Standard 2.A.3
Section: The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Team Members
Karen Cox and Albert Lozano

Steps for Analyzing Evidence

Step 1: Review the specific standard section to be analyzed.
Step 2: Read and review the suggested questions identified from the Self-Study Guide about the evidence needed to make a strong case.
Step 3: Carefully review the evidence several times before drawing conclusions or making judgments.
Step 4: Draft a brief one or two paragraph description of what the College is doing to address the standard and its related questions focusing on the facts.
Step 5: Provide a rating of how well the College is addressing the specific standard (see below for scoring rubric). Draft a one or two paragraph explanation for this rating based upon your assessment of the College’s activities in relation to the standard. Pay particular attention to the quality of our involvement and interventions since the last WASC self-study report.
Step 6: Conclude with comments and suggestions relative to the College’s response to the standard.

Scoring Rubric

<table>
<thead>
<tr>
<th>Superior</th>
<th>College has worked on this issue/area and considerable improvement is noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>College has taken some actions to address the issue/area and some improvement is noted.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>College has not adequately addressed the issue/area.</td>
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</tbody>
</table>
Step 1: Review the Specific Standard Section
Standard 2.A.3: The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Step 2: Read and Review Self-Study Questions
Suggested questions from the Self-Study Guide to help you think about how best to address the standard:

• What evidence is found in the catalogue of a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education?
• How are student learning outcomes used to analyze courses for inclusion as general education?
• How is the rationale for general education communicated to all stakeholders?
• How is the general education philosophy reflected in the degree requirements?

Step 3: Review the Evidence

• College Catalog (Associate Degree Graduation Requirements/www.ccsf.edu)
• Bipartite Committee meeting minutes (Deanna Abma, 239-3583)
• Curriculum Committee Handbook (www.ccsf.edu/cc)

Step 4: Briefly describe how CCSF is addressing this standard

CCSF is dedicated to the principle that the highest quality education be provided to all students. The City College community demonstrates in several ways its commitment to imparting a valuable general education to all stakeholders, whether they be pursuing an academic degree or preparing for a vocation. The award-winning Catalog is the primary venue for communicating the general education philosophy to students. The Catalog can be purchased at the campus bookstore in hard copy or CD format. It is also available on the college website in a user-friendly HTML format. In addition, students may examine copies at the library, at the counselors’ offices, in student support service locations, and at department offices. In the last year, Catalog purchases have gone up considerably, indicating that this venue to communicate information to students continues to be a successful one.

G.E. courses are required in eight different areas that together represent the philosophy of City College and the liberal arts tradition: “[A]ll students granted an Associate degree should be required to study a variety of general breadth courses in addition to those courses which are required by a student’s major” (CCSF Catalog, 2004-2005 48). As stated in the Catalog, the primary reason for the general education program is to foster in students a lifelong interest in their own learning. The major areas covered include proficiencies in written and spoken communication as well as critical thinking, an introduction to the humanities and to the social, natural, and behavioral sciences, a basic understanding of U.S. history and government, general study in health and physical wellness, and an appreciation of ethnic and gender studies. The latter
areas further affirm CCSF’s commitment to graduating students who are prepared to participate in a diverse and democratic society.

The College’s general education philosophy is reflected in its vision and mission statements which iterate CCSF’s commitment to foster an inclusive environment in which graduates are prepared not only for employment and/or college transfer but also to contribute to the community at large in substantial ways (CCSF Catalog, 2004-2005 vi). When a course is considered for inclusion in the G.E. requirements, it must satisfy a number of criteria, including: a) that the course is at the collegiate level; b) that the course is a general introductory or integrative course; and c) that the course promotes attitudes which acknowledge the dignity of all groups (“Summary – CCSF Graduation Requirements,” The Academic Senate). A new course must first be considered and approved by the Curriculum Committee, which assesses each submission in accordance with the Standards and Criteria as outlined in Title 5 Section 55002(a) (Curriculum Handbook Rev. 3.22). Upon recommendation by the Curriculum Committee, the Bipartite Committee must confirm additions to the G.E. Program. To help them interpret the criteria for a new course addition, Bipartite Committee members look at what has been approved in the past and determine whether the new course is similar in scope, breadth, and general subject area (i.e., humanities, natural science, etc.) (Deanna Abma, Articulation Officer). The process to add a new course to the Program is a thoughtful, rigorous one that has resulted in a wide range of choices for students that ensure them a diverse, enriching education.

The stated goals for the General Education Program help define student learning outcomes for our graduates. Each G.E. area, A through H, has documented the major objectives of its area. For example, Area F determines that “the College intends to graduate students who…have developed an appreciation and understanding of American history and government so that they can be responsible and active citizens” (“Summary – CCSF Graduation Requirements,” The Academic Senate). These general objectives are then used to measure the individual objectives of each course within the area to ensure that student learning outcomes mirror the mission of the G.E. Program as a whole. Student success is also measured upon completion of the A.A./A.S. degree. Numerous departments participate in formal and informal inquiries to track the success of our transferring students.

Step 5: Provide rating of how well College meets the standard. Provide written explanation of why you gave that rating.

My rating (see p. 1) is: Superior

The reason I gave this rating is: The General Education Program is at once stable and elastic. The core courses in each area meet a rigorous set of criteria and offer a solid education to our students. New courses may be proposed for addition to the Program, but such revisions are made only after equally scrupulous inquiry by several campus-wide committees. Departments are in the process of including student learning outcomes in all G.E. courses – this will doubtless be a long-term effort.

Step 6: Comments and suggestions relative to the College’s response to the standard

Individual departments should consider implementing student learning outcomes designed specifically to test the transferability of the General Education mission and goals. In addition, departments responsible for teaching courses in the Areas A through H should formalize the
tracking methods used to determine future success for those students completing the A.A./A.S. degree.