Context

• Discussion of a waiver for Veterans of the CEP credit was held at CIBE
  • Resulted in an 8-8 tie
• Data shown illustrated a decreasing trend in students with AS/AA but increasing AGS (causal and correlative data are both valuable, and discussion about trend lines circulating needs nuance)
• The discussion focused on Veterans and data but lacked discussion of
  • All students
  • Advisors’ notes and student experiences
• Advisors report consistently recommending students take the AGS to avoid curricular barriers in AS/AA
• It has been 15 years since a wholistic view of our graduation requirements took place
Questions for Ad-Hoc Committee on Graduation Requirements

• Do we want a curriculum that allows and/or requires students to find work-arounds in order to graduate?
• What barriers do we have in place that students find work arounds to?
• Do AGS, AA, and AS pathways have meaning if they are not codified in the catalog?
• How many credits should a transfer program for a 120-credit bachelor’s degree have?
• What learning experiences do we want our students to have that are non-negotiable for graduation?
• Are graduation requirements and general education graduation requirements separate entities, and therefore conflated in this policy?
• Are there changes that should be made to our graduation requirements as a result of this research?
• Are there pedagogies that can be instituted to integrate required learning into credit counts?
• I am asking an ad-hoc committee to answer the above questions, which is a step prior to 10.012.A
Ad-Hoc Committee per Board Policy

• The membership of that ad-hoc committee is outlined below, and consists of membership of CIBE as well.

• One faculty member from each division (to be selected by each academic division). I would suggest, but not require the following faculty members for consideration. As the policy states, it is up to each academic division to make the selection.

• Dean of Transfer and Online Programs (Assessment Liaison and GECAC)

• College Registrar (Policies and Process, CIBE)

• Associate Dean of Retention (Retention, CIBE)
Timeline

• By March 1, 2024, the ad hoc committee answers each of the questions above and drafts a proposal for graduation requirements, even if that proposal suggests no change.

• Each ad-hoc committee member will communicate the proposal to their constituents and seek input on the proposal. Constituents include:
  • Faculty at division meetings
  • CIBE advisory board
  • General Education Curriculum and Assessment Committee,
  • Curriculum Sub Council,
  • Curriculum Council,
  • Dean’s Council
  • Student & Educational Services Managers,
  • Executive Council,
  • Executive Committee for Administrative/Professional Staff.
Process

• Two College-wide CIBE meetings in Winter will be held to discuss the proposal at length. These will be in-person meetings.

• Input on the proposal will be gathered and necessary changes will be made. A majority of the voting members of the ad hoc committee must approve the proposal to move it forward to Curriculum Council for action.

• Curriculum Council will initiate a vote of all full-time faculty by end of Winter 2024 on the proposal.

• The vote is given a two-week window. Voters will be given the following voting options: Yes, No.

• At least two-thirds of the full-time faculty must vote to establish a quorum.

• A majority is required to approve the proposal. The voting results will be overseen by the Curriculum Council chair or designee and a faculty member appointed by the DCFA.