

LOS MEDANOS COLLEGE

A Resolution of the Academic Senate

WHEREAS The liberal arts degrees impact the majority of our students; and


WHEREAS The liberal arts degrees impact the majority of our programs; and

WHEREAS The liberal arts degrees do not align with student success; and

WHEREAS The liberal arts degrees are not currently assess-able;

BE IT THEREFORE RESOLVED that the liberal arts degree task force develop a holistic redesign of the liberal arts degrees with a targeted approach towards student success, through an alignment with title 5, general education, other associate degrees and guided pathways, resulting in a Phase 1 proposal for each liberal arts degree.

Approved by the Academic Senate on September 23, 2019
Appendix and Supporting Research Attached



Joshua L. Bearden
Academic Senate President

Resolution 2019-20-1

Liberal Arts Degree Task Force

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Charges

The Liberal Arts Task Force takes its charges from the Academic Senate to be the following:

1. Evaluate the efficacy of the liberal arts degrees
2. Determine who should assess the liberal arts degrees
3. Make recommendations for degree enhancements/expansions, or curricular amendments and/or program changes.

The Liberal Arts Task Force provides the following justification for the interpretation of its charges:

In response to concerns raised by senate members J. Townsend & A. Sample in concert with Dean N. Ybarra, on March 27th 2017 during Agenda item 7 “Liberal Arts Degree – Efficacy,” the academic senate created the Liberal Arts Degree Task Force in the April 17, 2017 meeting.

During the March 27th meeting the following concerns were raised:

1. Who should assess the liberal arts degrees?
2. Examine these degrees and if they still have efficacy and do we believe in these degrees?
3. Do we think it has use for our students or are they better off with a targeted approach here?
4. Are they worth keeping these degrees?
5. Should we have a task force to look at the data and discuss it?

(See appendix for full minutes from March 27th)

Neither of the minutes from the March 27th or April 17 identify clear charges or a Chair for the Liberal Arts Task Force. A call was sent out by academic senate president Silvester Henderson for members, following the March 27th meeting. In the email he identified the following goals:

If we're excluding CSUGE/IGETC, then 63% of students (739 total students) are receiving multiple degrees. 39% (456) were awarded two degrees. 16% (187) were awarded three. 6% (71) were awarded four. 2% (25) were awarded between five and eight.

I didn't disaggregate by actual certificate recipients because that only applied to 37 students in the sample.

4. For students receiving both liberal arts degrees and additional degrees, which departments are most common for the additional degrees?

Here's a list of the top performers:

DEGREE (#)
PSYCH (115)
BSADM (98)
BIOSC (64)
ADJUS (64)
SOCIO (35)
MATH (34)
CHDEV (29)
KINES (24)
COMST (21)
RNURS (22)
PHYS (18)
HIST (14)

*I used a very unscientific method for finding this -- I used CTRL+F. I could have missed a degree that showed up pretty often, so... we might want to double check this.

6. Are students stacking this degree with other certificates?

28% of students (326) only received one LA degree. 40% (462) received the CSUGE certificate and 8% (100) received the IGETC. 6% (71) got both.

The answer to this seems like yes, though it depends on how we define certificates. If it's actual local certificates, then 37 total certificate earners doesn't seem significant.

7. Are students getting other AAs or ADTs and then doing additional classes to complete the Liberal; Arts Degrees.

This is a hard one to answer. The data I've given us doesn't necessarily answer this question -- although we can guess that a student who earned an LA degree in the spring of 2018 and then another LA degree in the fall of 2018 probably hung out to get that extra degree. But here's what the average units are:

4, The previous issues should be addressed before any governing body takes on the role of assessing the liberal arts degrees.

In response to these issues the liberal arts degree task force recommends the following motion:

WHEREAS The liberal arts degrees impact the majority of our students; and
WHEREAS The liberal arts degrees impact the majority of our programs; and
WHEREAS The liberal arts degrees do not align with student success; and
WHEREAS The liberal arts degrees are not currently assess-able;

BE IT THEREFORE RESOLVED that the liberal arts degree task force develop a holistic redesign of the liberal arts degrees with a targeted approach towards student success, through an alignment with title 5, general education, other associate degrees and guided pathways, resulting in a Phase 1 proposal for each liberal arts degree.

Appendix

Academic Senate

Minutes from November 5th, 2018

- E. Haven gave an overview of Liberal Arts Degree Task Force; never met, charges to be created, GE Chair should chair it, members were E. Haven, K. Alexander, J. Bearden and J. Townsend (withdrew).
- Motion to revitalize Liberal Arts Degree Task Force and for E. Haven to Chair – Approved (M/S; E. Haven/J. Von Bergen) - Unanimous

Minutes from March 27th, 2017

Item 7.

Liberal Arts Degree – Efficacy (N. Ybarra, J. Townsend & A. Sample):

• J. Townsend shared the assessment was discussed pertaining to Liberal Arts degree; degrees that are issued the most of are not assessed. Why we've had these degrees, students stay longer even to their limited financial aid because it's easy to get 2-3 degrees. For each degree, nine of their units include GE from a box; they're one of the degrees is B box, Math & Science, C box for Arts & Humanities; they can take 9 units from each one of those boxes and continue to take 9 more units that counts for their GE for transfer to CSU. Two of those boxes also earn play for students in limited 18 we have for our GE/local degree. Never found them very useful. The AST and AAT degrees that we didn't have when these degrees came in to place seemed less needed. Management would be happy if they eliminated them; the only impact will be the score card; you can explain on the score card why degrees would go down and take off of the time students on catalog rights. Management is also in support; K. Horan felt that those degrees are

enhancements/expansions, or curricular amendments and/or program changes. *The Senate is seeking Faculty Representation from the following areas of emphasis:*

Liberal Arts: Arts and Humanities
Liberal Arts: Behavioral Science and Social Science
Liberal Arts: Math and Science
Student Services: Counseling, Library Services, DSPS

The Academic Senate and Senate Council promotes open applications from all faculty. Please submit your name, along with a brief writing that describes your interest to serve on this Task Force. All prospective applicants are requested to submit their interest in writing, by April 19, 2017. The selected faculty members will be confirmed at the Academic Senate's May 1, 2017, Bi-Monthly meeting, which will be held at 3:00 P.M. in L109. Your attendance at this meeting will allow the Academic Senate to ask questions and validate prospective applicants. Thank you for your consideration and kindness.

Warmest Regards,

Silvester Henderson, President
Academic Senate, LMC
(925) 473-7892 (Office)
(925) 565-6107 (Cell)