

Envisioning GE at CSU-Chico

Eagle Lake, 2007

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&

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Presentation Outline

- ◆ What is the current state of our GE program?
- ◆ What is our vision for GE?
- ◆ What is current thinking nationally on GE?
- ◆ What process can help us realize our vision?
- ◆ What are barriers to success and how can these be overcome?

Current State of GE?

- ◆ Advising sheet ... GE as students see it ...
~295 courses, 192 Core and Breadth;
~103 Upper Division Theme + 2 Code
courses, and a Cultural Diversity
requirement (Non-western and ethnic)
- ◆ What is *your* experience of GE at CSU,
Chico?
- ◆ Brief review of assessment results to date
...

GE Assessment: Two Years On – Writing, Oral Communication, Quantitative Reasoning ... a brief review of results

GE Writing	% Achieving	FY	Sr
Content	69%	60%	78%
Organization	58%	50%	70%
Grammar/SF	55%	48%	63%

Quantitative Reasoning	% Correct
Probability Task	71%
Calculus Task	
◆ ≥ 3 (on 0-4 scale)	57%
◆ ≥ 2 (on 0-4 scale)	80%

Oral Comm	% Achieving	CMST	Other GE
Content	88	87	88
Organization	85	93	75
Delivery	85	91	76

Critical Thinking	% Achieving	FY	Sr
Comprehension	71%	62%	77%
Reasoning	49%	41%	54%

What is *OUR* Vision for GE?

◆ Breakout session

- Groups of ~four people
- 3-5 characteristics of GE *essential* in a revised GE program
- Compare results

- Do we have a shared vision?

Current Ideas on GE: a brief review

- ◆ Association of American Colleges and Universities (AACU)—2007 “College Learning for the New Global Century”
- ◆ Harvard University’s 2007 “Report of the Task Force on General Education”
- ◆ UC, Berkeley’s Center for Higher Education--2007 “General Education in the 21st Century”
- ◆ Basic , Common and Divergent elements

AAC&U I

- ◆ Essential Learning outcomes focus on content, skills, personal and social responsibility, and integrative learning.

1. Knowledge of human cultures and the physical and natural world—asking big questions (enduring and contemporary) by study of the classic liberal arts disciplines

AAC&U II

2. Intellectual and practical skills including
 - Inquiry and analysis
 - Critical and creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Information Literacy
 - Teamwork and problem-solving

Key: anchor these in active involvement with diverse communities and real world challenges

AAC&U III

3. Integrative learning—“synthesis and advanced accomplishment across general and specialized studies.”

Hallmarks here are applying knowledge, skills, and responsibilities to *new* settings.

AACU IV

- ◆ “Seven principles of excellence”

Aim high

Tell students where they are going

Make them work on inquiry skills

Big questions front and center

Action driven and choice driven

Civic, intercultural, and ethical values
everywhere

Don't leave assessment out!!

Harvard I

- ◆ Content core in eight categories

Aesthetic and interpretive understanding

Culture and belief

Empirical reasoning

Ethical reasoning

Science of living systems

Science of the physical universe

Societies of the world

The US in the world

Harvard II

◆ Parameters for Delivery

Each area gets its own set of SLOs

Go for breadth, not depth—"first and last"

Connect past to contemporary challenges

Emphasize to everyone the cash value of courses

Mix large and small classes—but aim for interactive pedagogy

Commit to an activity-based (extracurricular) component

University of California

- ◆ Empower the chief undergraduate education officer, give her/him a big budget, have someone else do routine administrative work, and let innovation rule the day!
- ◆ Establish incentives to get the best faculty on board

UC II

- ◆ Don't run a cafeteria—construct thematics, bundles, topical clusters around substantive and timely topics
- ◆ Civic education and engagement front and center--provide opportunities for community involvement and its empowerment through the curriculum

UC III

- ◆ Work with HS, CC, and other systems to be sure that G.E. retains its integrity and that you deal with the reality of not all students being on your campus to do all four years of college work—work with transfer student in mind.
- ◆ Leverage new information technologies for better teaching, learning, managing budgets, and increasing access

UC IV

- ◆ Set goals, student learning outcomes, and faculty-initiated assessment.

Discussion

- ◆ Where did you hear your views, goals, and items echoed and supported?
- ◆ What had you not considered or factored into your view
- ◆ Where do these reports disagree with your views and insights?

Comparisons

- ◆ They all seem to feel that GE is:

essential (Harvard rationale the strongest for liberal education)

letting students down (AACU ties this into the pragmatic needs of US society and workplace)

Comparisons II


is equally about content, skills, and developing dispositions

can't just repackage the old courses.

courses need to be grounded in disciplines;

programs have to be nimble

Embarking on GE Reform: Process

- ◆ Stakeholders vs. Stewards
 - ◆ Leadership: role of faculty, administration
 - ◆ Openness, transparency, accountability
 - ◆ Timeline
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- A decorative graphic at the bottom of the slide showing a silhouette of a mountain range in shades of teal, extending from the right side towards the center.

Overcoming Barriers to Success

◆ Hot Button Issues

- FTES
- Personnel
- Administration: Provost, UED, GEAC?
- Role of professional colleges?
- Flexibility vs. integration
- Units
- EO 595, Code courses, cultural diversity
- Other?