by individual colleges, and fall within the '10+1' areas defined by the California Administrative Code of Regulations Title V, Section 53200 and therefore are overseen by the Academic Senate and its relevant standing or subcommittees – principally the Curriculum Committee.

As part of our campus' Guided Pathways work creating 2-year plans for all of our degrees, I have made some observations about our local GE pattern and have developed some proposals to recommend to PC's Curriculum Committee for approval and referral to the Academic Senate. These recommendations were prepared in consultation with several PC faculty and staff across divisions, including input from the entire counseling staff, as well as with other KCCCD colleagues, but the recommendations are my own and produced with careful consideration for improving student success both during and after attending Porterville College. I hope that the value of improving clarity and quality for students and consistency in our local processes is apparent and that the Curriculum Committee will support this proposal and adopt these recommendations.

Observations:

In reviewing the GE pattern under the lens of the Guided Pathways framework, I noted the following:

- Our local GE pattern *appears* more unlike the CSU GE pattern than it really is due to the use of different names for the categories and a different sequence of categories
- Some category names may benefit from changes, such as Area A 'Education', which no longer contains any courses in the Education discipline due to their reclassification
- Some students pursuing local degrees do intend to transfer, and may begin taking courses before meeting with a counselor or academic advisor but be unclear about the differences between GE patterns and take courses that are unnecessary and increase their total units at graduation
- Some students may initially plan not to transfer, but then change their mind later, after having taken a number of GE courses; the more differences there are in the course lists and categories of the GE patterns, the more likely this will result in taking courses that will not meet transfer requirements
- The CSU and PC GE patterns contain many shared courses, but also some that are not shared
- Currently, there is no clear process or justification required for the placement of a course in the PC GE pattern by the Curriculum Committee
- In the current list of Humanities courses (Area L), only two courses are actually 1 unit (Music P108 & P117), and these courses are intended by the Music program to be repeated *at least* three times sequentially - *four* times for the Music degree and certificate, and are skills-based courses that do not fit the definition of Humanities for GE found in the Curriculum Handbook
- Of all 544 students obtaining AA/AS degrees with the local GE pattern from 2016-2021 and based on coursework taken by those students from 2011-2021, only *one* student obtained a local degree *and* fulfilled their Area L requirement with *only* Music P117, and that student completed it twice; none did so with Music P108 (data obtained from the Office of Institutional Research)
- Humanities local GE at BC, COS, and Fresno State require 3 units; PC counselors support an increase to 3 units, but not more; PC Humanities discipline experts surveyed prefer 9 units similar to CSU and IGETC, but would accept 3-6 units

Proposals:

From examination of the PC GE pattern I propose the following changes:

- 1) Re-order the GE pattern categories so that they align more clearly with the CSU pattern (*see provided file for proposed alignment that meets this objective*)
- 2) Re-name some categories for either clarity or greater consistency with comparable CSU and IGETC categories (such as changing 'Education' to 'Leadership and Success', and 'Mathematics' to 'Mathematics and Quantitative Reasoning')
- 3) Re-structure the 'Humanities' category to mirror that of the CSU and IGETC GE patterns by dividing it into separate 'Arts' and 'Humanities' sub-categories. I additionally recommend increasing the current 1 unit requirement to 3 units (*see provided spreadsheet for example*)
- 4) Note in the GE checklist which courses in a PC GE category also meet the equivalent category in the CSU GE pattern; this will ensure that a student (and counselor) who is undecided about transfer can complete the PC GE, but know that they can still complete the additional requirements of the CSU GE pattern with only 6 additional 'Arts & Humanities' units (*provided file already indicates these courses*)

In addition, I recommend the following:

- 1) Where courses are approved in a CSU GE category but not in the equivalent PC GE category, I recommend that the appropriate faculty revise the COR so that the course is also approved for the PC GE category (*provided file highlights which courses are relevant - ENGL P114, PHIL P114, ADMJ P121, ASL P101, P102, P103, P104*)
- 2) Where courses are approved in a PC GE category but not in the equivalent CSU GE category, I recommend the appropriate faculty review and confirm with the Articulation Officer that the courses were not overlooked for potential articulation, and ensure those that have are submitted for articulation agreements (*provided file highlights which courses are relevant*)
- 3) Include a 'Justification' section in the course COR, either as a box in eLumen or as an attached form, that provides an explanation for why a course meets the requirements for GE area, and maintain a rubric or list of criteria to demonstrate expectations for courses to be included in the area (*see provided file for BC's example*)

Thank you for your consideration with these proposals.