FIRST YEAR EXPERIENCE AT SANTA BARBARA CITY COLLEGE

CSU “Alternate GE Transfer Pattern” Proposal to GEAC 3/12/2013

Working Structural Premise:

Create a two-semester “First Year Experience” GE pathway comprised of **GE Learning Communities**, as follows:

Students enroll in 15 college-level units in each of their first two semesters; 9 of those 15 units are LC-based and the other 6 are either electives and/or units for their major. Those 9 units of the LC are prescribed, with courses that can be integrated thematically and at the same time are covering the essential "Golden Four" GE areas. Thus, we come up with a total of 18 units of GE through the LC and 2-4 units through their enrollment in the “Integrative GE Seminar” which will engage and guide students in the core GE competences with integrated content assessed through rubrics and assignments that certify successful completion of the learning outcomes necessary to receive GE credit in the areas of Oral Communication (Area A1) and Lifelong Learning and Self-Development (Area E). The program could incorporate different HI practices such as a service learning activity, internship, field work, field trip, portfolio, seminar, conference, applied undergraduate research all tied to the themes of the LC. Ideally, 3 faculty members would team teach in the GE-LCs, choosing their theme, tailoring assignments to specifically address the LC-GE areas and the integrated GE content areas (A1 and E), and devising the related high impact practices.

**Oral Communication** and **Lifelong Learning** are the two required GE areas we consider the most viable in terms of infusing them into the courses that compose the LCs and the HI practices. Interdisciplinary course and faculty development will incorporate learning objectives from these areas into multiple courses across the curriculum. Through this program, students would achieve competency in all GE Breadth areas outlined in CSU’s Executive Order 1065 through certification in a Learning Community model with integrated GE competencies. This alternate GE pathway encompasses all LEAP essential learning outcomes. VALUE rubrics will be referenced to evaluate and assess student learning.

Please note: This model also ensures UC Eligibility for students who adhere to the GE pathway. We will outline all the benefits (many!) at the end of the two-semester (and four-semester) models below:

**SUMMER PRIOR TO SEMESTER 1** = Students will attend an Orientation session, meet their respective faculty members in their GE Learning Communities, and get a preview of the LC Themes in their chosen Learning Community, along with the respective “High Impact Practice(s)” that will accompany their GE LC experience.

<table>
<thead>
<tr>
<th>SEMESTER 1 LC = 11 Total GE Units (SBCC unit values in parenthesis after each course)</th>
<th>SEMESTER 2 LC = 9 Total GE Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENG 110 w/ENG 120 (4) 3 core course units with 1 unit co-requisite, which doesn’t confer GE credit</td>
<td>*ENG 111 or PHIL 111 or COMM 235 (3)</td>
</tr>
<tr>
<td>*Math 120 OR 117 (4) Science w/Lab (4) Integrative GE Seminar (1) Elective/Major (3)</td>
<td>Art or Humanities or Social Science (3) Art or Humanities or Social Science (3) Integrative GE Seminar (1) Major/Elective (6)</td>
</tr>
<tr>
<td>*= Must take college-level Math and English composition in first semester</td>
<td>*= Must take Critical Thinking in second semester</td>
</tr>
</tbody>
</table>
WINTER INTERSESSION PRIOR TO SEMESTER 2 = Students will attend an Orientation session, meet their respective faculty members in their GE Learning Communities, and get a preview of the LC Themes in their chosen Learning Community, along with the respective “High Impact Practice(s)” that will accompany their GE LC experience.

Upon Completion of this FIRST YEAR EXPERIENCE GE Pathway, students will have:

~ Completed 50% of their GE Transfer requirements
~ Satisfactory progress towards UC Eligibility (completion of 7-course pattern)
~ Collaborative learning, active participation
~ Content application, interdependence of disciplines reflecting different perspectives on common themes
~ Faculty mentorship and lifelong friends and colleagues
~ Robust resume due to constellation of High Impact practices which take them “above and beyond”
~ Saved 4 units of GE coursework, while receiving credit for Oral Comm and Lifelong Learning

SUMMER ~ Students can enroll into grade recovery units, engage in another HI practice, take classes for Business and Science major fields which will require more units than typical Liberal Arts majors

When feasible and appropriate for their major and transfer goal, students may complete a second year of LC as follows:

<table>
<thead>
<tr>
<th>SEMESTER 3 LC = 9 GE Units</th>
<th>SEMESTER 4 LC = 6 GE Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art or Humanities or Social Science (3)</td>
<td>Art or Humanities or Social Science (3)</td>
</tr>
<tr>
<td>Art or Humanities or Social Science (3)</td>
<td>Science (3)</td>
</tr>
<tr>
<td>Art or Humanities or Social Science (3)</td>
<td>Integrative GE Seminar (1)</td>
</tr>
<tr>
<td>Integrative GE Seminar (1)</td>
<td>Major/Elective (9)</td>
</tr>
<tr>
<td>Major/Elective (6)</td>
<td></td>
</tr>
</tbody>
</table>

Upon Completion of the FYE and second year GE Pathway, students will gain the following benefits:

~ Completed all GE requirements (CSU GE certification)
~ Received AA-T/AS-T degree and are “transfer-ready”
~ UC Eligibility (7-course pattern, 60 transferable units)
~ Faculty mentorship and lifelong friends and colleagues
~ Collaborative learning, active participation
~ Content application, interdependence of disciplines reflecting different perspectives on common themes
~ Robust resume due to constellation of High Impact practices which take them “above and beyond”
~ Preparation for a minor area of study
~ Saved 4 units of GE coursework, while receiving credit for Oral Comm and Lifelong Learning

Evaluation of Pilot

In consultation with GEAC, Santa Barbara City College will design the First Year Experience GE Pathway in Fall 2013 and recruit students the following spring, for an initial offering in Fall 2014. The pilot period will extend for five years, during which the college will collect data on students in FYEGE relative to a control group, to compare:
- persistence and time to degree
- attainment of general education learning outcomes
SBCC’s FYE GE Transfer Pathway Program Objectives

The intent of the FYE GE program is to provide an alternate general education transfer option to students pursuing an educational goal of transfer from SBCC to a California public four-year institution. Through this alternate GE delivery framework, the program strives to achieve the following objectives:

- Increase persistence and reduce time to degree completion
- Attain general education learning outcomes
- Establish interconnectedness of multiple disciplines
- Promote teamwork and collaborative approaches
- Apply content theory in personal and global contexts
- Foster students’ lifelong, independent learning

Background and Rationale

In an effort to address the lack of academic preparation and high attrition rates of under-prepared students assessing into pre-college level English and math, SBCC implemented the Express to Success Program (ESP) in the fall of 2011 with the aid of an HSI Title 5 Grant. The main objective of this program is to increase completion of college-level English and math by creating shorter developmental pathways and streamlining the curriculum, thus reducing the number of levels of developmental courses a student must go through to attain college-level competency and increasing persistence and success. SBCC’s ESP program provides an opportunity for students to move through the required math and English classes more quickly while participating in a Learning Community (LC) environment. The ESP LCs include both linked courses and accelerated courses, with a choice of course options so that students can maintain full-time status. In either case, the ESP LCs will help students complete their required math and English classes more quickly, while at the same time providing excellent preparation to help them reach their degree or transfer goals. In addition, ESP counselors work with each LC to provide important support services, and tutoring services are available to work with students both inside and outside of the LC classes. SBCC students participating in this program are showing a high success rate after a year and a half since the inception of the program. SBCC will continue to monitor and track the success of students in ESP cohorts as they move through the completion of their degree and transfer pipelines.

SBCC is now seeking to design a program that serves as a continuation to students completing ESP to ensure successful completion of general education and to prepare them for transfer. The program would also be available to students coming from other venues who are eligible for college-level English and mathematics coursework. To fulfill this need SBCC is proposing a First Year Experience GE pathway, a pilot program comprised of two semesters of Learning Communities that are integrated thematically and incorporate other high-impact learning
practices. The FYE GE pathway aims to embrace the philosophy and pedagogical principles that support the LEAP Essential Learning Outcomes and to provide students with a general education experience that promotes faculty-student intellectual engagement, collaborative learning, practical application and analysis of its relevance to the global context.

This FYE GE pathway addresses the following CSU GE Breadth areas:

- Oral Communication (A1)
- Written Communication (A2)
- Critical Thinking (A3)
- Mathematics/Quantitative Reasoning (B4)
- Lifelong Learning and Self-Development (E)
- Three additional general education courses in areas from Physical and Life Sciences, Arts and Humanities, and/or Social Sciences (B2/B3, C1/C2 and/or D)

**Structural Premise**

Create a two-semester “First Year Experience” GE pathway comprised of Learning Communities that align with the following LEAP Essential Learning Outcomes:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Students enroll in 12-15 college-level units in each of their first two semesters; 9 of those 12-15 units are LC-based and the other 3-6 are either electives and/or units for their major. Those 9 units of the LC are prescribed, with courses that can be integrated thematically and at the same time are covering the essential "Golden Four" GE areas. Thus, we come up with a total of 18 units of GE through the LC and 2-4 units through their enrollment in an “Integrative GE Seminar” course, which will engage and guide students in the core GE competencies with integrated content assessed through rubrics and assignments that certify successful completion of the learning outcomes necessary to receive GE credit in the areas of Oral Communication (Area A1) and Lifelong Learning and Self-Development (Area E). The program could incorporate different HI practices such as a service learning activity, internship, field work, field trip, portfolio, seminar, conference, applied undergraduate research all tied to the themes of the LC. Ideally, 3 faculty members would team teach in the GE-LCs, choosing their theme, tailoring assignments to specifically address the LC-GE areas and the integrated GE content areas (A1 and E), and devising the related High Impact learning practices.

Oral Communication and Lifelong Learning are the two required GE areas we would like to propose to be infused into the courses that compose the LCs and the HI practices. Through interdisciplinary instruction and faculty development during the year prior to the implementation of the pilot, the LC will incorporate learning objectives from these areas into multiple courses across the curriculum. Through this program, students would achieve competency in all GE Breadth areas outlined in CSU’s Executive Order 1065 through certification in a Learning Community model with integrated GE competencies. This alternate GE pathway encompasses
all LEAP essential learning outcomes. VALUE rubrics will be referenced to evaluate and assess student learning.

- **This model also ensures UC Eligibility for students who adhere to the GE pathway. We will outline all the benefits (many!) at the end of the two-semester (and four-semester) models below:**

**Summer Prior to Semester 1**

Students will attend an Orientation session, meet their respective faculty members in their GE Learning Communities, and get a preview of the LC Themes in their chosen Learning Community, along with the respective “High Impact Learning Practice(s)” that will accompany their GE LC experience.

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**Winter Intersession Prior to Semester 2**

Students will attend an Orientation session, meet their respective faculty members in their GE Learning Communities, and get a preview of the LC Themes in their chosen Learning Community, along with the respective “High Impact Learning Practice(s)” that will accompany their GE LC experience.

Upon Completion of this FIRST YEAR EXPERIENCE GE Pathway, students will have:

- Completed 60% of their GE Transfer requirements
- Satisfactory progress towards UC Eligibility (completion of 7-course pattern)
- Collaborative learning, active participation
- Content application, interdependence of disciplines reflecting different perspectives on common themes
- Faculty mentorship and lifelong friends and colleagues
- Robust resume due to constellation of High Impact learning practices which take them “above and beyond”
- Saved 4 units of GE coursework, while receiving credit for Oral Communication and Lifelong Learning and Self-Development
When feasible and appropriate for their major and transfer goal, students may complete a second year of LC as follows:

**Summer Session**

Students can enroll into grade recovery units, engage in another HI learning practice, take classes for Business and Science major fields which will require more units than typical Liberal Arts majors.

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Upon Completion of the FYE and the second year GE Pathway, students will gain the following additional benefits:

- Complete all GE requirements (GE certification)
- Receive AA-T/AS-T degree and are “transfer-ready” (with careful planning)
- UC Eligibility (7-course pattern, 60 transferable units)
- Preparation for a minor area of study

**Other FYE Program Resources/Services**

The FYE Program will offer additional resources and services in support of retention strategies and attainment of program objectives such as:

- Early Alert Tracking and Monitoring Systems: SBCC has recently implemented Grades First, a web-based tool designed to increase student success by having faculty refer students who are having difficulties in their courses to related Student Support Services on campus. Students are notified of the faculty’s concerns and are encouraged to take advantage of the recommended services. Once the student utilizes the referred support service, faculty are informed that the referral has been completed.
- FYE Program Support Services: Counselors will collaborate with instructors in the design of the program and will design interventions that can be fully integrated into the program.
- Tutoring, both in-class and in the tutorial center
- Campus Laboratories and Learning Resources (i.e., Communication lab, Learning Resource Center, etc)

**Faculty Development**

The FYE GE pathway constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. Because of this pedagogical shift, faculty participating in the “First Year Experience”
GE pathway at SBCC will be trained in the following teaching and learning practices that educational research suggests increase rates of student retention, student engagement and cumulative learning.¹

- LEAP Essential Learning Outcomes
- First Year Experience model
- Learning communities that integrate learning across courses
- Integrative seminars
- Infusion of high impact learning practices in content courses
- Fostering collaborative learning environments
- Diversity and global learning
- Experiential and service learning
- Using VALUE rubrics for authentic assessment
- Embedding Oral Communication and Lifelong Learning and Self-Development curriculum in content courses

**Evaluation of Pilot**

In consultation with GEAC, Santa Barbara City College will design the First Year Experience GE Pathway in Fall 2013 and recruit students the following spring, for an initial offering in Fall 2014. The pilot period will extend for five years, during which the college will collect data on students in FYEGE relative to a control group, to compare:

- persistence and time to degree
- attainment of general education learning outcomes

With regards to data collection and tracking, SBCC has recently implemented the Tableau Software to help improve student success. SBCC uses Tableau to analyze student data and track their progress towards academic goals and success. Tableau also "helps the college evaluate its own performance as well as how it compares to peer institutions in California and nationwide. Tableau is able to integrate data from our student database and state and federal data sources."² SBCC will report regularly to GEAC on the progress toward achievement of these objectives.

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² *Santa Barbara Community College Chooses Tableau Software to Improve Student Success*. Tableau Software.
Appendix: Area A1
Sample Two-Semester Course Sequence with Embedded Oral Skills Requirement

Learning Community (LC) Theme: “Thinking Global, Acting Local”

Fall Semester

- ENG 110 w/ ENG 120 (4)
  - “Introductory Speech” on an object that students feel embodies or personifies their local culture. For example, Maria, whose parents work in agriculture, decides to bring a sampling of peppers, avocados, and lettuce to her English 110 class that she and her family have grown in Carpentaria and sell on the weekends at the local farmer’s market. She explains how the produce embodies the cultural foundations of the region, and how cultivating the land helps her appreciate the local resources.
- MATH 120 or 117 (4)
- Science w/Lab (4)
- Integrative GE Seminar (1)
- COMM 151 (3)
  - “Informative Speech” on local or global current/controversial issue. For example, in his communication course on “Intercultural Communication” Chris decides to discuss the clash between corporate and local control of water rights in Bolivia. Chris explains how the people of Cochabamba, or “Cochabambinos,” staged protests and strikes to demand a break from a $200 million contract selling Cochabamba’s public water system to foreign investors.

Spring Semester

- ENG 111 or PHIL 111 or COMM 235 (3)
  - “Persuasive Speech” on changing beliefs, attitudes or actions regarding a local or global issue. For example, Alexa argues in her “Argumentation and Debate” class that people should buy local products and to avoid supporting companies that outsource manufacturing to countries with decentralized economic policies, and weak environmental and labor protections.
- BLST 101 (3)
- COMM 171 (3)
- Integrative GE Seminar (1)
- ENVS 110 (3)
  - “Group NPO Speech” marketing a non-profit organization that addresses a local or global issue. For example, in their “Humans and Biological Environment” course Oscar, Caesar, Monica and Scott decide to focus on the efforts of the Surfrider Foundation to clean the ocean and waters around Santa Barbara. They approach Surfrider’s local offices, contact the volunteer coordinator and volunteer for a week. They next organize a presentation for their peers on the virtues of the organization, the need Surfrider addresses and how they can contribute.
Assignment Description and Rubric for Introductory Speech

Introductory Speech Assignment

**Time Requirement:** 3-4 min.

**Organizational Pattern:** Your outline must include an introduction, 3 main points, and conclusion. Use the outline template on the following pages to make sure you fulfill all required parts of the speech.

**Assignment Description:** This assignment requires you to (1) identify an object that you feel best embodies the characteristics of your local culture and (2) describe why.

**Assignment Objectives:** After completing this assignment you should be able to:
- organize an informative speech using a basic speech outline
- use transitions to signal the parts of your speech
- introduce and conclude your speech using the steps suggested in the basic speech outline
- assess your initial level of speech anxiety and identify your strengths and weaknesses at the outset of class

**Assignment Requirements:**
- Speech Outline and Rehearsal (due the day of your speech)
- Speech Debrief (due the class period after your speech)

**Steps to take in designing your speech:**
1. Choose your topic/do preliminary research
2. Write a tentative thesis statement (central idea).
3. Create your main points.
4. Finish research & develop each main point with the supporting material you’ve found
5. Plan your introduction and conclusion
6. Write outline
7. Rehearse
8. Bring completed labs to class on day of your speech (rehearsal and outline)
<table>
<thead>
<tr>
<th>Canons of Invention &amp; Organization:</th>
<th>&quot;A&quot; speech: 5 points</th>
<th>&quot;B&quot; speech: 4 points</th>
<th>&quot;C&quot; speech: 3 points</th>
<th>&quot;D&quot; speech: 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/5</td>
<td>Powerful attention-getter</td>
<td>Good attention getter</td>
<td>Average attention getter, unoriginal</td>
<td>No attention getter</td>
</tr>
<tr>
<td></td>
<td>Thesis statement stated &amp; clear</td>
<td>Thesis stated and somewhat clear</td>
<td>Thesis hard to distinguish</td>
<td>No attempt to motivate aud. to listen</td>
</tr>
<tr>
<td></td>
<td>Credibility convincing</td>
<td>Credibility somewhat convincing</td>
<td>Credibility stated but not convincing</td>
<td>Credibility not stated</td>
</tr>
<tr>
<td></td>
<td>Aud. motivation stated &amp; convincing</td>
<td>Aud. motivation not convincing</td>
<td>Aud. motivation implied, not stated</td>
<td>No thesis statement</td>
</tr>
<tr>
<td></td>
<td>Previewed main ideas clearly</td>
<td>Previewed main ideas, but unclear</td>
<td>Preview stated but unclear</td>
<td>No preview of main ideas</td>
</tr>
<tr>
<td></td>
<td>Smooth transition into main point #1</td>
<td>Transition clear but unnatural</td>
<td>Transition ineffective or unclear</td>
<td>No transition statement</td>
</tr>
<tr>
<td></td>
<td>Substantial/important speech topic</td>
<td>Moderately important speech topic</td>
<td>Mediocre speech topic</td>
<td>Trivial speech topic</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____/5</td>
<td>Chosen org. pattern very clear</td>
<td>Good use of chosen org. pattern</td>
<td>Org. pattern a bit unclear at times</td>
<td>No assigned org. pattern used</td>
</tr>
<tr>
<td></td>
<td>Main points were clear statements</td>
<td>Most main points were statements</td>
<td>Main points need clarification</td>
<td>Main points were indecipherable</td>
</tr>
<tr>
<td></td>
<td>Used signposts between each subpoint</td>
<td>Used some signposts btwm subpoints</td>
<td>Need more signposts btwm subpoints</td>
<td>No signposts</td>
</tr>
<tr>
<td></td>
<td>Used transition btw each main point</td>
<td>Used some transitions btwm main pts</td>
<td>Need more transitions btwm main pts</td>
<td>No transitions</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/5</td>
<td>Verbally cited more than required # of sources in speech &amp; established credibility of each</td>
<td>Verbally cited required # of sources &amp; established credibility</td>
<td>Some info given without citing source/did not establish credibility of sources</td>
<td>Did not cite any sources of info.</td>
</tr>
<tr>
<td></td>
<td>Presented information objectively</td>
<td>Mostly objective presentation of info</td>
<td>Somewhat objective, slightly biased</td>
<td>Non-objective delivery of facts</td>
</tr>
<tr>
<td></td>
<td>Information was interesting &amp; unique</td>
<td>Some interesting and new facts</td>
<td>Information was obvious, redundant</td>
<td>Information was obvious, redundant</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/5</td>
<td>Transition into conclusion powerful/clear</td>
<td>Typical transition (&quot;In conclusion&quot;)</td>
<td>Transition unclear or not emphasized</td>
<td>No transition statement into concl.</td>
</tr>
<tr>
<td></td>
<td>Reviewed all main points clearly</td>
<td>Reviewed main points, a bit unclear</td>
<td>Unclear review of main points or too much info</td>
<td>Did not review main points</td>
</tr>
<tr>
<td></td>
<td>Ended with impact and confidence!</td>
<td>Concluding statement lacked confidence</td>
<td>Weak concluding statement verbally or nonverbally</td>
<td>Did not review main points</td>
</tr>
<tr>
<td><strong>Canons of Memory &amp; Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____/5</td>
<td>Made few or no references to notes</td>
<td>Referred to note cards frequently but with grace</td>
<td>Looked at/read note cards too often, lost place once or twice</td>
<td>Read entire speech off note cards or recited a memorized speech</td>
</tr>
<tr>
<td></td>
<td>Extemporaneous style throughout</td>
<td>Mostly extemporaneous</td>
<td>Felt manuscript, memorized, or impromptu</td>
<td>No eye contact/connection</td>
</tr>
<tr>
<td></td>
<td>Strategic eye contact: sprinkler</td>
<td>Natural eye contact</td>
<td>Limited eye contact/connection</td>
<td>Spoke too fast or soft understand</td>
</tr>
<tr>
<td></td>
<td>Even speech rate, vocal variety, good volume</td>
<td>Inconsistent rate, vocal variety, vol</td>
<td>Uneven rate, no vocal variety or vol</td>
<td>Appearance: not suitable for public speech</td>
</tr>
<tr>
<td></td>
<td>Appearance: above and beyond</td>
<td>Appearance: dressed nicely</td>
<td>Appearance: dressed as usual</td>
<td>Monotone</td>
</tr>
<tr>
<td></td>
<td>Great posture, gestures &amp; movement</td>
<td>Good posture, gestures &amp; movement</td>
<td>Need posture/gestures/movement</td>
<td>No posture/gestures/movement</td>
</tr>
<tr>
<td></td>
<td>Used all time/ kept own time:</td>
<td>Used minimum time or slightly over:</td>
<td>Was slightly under on time:</td>
<td>Significantly under/over on time:</td>
</tr>
</tbody>
</table>
Assignment Description and Rubric for Informative Speech

Informative Speech Assignment

Time Requirement: 5-7 min.

Organizational Pattern: Your outline must include an introduction, 3 main points, and conclusion, and must be organized using either:
1) topical pattern
2) chronological pattern
Use the outline template on the following pages to make sure you fulfill all required parts of the speech

Assignment Description: Think of this assignment as an investigative news report. Select a unique and interesting local or global current issue or controversial topic and present it objectively. Your goal is to inform the audience of the facts behind the problem or issue, NOT to persuade them to act or convince them of your perspective. This means you should choose a topic that is interesting, but not one about which you get so emotional that you cannot be objective. You must NOT use persuasive strategies, i.e. encouraging audience to behave differently.

Assignment Objectives: After completing this assignment you should be able to:
- organize an informative speech using either the topical or chronological organizational pattern
- use transitions to signal the parts of your speech
- use credible sources to provide evidence of your claims (statistics, expert testimony, etc.)
- cite your sources in your speech and in a reference list using APA format
- introduce and conclude your speech with impact
- effectively use visual aids to support your speech
- deliver a speech with improved grace and comfort by focusing on your areas of improvement from the last two speeches.

Assignment Requirements:
- Use of 3 or more sources cited within your speech and in the reference section of your outline
- PowerPoint presentation with 3-5 slides
- Speech Outline
- Speech Debrief

Steps to take in designing your speech:
1. Choose your topic/do preliminary research
2. Write a tentative thesis statement (central idea).
3. Create your main points.
4. Finish research & develop each main point with the supporting material you’ve found
5. Plan your introduction and conclusion
6. Write outline
7. Rehearse
8. Bring completed labs to class on day of your speech (rehearsal and outline)
**Instructor Evaluation Rubric for Informative Speech Assignment (please turn in prior to speaking)**

Grade: _____/75

<table>
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<tr>
<th>Canons of Invention &amp; Organization</th>
<th>“A” speech: 15-14 points</th>
<th>“B” speech: 13-12 points</th>
<th>“C” speech: 12-11 points</th>
<th>“D” speech: 10 and &lt; points</th>
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Assignment Description and Rubric for Persuasive Speech

**Persuasive Speech Assignment**

**Time Requirement:** 7-9 min.

**Organizational Pattern:** Your outline must include an introduction, 3 main points, and conclusion, and must be organized using one of the following patterns:
- 1) problem-solution
- 2) direct method

Hard copies of the templates you will use are provided on the following pages.

**Assignment Description:** This is your opportunity to change your audience’s attitudes, values, beliefs, or behaviors regarding a topic of your choice. You are expected to utilize everything we’ve learned in class up to this point about organization and delivery. In addition, this speech tests your ability to frame what you would like to say according to the specific organizational patterns for persuasive speaking and methods of persuasive reasoning learned in class.

**Assignment Objectives:** After completing this assignment you should be able to:
- organize a persuasive speech according to one of the persuasive organizational patterns above
- deliver an effective intro & conclusion, and use transitions and connectives
- use credible sources to provide evidence of your claims (statistics, expert testimony, etc.)
- cite your sources in your speech and in a reference list using APA format
- effectively use visual aids to support your speech
- deliver a speech with improved grace and comfort by focusing on your areas of improvement from the last two speeches.

**Assignment Requirements:**
- Use of 4 or more sources cited within your speech and in the reference section of your outline
- PowerPoint presentation with 5-7 slides
- Speech Outline
- Speech Debrief

**Steps to take in designing your speech:**
1. Choose your topic/do preliminary research
2. Write a tentative thesis statement (central idea).
3. Create your main points.
4. Finish research & develop each main point with the supporting material you’ve found
5. Plan your introduction and conclusion
6. Write outline
7. Rehearse
8. Bring completed labs to class on day of your speech (rehearsal and outline)
Instructor Evaluation Rubric for Persuasive Speech Assignment (please turn in prior to speaking)

Grade: _____/100

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Assignment Description and Rubric for Group NPO Speech

**Group Non-Profit Organization Speech Assignment**

**Time Requirement:** 12-15 min.

**Organizational Pattern:** Your outline must include an introduction, main points, and conclusion and must be organized using:

1. Monroe’s Motivated Sequence

A template of the Monroe Motivated Sequence is provided on the following pages.

**Assignment Description:** This is your opportunity to rally an audience of would-be patrons and donors in support of a non-profit organization of your choice. Similar to your individual persuasive speech, your goal is to change your audience’s attitudes, values, beliefs, or behaviors – to motivate them to support a non-profit organization that address a local or global need or problem. However, for this particular speech, you will be presenting as a group. In essence, this speech will take the form of a group marketing speech. With that said, your group should consider this a final exam, where each of you are expected to utilize everything we’ve learned in class up to this point about organization and delivery. In addition, this speech tests your ability to frame what your group would like to advocate according to the Monroe Motivated Sequence pattern for persuasive speaking.

**Assignment Objectives:** After completing this assignment you should be able to:
- organize a persuasive speech according to Monroe’s Motivated Sequence
- deliver an effective intro & conclusion, and use transitions and connectives effectively
- work as a group to market or promote an organization
- use credible sources to provide evidence of your claims (statistics, expert testimony, etc.)
- cite your sources in your speech and in a reference list using APA format
- effectively use visual aids to support your speech
- deliver a speech as a group with improved grace and comfort by focusing on your areas of improvement from the last three speeches.

**Assignment Requirements:**
- Use of 6 or more sources cited within your speech and in the reference section of your outline
- Powerpoint presentation with 7-10 slides
- Speech Outline (one for each group)
- Speech Debrief (due class period directly after speech)

**Steps to take in designing your speech:**
1. Choose your non-profit/do preliminary research (please see attached list of approved non-profit organizations).
2. Write a tentative thesis statement (central idea).
3. Analyze and study the Monroe Motivated Sequence and apply it to your topic.
4. Create your main points.
5. Finish research & develop each main point with the supporting material you’ve found
6. Plan your introduction and conclusion
7. Add visual aids
8. Create key word note cards
9. Practice (videotape lab)
10. Bring completed labs to class on day of your speech (outline)
Instructor Evaluation Rubric for Group Policy Speech Assignment (please turn in prior to speaking)

Grade: ____/150

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APPENDIX AREA E
Lifelong Learning and Self-Development Content Infusion into FYE GE LC

According to EO 1065, Area E of the CSU GEB Pattern is designed to “equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.” This proposal seeks to integrate Area E of the CSU GE into a Learning Community FYE cohort model. Over the course of two semesters students will be exposed to lifelong learning and self-development themes in two methods:

1. Through the infusion of Area E content into specifically designated LC general education courses which are naturally conducive to the integration of the three kinds of inquiry defined and required of lifelong learning and self-development courses. For example:
   - Sociological inquiry - introduction to sociology, ethnic studies, intercultural communication, cultural anthropology, introduction to philosophy, contemporary social problems, history
   - Physiological inquiry - introduction to biology, the human body, humans and their biological environment, physical anthropology
   - Psychological inquiry - general psychology, human development, personality dynamics, psychology of human sexuality, college success

2. Through self-directed, self-paced modules delivered using “flipped course” pedagogical constructs supplemented with developmental tasks and assignments, and applied and reinforced through classroom activities and collaborative projects in the Integrative GE Seminar course. The flipped classroom is "a pedagogical model in which the typical lecture and homework elements of a course are reversed." A flipped classroom embraces the following practices:
   - Hybrid course design
   - The use of video/pre-recorded media
   - Content is placed under the control of students
   - Content accessibility without missing significant points
   - Students work toward demonstrating mastery of content rather than trying to capture and regurgitate content
   - Student-faculty contact focuses on application

Following are some sample self-directed modules (see attachment for what a Goal-Setting Module could look like):

   - The goal-setting process to formulate personal and educational goals.
   - Educational planning and transfer processes utilizing available tools to design a personalized educational plan that incorporates personal, academic, and career goals.
   - Interdependence through establishing mutually supporting relationships with campus resources and services that promote student success.
   - Biological, emotional, intellectual and social concepts of health and wellness.
   - The implementation of self-management tools to enhance self-discipline, persistence and success.
   - Critical and creative thinking skills.
Special attention will be given to the interdependence of psychological, socio-cultural and physiological considerations as content is delivered in the LC and Integrated GE Seminar. For both methods, prescribed activities and assignments will be designed following the "Foundations and Skills for Lifelong Learning VALUE Rubric" to appropriately assess the student's competence in the learning outcomes defined by EO 1065 for Area E of the CSU GE Breadth pattern.
Topic 1: Goal Setting

Objectives:

- Explain the steps toward establishing a SMART goal.
- Explain how one’s attitudes, beliefs and values impact the formulation of goals.
- Examine the role of goal setting in motivating students toward degree completion.
- Create a SMART goal for any of the courses you are currently enrolled in.

Required assignments, reading and viewing:

Today’s module will focus on the role and function of goal setting on lifelong learning and personal development. Goal setting is, “a process of identifying and defining the aims, achievements and values you wish to fulfill.” Most specialists contend that students can’t be motivated unless they have specific goals to pursue. In fact, research indicates that “students who decide to attend college with specific goals to direct their study are more likely to persist than students who have no such goals.” By making goals concrete and specific you solidify your commitment and ownership of your personal and academic aspirations.

You will begin exploring the topic of goal setting by viewing the following Education Portal Video: Goal Orientation Theory - How Goals Affect Student Motivation and Behavior. Consider the following questions as you view this video:

- How do needs and goals direct the behavior of a student?
- How do goals direct achievement and classroom behavior?
- How are mastery and performance goals defined? Which of the two do specialists believe is more productive?
- Why is pursuing multiple goal orientation challenging?

Next, you will view Learning 2 Learn Unit: Goal Setting. Consider the following questions as you view this unit:

- How does one go about establishing a goal?
- How specifically is a goal structured?
- What do values and beliefs have to do with goal setting?
- What is a SMART goal?

Finally, view TCC’s College Success Series: Goal Setting. Consider the following questions as you view this video:

- Why should goal setting be a personal priority for students?
- Why is goal setting important for student success in an academic setting?
- What keeps students from completing their goals?
- How does completing goals contribute to student confidence?

Once you have established a goal, should you keep this goal to yourself or should you share it with others? Derek Sivers suggests that goals should not be shared. To learn more about Derek Sivers’ reasons for not sharing goals view TED Talk: Keep Your Goals to Yourself.

It is now time to put theory into practice.

- First, complete a self-reflection blog entry on your reaction to the goal setting videos you have viewed. Be sure to provide specific examples and supporting evidence from the content of these videos as you compose your self-reflection exercise. The due date for this assignment is 10/3/14.

- Second, take a moment to consider possible goals you wish to achieve in the course you are currently enrolled in. After identifying one such goal, complete the following form: Goal Setting Worksheet. Also take a moment to review how your Goal Setting Worksheet will be assessed by reviewing the following rubric: Goal Setting Worksheet Rubric. The due date for this assignment is 10/3/14.

Suggested reading and viewing:

SARC Academic Success Workshop: Goal Setting

Zig Zigler internet video: True Performance - Goals
Goal Setting Worksheet

Name: _______________________________________________

Due Date: ______________________________ ( ____% of grade)

Part I: Motivators

Identify your values, desires and beliefs:
_____________________________________________________________________________________
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Part II: Long-Term Goal

Identify a long-term goal:
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Part III. Set Intermediary Goals

Identify five intermediary goals that will help you work towards your long-term goal:

Intermediary goal 1: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 2: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 3: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 4: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 5: ___________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 2: ______________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Intermediary goal 3: ______________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Intermediary goal 4: ______________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Intermediary goal 5: ______________________________________________________
______________________________________________________________________
______________________________________________________________________

Part 4: Set intermediary goal task/action steps.

Intermediary goal 1 tasks: __________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Intermediary goal 2 tasks: _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Intermediary goal 3 tasks: _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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Intermediary goal 4 tasks: _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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Intermediary goal 5 tasks: _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
### FYE GE Pathway Goal Setting Rubric

#### Discussion Leadership

<table>
<thead>
<tr>
<th>SLO Average</th>
<th>Assessment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Long-Term Goal</strong></th>
<th><strong>Intermediary Goals</strong></th>
<th><strong>Intermediary Goal Task</strong></th>
<th><strong>SMART Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standards (4)</td>
<td>Meets Standards (3)</td>
<td>Approaching Standards (2)</td>
<td>Needs Improvement (1)</td>
</tr>
<tr>
<td>The long-term goal has established a clear objective to be achieved.</td>
<td>The long-term goal has somewhat established an objective to be achieved.</td>
<td>The long-term goal attempts to establish an objective to be achieved.</td>
<td>The long-term goal has not established a clear objective to be achieved.</td>
</tr>
<tr>
<td>The goals (long-term and intermediary) identified are specific, measureable, attainable, relevant and timely.</td>
<td>Most of the goals (long-term and intermediary) identified are specific, measureable, attainable, relevant and timely.</td>
<td>Some of the goals (long-term and intermediary) identified are specific, measureable, attainable, relevant and timely.</td>
<td>The goals (long-term and intermediary) identified are not specific, measureable, attainable, relevant and timely.</td>
</tr>
</tbody>
</table>

#### Instructor Comments:

Ask yourself the following questions when reviewing your Goal Setting Worksheet: Is my long-term goal a SMART goal? Do my intermediary goals relate and support my long-term goal? Are the tasks I have identified for my intermediary goals relevant to these goals?

Please see me ASAP to discuss your rubric's score.
May 14, 2013

MEMORANDUM

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: Alternate Certification of GE Breadth Transfer Curriculum

Overview

Pursuant to a recommendation made by the Chancellor’s General Education Advisory Committee (GEAC) at its March 12, 2013 meeting, the California State University authorizes Santa Barbara City College (SBCC) to offer its proposed Alternate General Education Transfer Pattern (Alternate GE) as a fully acceptable alternative to the existing GE Breadth transfer curriculum.

The Alternate GE curriculum begins with an intensive First-Year Experience embedding certain general education learning outcomes into other courses. The First-Year Experience will use a cohort model intended to promote early acclimation to college, deep learning, and successful transfer.

Rationale

This exception is granted by the Chancellor as provided by California Administrative Code Title 5, §40405.1 (a).

Alternate GE embeds multiple high-impact practices into the lower-division general education curriculum, to focus students on the value and purpose of college learning. It departs from the traditional transfer curriculum by de-emphasizing credit hours and distribution of units in favor of demonstrated, integrated learning outcomes. For more details see http://www.calstate.edu/app/geac/.
Pilot Period

Alternate GE will be offered on a pilot basis beginning with the fall 2014 cohort in preparation for transfer to the CSU in fall 2016. Unless the CSU takes further action, authority to offer the pilot will expire three years later, with the cohort beginning fall 2017 and preparing to enter the CSU in fall 2019.

Although most students may expect to complete all their transfer GE requirements within two years of entry, this pilot permission will extend to students who complete courses in the Alternate GE program at any time from fall 2014 through spring 2019.

Implications for GE Certification, Transfer Admission, and Associate Degrees for Transfer

Students who complete the Alternate GE curriculum during the pilot period will have completed the equivalent of the GE Breadth transfer curriculum. No receiving CSU campus will hold students to additional lower-division requirements in general education.

Students whose transcripts indicate completion of all courses in the First Year GE curriculum (i.e., the first half of the Alternate GE Package) during the pilot period will be deemed by the CSU to have met the “Golden Four” requirements for transfer admission, plus Area E and three additional GE courses from the areas of Science, Arts & Humanities and/or Social Sciences.

During the pilot period, the complete, two-year Alternate GE curriculum will satisfy the GE Breadth requirements in any Associate Degrees for Transfer.

Transcripting

Santa Barbara City College will create low-unit seminar courses that serve as capstones for student demonstration and faculty verification of learning achieved elsewhere in the curriculum. Enrollment in the seminars will be limited to students who have participated in the rest of the learning community. These seminars and their GE approvals will be published at http://www.assist.org with other courses approved for GE in the CSU.

Successful completion of the seminar courses (tentatively entitled “Integrated Seminar 101” and “Integrated Seminar 102”) will indicate to CSU offices of admission and evaluation that the corresponding areas of the GE Breadth transfer curriculum have been satisfied, even though on their own the seminars will bear fewer than three units apiece.

Evaluation

The CSU considers this pilot period a mutual opportunity for learning and policy development. This limited authority is granted on the understanding that SBCC and GEAC
will remain in regular communication with each other as to the learning outcomes, student success benefits, and implementation challenges of Alternate GE.

Demonstrated student proficiency in the Essential Learning Outcomes named in CSU Executive Order 1065 will be of particular interest, as will the evidence of academic preparation of Alternate GE students after they transfer to the CSU.

TPW/ko

c:  Dr. Brice W. Harris, Chancellor, California Community Colleges  
    Dr. Jack Friedlander, Executive Vice President, Santa Barbara City College  
    Dr. Ephraim P. Smith, Executive Vice Chancellor and Chief Academic Officer  
    Academic Senate, California Community Colleges  
    Academic Senate, California State University  
    Articulation Officers, CCC  
    Articulation Officers, CSU