

**Discussion/
Action**
3:15-3:30

X. Science Competency Statements
▪ **Bill Jacobs, UC, Vice Chair, BOARS**

The science competency statements have not been updated since 1986.
Should ICAS form a team to update them?

Action requested: Approve revision of science competency statements.

Information
3:30-3:45

XIV. Future ICAS Meetings/Times

ICAS will meet in Sacramento from 10 am to 4 pm on: Monday, April 26 and Wednesday, June 9. Please mark your calendars

**Discussion/
Action**
3:45-4:00

XV. New Business

Agenda Enclosures:

1. Draft briefing papers on issues in California public higher education

Important Meeting Information

Location: The December meeting will convene at the CCC Academic Senate Offices, 555 Capitol Mall, Room 1290. Directions and parking are attached.

Assistance: For assistance on the day of the meeting, please call Clare Sheridan at 510-590-0092 (cell) or Tacia Bates, CCC Academic Senate Office Manager, at 916-445-4753.

Directions to CCC Academic Senate Office: 555 Capitol Mall, Sacramento, 95814

From Highway 50: Take the US-50 W. Continue on I-80 Bus W. Take the I-5/CA-99 exit toward Redding. Follow signs for Q St and merge onto Q St. Turn left at 5th St. Turn right at Capitol Mall. Make a U-turn at 6th St. Destination will be on the right. There is a parking garage (with the name Plaza 555) located next to the building –there is an entrance for this garage on both 5th and 6th Street between Capitol and L. Once you are in the building, check in with security, who will direct you.

From I-80 East (from San Francisco): Take the I-80 Bus E. Take the Jefferson Blvd exit toward Downtown Sacramento. Continue straight onto CA-275/Tower Bridge Gateway (signs for Downtown Sacramento). Continue to follow CA-275. Continue straight onto CA-275/Capitol Mall. Follow Capitol Mall. Make a U-turn at 6th St. Destination will be on the right. There is a parking garage (with the name Plaza 555) located next to the building –there is an entrance for this garage on both 5th and 6th Street between Capitol and L. Once you are in the building, check in with security, who will direct you.

From I-80 West (from Reno): Take exit 95 for CAPITAL CITY Fwy/I-80 Bus toward Sacramento/CA-99. Slight right at Capital City Fwy W/I-80 Bus W. Slight right at CA-160 S (signs for Downtown Sacramento/CA-160). Continue on 12th St. Turn right at I St. Turn left at 7th St. Turn right at Capitol Mall. Destination will be on the right. There is a parking garage (with the name Plaza 555) located next to the building –there is an entrance for this garage on both 5th and 6th Street between Capitol and L. Once you are in the building, check in with security, who will direct you.

From Sacramento International Airport: Take the ramp onto CA-16 E/I-5 S. Take the J St exit. Continue straight onto J St. Turn right at 7th St. Turn right at Capitol Mall. Destination will be on the right. There is a parking garage (with the name Plaza 555) located next to the building –there is an entrance for this garage on both 5th and 6th Street between Capitol and L. Once you are in the building, check in with security, who will direct you.



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Glossary: *Transfer*

If there is a single goal of California's *Master Plan for Higher Education*, is it that of maintaining high levels of public educational combined with low public cost. A central strategy to achieving this goal is effective transfer of students from relatively lower cost community college campuses to CSU or UC campuses. In spite of the many thousands of students who have successfully transferred from community colleges to California's four-year colleges and universities, legislators and policy pundits continually denigrate community colleges for not transferring more students and for failing to meet their public obligation. Critics have been quick to identify simple solutions to a complex dynamic in hope of solving from afar what educators struggle to accomplish locally.

What goes into a four-year degree? Students need to combine three elements to complete a four-year degree: they need to complete (1) general education, (2) a major, and (3) sufficient units to complete the equivalent of four-years of full time study.

What have faculty done to help students reach this goal? Among ICAS's greatest achievements is the creation of "IGETC," an "intersegmental general education transfer curriculum." IGETC allows community college students to complete CSU and UC general education requirements by choosing from a wide range of courses commonly available on community college campuses. Students who complete IGETC are eligible to transfer to any CSU or UC campus with their lower division general education requirements completed. Thus it is *not difficult* for a transfer-bound student to fulfill general education requirements on community college campuses.

The question of student selection of a major is more daunting. Most community college students and many first-year students on CSU and UC campuses have yet to decide on a major. This is manageable in the arts, humanities, and social sciences, but the curriculum in engineering and the natural sciences often requires four years to complete, and students who do not begin in their first year must either select another major or expect to take longer than four years to complete the program. The requirements of these programs are often driven by the competitive nature of graduate and professional schools, and thus out of the control of CSU and UC faculty, and these are in those programs from which economy California's has most benefitted.

What other factors slow transfer? While many young Californians leave home to move to CSU and UC campuses, community college students often take on adult workplace and family responsibilities that make it more difficult for them to relocate to four-year campuses with the programs they wish to pursue. For students in urban areas, this is generally a surmountable challenge, but for community college students in the Central Valley and in rural parts of the state, a transfer-ready transcript does not mean that the student is personally prepared to relocate hundreds of miles to complete a baccalaureate education. Research at UCR into the question of "co-location" and CSU initiatives across the state have sought to bring high-demand CSU programs to the communities served by less urban community colleges, but these initiatives are especially expensive on a cost-per-student basis and difficult to justify or expand in periods of rapidly declining funding.

Student Preparation: Finally, faculty in all three segments are deeply concerned about the preparedness of students leaving California high schools. Admission to a community college does not require high school graduation and community college faculty are accustomed to working with students who are still developing skills in reading, writing, and computation. Increasingly, however, CSU and UC campuses also struggle to provide students with the basic skills they need to be successful in other courses. While this might not appear to be a transfer issue for students who being in CSU or UC, both of those systems require students to fulfill needs for remediation elsewhere (typically in community colleges) if they cannot reach system standards within a specified period of time, typically the first academic year. While these “reverse transfer” students may ultimately return to the CSU or UC campus at which they began, it is likely that their detour will prevent them from completing their degree in the four years that legislators and policy makers intend, though the ultimate cause is not transfer-related problems in higher education, but inadequate student preparation in high school.

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INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Glossary: *Accountability & the Master Plan*

No concept has come to be more misunderstood in discussions of higher education over the past decade than “*accountability*,” which is praised by some as the salvation of higher education and condemned by others as the final corruption of higher education. Both politicians, including the Federal Department of Education and the California Legislature, and professional organizations, including accrediting commissions and higher education professional organizations like the American Association of Colleges and Universities, trumpet “*accountability*” as education’s salvation. *Why are they mistaken?*

In no system is it possible to fully combine excellence and mass production. A factory can produce a Toyota or a Lexus, but it cannot produce in Toyota quantities with Lexus qualities simultaneously. If California’s goal is to produce the best-educated students, many under-prepared students will be left behind. If California’s goal is to maximize degree production—as many advocates of “*accountability*” appear to seek, the *quality* of education symbolized by the degree will be eroded. Faculty have long been aware of this tension and struggle to meet the public good by seeking to balance both goals. California’s public colleges can work wonders but not miracles.

- The California Master Plan recognizes that each segment of higher education serves a distinct student population—faculty already labor to do the best they can for students in their segments.
- Students coming into higher education today are less prepared than in the past and bring a wider range of challenges to which educators need to respond.
- Contemporary students are increasingly likely to be employed more hours per week, necessarily splitting their focus and endangering their success at both education and job.
- California’s college freshmen are increasingly unprepared for college work; higher education faculty cannot entirely erase the lack of educational preparation students bring from California high schools.
- California’s college freshmen have in most cases not identified an academic *or* a career/professional goal.

Most public college students begin higher education with a vaguely defined goal, and begin taking courses even as their goals evolve: very few freshmen know whether they intend to be doctors, lawyers, or business executives—no sane enterprise would want to be accountable for providing services to clients who don’t know what they seek *and* don’t know what they need to achieve their goals. This is not new to higher education: what *is* new is the external demand that colleges transform underskilled and unfocused students into degree-bound and career focused young adults in four years with an ever diminishing budget and increased reliance on part-time faculty who have no permanent association with the colleges, and no opportunity to establish relationships with and mentor students.

If California colleges are to provide more college graduates, faculty could easily meet this goal by awarding more passing grades to students without regard for their actual achievement. For many stu-

dents, however, who must pass external licensing requirements or establish preparation for continued education through tests like the *Law School Aptitude Test* or the *Medical College Aptitude Test*, relaxing standards and increasing “outputs” would quickly be shown for the lie it is when scores plummet and students are unable to progress successfully. Colleges could tout improved performance and “accountability” but California’s students would suffer.

It is a mistake to believe that California’s public colleges have not already embraced the real challenges of promoting student success and “accountability”:

- Faculty in all three segments are working to identify and implement “high impact” teaching methods—those particularly likely to improve the educational attainment of first-in-family and underrepresented students. The CSU *Compass* project and the CCC *Basic Skills Initiative* are both examples of system-wide efforts to improve student learning and to “be accountable.” It is worth noting that CSU has *only* been able to develop the Compass project with grant support from private foundations.
- As funding support for higher education has gradually eroded, faculty have been required to teach more students per class and to have less time to meet the needs of the most needy students.
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