Academic Program Review
2007/2008

General Education Program

California State University, Stanislaus

California State University, Stanislaus
Academic Program Review 2007/08
General Education Program
Executive Summary and Recommendations

Major Findings:

- The General Education Program is a traditional distributive model of general education that has been in place since the university began. Students choose from a menu of courses, and scheduling and planning is done at the department and college level.

- Faculty members and departments are free to propose any course in a GE sub-area as long as they "demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7" of the General Education Goals. There are currently over 300 courses in the program. Courses are certified by the General Education Subcommittee, but there is no recertification process at present.

- The distributive, discipline-specific model of GE creates curricular and administrative challenges for the program. Scheduling on a term-by-term basis and long-range assessment, planning, and direction are difficult.

- Alternative models of General Education (such as the Summit Program and First Year Experience) have remained at the pilot level or just beyond it and have not been fully institutionalized or normalized. Furthermore, they are generally the first to be cut in a budget emergency.

- Indirect measures of assessment (surveys, IDEA) indicate that students rank many of their individual courses as successful in providing a broad General Education. Direct assessment of the program is ongoing; assessment of the specific GE areas is in the process of being established and implemented.

- The process of researching and composing the Academic Program Review for General Education has revealed connections between our findings and the language of Executive Order 1033 that can facilitate recommended improvements in the Program.

- Campus discussion needs to continue on several key issues:
    1. What skills and knowledge do students need for the 21st century?
    2. How can the mission of General Education support these goals?
    3. What on campus do we already do that is consistent with these goals?
    4. What further steps do we need to take?

The proposed Mission Statement in the Charter of the General Education Program reads:

> *The Program of General Education supports the Mission of the University by emphasizing an explicit commitment to a quality liberal arts education. Regardless of which approved courses are taken, the combination of the Program's seven areas (A-G) combined with the major course of study cultivates the knowledge, skills, and values that are characteristic of a learned person. Neither subordinate to the major field of study nor independent of it, the General Education Program provides a common educational experience for students. The Program of General Education supports this curriculum by establishing goals and objectives; certifying courses within areas; assuring continuing quality; promoting curriculum; and monitoring course offerings.*

Implicit in this Mission Statement are the values of attaining a breadth of knowledge and skills that are integrated over the course of the baccalaureate program. General Education courses are a part of every college; the goals of a liberal education should not be separate from but an integral part of every student's education.

Table of Contents

CHANGES SINCE THE LAST ACADEMIC PROGRAM REVIEW

Description of the General Education Program

Traditional General Education Program

The General Education Program at CSU Stanislaus is comprised of the traditional General Education Program and the Summit Program. The traditional program has been offered in its current overall design since the early 1970's, although the number of units and specific courses has changed over the decades. The only significant update was in 1996 with the addition of the Area G Multicultural requirement. Currently, the General Education Program requires students to complete 51 semester units—including nine upper-division units—of selected courses within seven broad categories. The Summit Program was approved in May 2004, after three years of pilot. The Summit Program provides an alternative upper division general education built around a cluster model.

CSU Stanislaus' General Education program is guided by the University's Mission, Vision, and Values Statement and is committed to developing in its students not only a broad understanding of many subjects, but also the ability to see the essential connections between them. The curriculum of general education is central to the mission of CSU Stanislaus and to the explicit commitment to a quality liberal arts education. The purpose of general education is to provide a common educational experience for students, regardless of their major field of study. The faculty is committed to ensuring that the general education program cultivates the knowledge, skills, and values characteristic of a learned person.

The General Education Program is organized into five subject areas: communication skills, natural sciences and mathematics, humanities, social sciences, and individual resources for modern living. A separate multicultural education requirement prescribes course work that addresses multicultural, ethnic studies, gender, or nonwestern cultures issues.

Lower Division general education courses are foundation courses. Students learn fundamental principles, methodologies, and perspectives of a discipline. They learn essential skills and gain breadth of knowledge. There are currently 200 lower division general education courses listed in the CSU Stanislaus University Catalog. Not all courses are offered every semester. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program)

Upper Division general education courses provide breadth and depth to understanding and stress the inter-relationship among disciplines. Students at the upper division level are expected to develop their communication and critical thinking skills. There are currently 150 upper division courses offered in the CSU University Catalog. Not all courses are offered every semester. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program)

In addition, effective Fall 1994, courses that meet the requirements for General Education Area G, multicultural requirement, address multicultural issues, ethnic studies, gender issues, or non-western cultures. Area G comprises G-only courses, and courses which also fulfill lower and upper division GE areas.

Summit Program
Students may join the Summit Program as an alternative way to fulfill 6 of their 9 units of Upper-Division General Education requirements (Area F General Education requirements). Students select a cluster of 2 courses in one of the following combinations:

- One Mathematics/Science course (F1) and one Humanities course (F2); or
- One Mathematics/Science course (F1) and one Social Science course (F3); or
- One Humanities course (F2) and one Social Science course (F3)

All clusters also fulfill the multicultural requirement (Area G General Education requirements). For the curricular area not covered by the 2-course cluster, students select an Upper-Division General Education course from the traditional menu (area F1, F2, or F3).

Each cluster includes 2 courses linked to an engaging topic. Faculty members integrate the courses so that what students learn in one course becomes the foundation to the learning in the next course. Students take the courses in the cluster with the same classmates enabling them to get to know each other and interact in class discussions and group projects. The faculty members in the cluster interact with students during both cluster courses, enabling students to develop a personal relationship with their instructors.

The Summit Program currently offers five clusters in its alternative upper division general education program. Not all clusters are offered every semester. (See *Appendix B*, 2008/09 Undergraduate Catalog, Summit Program)

First-Year Experience Program
The First-Year Experience (FYE) Program began in Fall 2004. The program offers first-time freshmen the opportunity to join a learning community. The classes in each learning community are integrated around an interesting theme and are linked to a seminar that prepares students for academic success and encourages involvement in campus activities. The seminars are co-taught by faculty and peer leaders (when available), successful CSU Stanislaus students who serve as mentors.

Beginning in Fall 2007, two of the learning communities were linked to ENGL 1000 classes, classes taught for the first time to allow students who did not test into General Education sub-area A2 to increase their writing skills by receiving university credit. These two learning communities are also linked to the Faculty Mentor Program with students in the communities all becoming involved in the Faculty Mentor Program. One other new learning community is dedicated to athletes.

The FYE Program offers two formats. One format, a 3-course format, integrates two lower division GE courses with the Seminar in FYE, which also fulfills a GE requirement (Area E1). The second format integrates one GE course with the Seminar in FYE, which also fulfills a GE requirement. This second format was designed to accommodate students in majors that require freshmen to take several courses in the major during the first semester and for students who are enrolled in developmental mathematics and English classes.

The FYE program grew successfully and steadily for four years, so that in 2007 there were 242 students served in 12 learning communities. However, in fall 2008 because of budget constraints, FYE was reduced

to two learning communities: one through the Faculty Mentor Program and one for student athletes, both supported by Student Affairs. In Fall 2008, Academic Affairs began an assessment to reconsider and possibly rebuild First Year Experience.

Policies Governing General Education

California Code of Education
Standards, Policies, & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.0 – April 30, 2008
EO 1033 CSU GE Breadth Requirements, 2008. (Prior to fall 2008, Executive Order 595 governed GE Breadth Requirements for the CSU.)
Summit Program Proposal (2/AS/04/UEPC)
First Year Experience Program (11/AS/03/UEPC)
Removal of Two-Course Cap for Upper Division GE (7/AS/02/UEPC)
AAHE Summer Academy Report (2000)
GERTF Recommendations (1999)
GE Goals (10/AS/99/UEPC)
GE Pilot Program (11/AS/99/UEPC)
Writing Requirements for GE Area Courses in Written Communication and Critical Thinking (17/AS/88/EPC)

Organizational Structure; Governance; Program Leadership

The document *Leadership and Administrative Support of the General Education Program* (2008) displays the structure in support of general education, with duties for assessment specified for governance committees and administrative officers.

The roles and responsibilities of each person and committee are specified and illustrate the support provided by administration and faculty. The key elements are:

Office of the Vice Provost
Office of Institutional Research
College Deans
Department Chairs
Faculty Director of General Education
Faculty Coordinator for Assessment of Student Learning
General Education Subcommittee of the University Educational Policies Committee
Assessment of Student Learning Subcommittee of the University Educational Policies Committee

The description which follows delineates the current structure, governance, and leadership of the program.

Office of the Vice Provost

The Vice Provost has delegated responsibility from the Provost for overseeing the development and support of undergraduate and graduate curricula, including general education.

- Serves as liaison for general education with the CSU Chancellor's Office.
- Works with faculty governance committees to ensure policy development for general education remains consistent with CSU system and Title 5 regulations.
- Facilitates the efforts of the University Educational Policies Committee for general education policy development and revision.

- Works with college deans, the Faculty Director of General Education, the University Educational Policies Committee, and the General Education Subcommittee to ensure quality and the delivery of general education in accordance with campus and CSU system policies and procedures.
- Assists with the development and implementation of the assessment program for general education.
- Works with the General Education Subcommittee to update general education information in university publications, including catalog and course schedule copy and the General Education website.

In addition, the Office of the Vice Provost provides part-time analyst and clerical support for the Faculty Director of General Education.

Office of Institutional Research

The Director of the Office of Institutional Research has responsibility to provide information necessary for the delivery and evaluation of the General Education Program.

- Provides data and analysis in support of the General Education Program (e.g., data about general education in surveys for seniors, alumni, and employers; student enrollments; faculty demographics; course offerings; course scheduling)

College Deans

The College Deans oversee daily operations of General Education courses.

- Work with faculty to promote knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).
- Work in collaboration with university offices and programs to ensure that accurate information about the General Education Program is communicated to new and continuing students.
- In consultation with the Faculty Director of General Education, schedule and track course offerings including Stockton, day/evening, on instructional television, across disciplines, across time modules.

Faculty Director of General Education

The Faculty Director of General Education (FDGE) works with the College Deans, General Education Subcommittee, and General Education Faculty to oversee university-level educational initiatives and programs related to the traditional General Education Program and Summit Program. The Faculty Director is responsible for leadership and day-to-day coordination and implementation of the General Education Policies and Processes.

- Provides students, faculty, departments, and colleges with information about the General Education program.
- Acts as a resource for colleges, departments, and faculty interested in developing courses for general education.
- Coordinates and analyzes general education course offerings and scheduling, including tracking course offerings in Stockton, and makes recommendations to the college deans and appropriate department chairs/program coordinators.
- Provides support for the articulation of general education courses with community colleges.
- Promotes wide knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).

- Consults with the General Education Subcommittee to maintain and update the university's General Education website to ensure currency of information.
- Meets periodically with the Vice Provost to facilitate improvement of the General Education program and to monitor program implementation activities.
- Works with faculty governance committees and the Vice Provost to ensure policy development for gene4ral education remains consistent with CSU System and Title 5 regulations.
- Facilitates the efforts of the General Education Subcommittee for policy recommendations (development and revision) to the University Educational Policies Committee.
- Attends General Education Subcommittee meetings and Assessment of Student Learning Subcommittee meetings as an *ex officio* (non-voting) member.

The FDGE also works with Summit Faculty to coordinate the Summit Program and has responsibility for the First Year Experience Program.

In Spring 2008, the Faculty Director of General Education organized an *Ad Hoc* General Education Advisory Group. The members of the group include the Chair of the General Education Subcommittee, the Faculty Coordinator of Assessment of Student Learning, a member of the library faculty, and four faculty members interested in General Education. Together with the FDGE, the group provides a community of scholars and teachers familiar with the challenges of General Education. Their meetings serve as forums for issues related to General Education.

Faculty Coordinator for Assessment of Student Learning

The role of the coordinator is to enhance student learning, classroom teaching innovation, research investigations, and formal and informal assessment that demonstrates student academic achievement. Additionally, the coordinator encourages professional development through participation in the Faculty Center's programs. The coordinator provides leadership for the faculty-driven assessment of student learning outcomes.

- Prepares and disseminates materials to assist faculty and departments in the development of effective, meaningful, and manageable strategies for the assessment of student learning;
- Works with faculty to create an understanding of how assessment informs instruction and guides classroom teaching;
- Assists Program Assessment Coordinators and department faculty in developing effective and manageable assessment of student learning activities;
- Convenes the Assessment Council (AC) which is comprised of the Program Assessment Coordinators (PACs);
- Assists departments undertaking academic program reviews by providing strategies and processes for assessment of student learning;
- Establishes annual priorities after consultation with the Director of Faculty Development Center, Program Assessment Coordinators, Assessment of Student Learning subcommittee, and the Associate Vice President for Assessment and Quality Assurance.
- Communicates regularly with the Associate Vice President for Assessment and Quality Assurance in support of academic assessment.
- Works with the Institutional Research Office to facilitate support of faculty in assessment of student learning;
- Works with the Director of the Faculty Center for Excellence in Teaching and Learning to provide workshops or related activities to disseminate information about effective instructional practices

and/or assessment practices as related to improving student learning;
- Serves as a liaison from the Faculty Center for Excellence in Teaching and Learning with the University Educational Policies Committee's Assessment of Student Learning Subcommittee, Assessment Leadership Team (ALT), and other appropriate governance committees;
- Works with the Faculty Director of General Education, faculty groups, and the Director of FCTEL to define further the integration and assessment of the general education goals in classroom instruction;
- Works with the Graduate Assessment Project Director and Graduate Council in the implementation of academic assessment;
- Keeps campus community abreast of pertinent assessment news by working with the Office of Assessment and Quality Assurance;
- Ensures alignment of campus assessment initiatives with the WASC reaccreditation standards and their emphasis on assessment of student learning;
- Serves as the campus representative for system-sponsored and national faculty development activities in support of assessment of student learning.

General Education Subcommittee
The General Education Subcommittee of the University Educational Policies Committee (on behalf of the General Faculty) assumes collective responsibility for the design, delivery, assessment, and evaluation of the General Education Program. It is responsible for approval of new and modified courses for inclusion in the program and for policy and procedure development and recommendations. (See *Appendix C*, Membership and Charge of the General Education Subcommittee)

Assessment of Student Learning Subcommittee
The Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives. It is responsible for the development and recommendation of policies and procedures related to assessment of student learning, to consult with Program Assessment Coordinators regarding the mission and scope of assessment plans to promote and improve student learning, and to advise the Coordinator for Assessment of Student Learning of any identified programmatic or resource needs.

Selection Process for Leadership
The Academic Senate Committee on Committees appoints members of the GE Subcommittee to staggered two-year terms. Normally, no more than one member from any single college may be appointed, and a majority of members are tenured faculty. The FDGE is appointed to a three-year term through a process that includes preparation of a slate of candidates by COC, review of candidates by UEPC and GE Sub, and a final interview by the chairs of UEPC and GE Sub with the Vice Provost. The Vice Provost approves the director, subject to input from the chairs and members of UEPC and GE Sub.

Reporting Structure
The FDGE reports to the Vice Provost, who has delegated authority from the Provost for the General Education Program. The FDGE also maintains communication between the GE and ASL Subcommittees, and reports to UEPC as appropriate. The GE Subcommittee reports to UEPC, a standing committee of the Academic Senate. Individual faculty members report to their respective chairpersons, who report to their respective deans.

The organizational structure for support of the GE Program has changed since Spring 2008 with the introduction of the Faculty Director who functions as a liaison between the GE Subcommittee, UEPC, and the administration. Ways to work together are explored as the FDGE duties become defined. The lines of communication need to be clarified as well as the roles and responsibilities defined among those participating in the organizational structure. The charge of the General Education Subcommittee should be reconsidered to allow it to perform a true oversight role in ensuring program quality: overseeing curriculum by reviewing courses, participating in assessment, and performing other duties that departmental committees do for their programs. The committee would need more members, possibly with longer terms, especially the chair. There are many organizational models that could generate campus dialogue about this important aspect of GE administration, including those general education programs at other campuses of the California State University, such as Sacramento, San Jose, San Francisco, and San Luis Obispo.

ENROLLMENT TRENDS

Course Planning and Scheduling

Efforts are underway to centralize coordination of GE scheduling of classes. In consultation with their college deans, faculty members and department chairs are responsible for scheduling general education courses. Courses are offered in many formats, from lecture/discussion to laboratory sections.

Summit Program and First-Year Experience

Planning for and scheduling Summit Clusters and First Year Experience seminars and courses has become increasingly difficult in times of budget constraints. Some deans and chairs have made a good faith effort to release faculty from other teaching expectations in order to allow Summit Clusters to be scheduled; however, uncertain enrollments have caused several clusters to be closed this academic year. The two sections of FYE for Fall 2008 were supported through Student Affairs and the Faculty Mentor Program. Clearly, special attention needs to be paid to keep these two innovative modes of GE delivery viable.

Course Offerings and Enrollment

Excluding laboratory sections, the total number of General Education courses offered at the university has been as follows:

2004-2005: 763
2005-2006: 853
2006-2007: 933
2007-2008: 983

As might be expected, the great majority of General Education courses are offered on the Turlock campus on a variety of days and timeslots and during daytime hours. (See *Appendix D*, Distribution of GE Courses 2005-06 to 2007-08).

In 2008-2009 (Fall/Winter/Spring) a total of 11 GE courses are offered online, a modest increase from the previous year's 8 courses. Clearly, when we discuss the General Education Program we are referring to a program primarily based on the home campus, offered during traditional daytime hours.

Enrollment

For the most part, the number of courses offered in the various sub-areas of general education has remained

consistent with university enrollment growth for the past five years, keeping pace with enrollment in courses in the academic majors.

Data on headcount and average class size for the sub-areas have been tabulated by semesters from Fall 2004 to Spring 2008. Most enrollments occur, and GE courses are offered, in fall and spring semesters. Understandably, by comparison, winter and summer term enrollments are much smaller in scale. Though smaller in scale, winter term reveals large enrollments in sub-areas E1, F1, F2, and F3 courses. For instance, in winter 2008, 313 students were enrolled in E1 courses, 364 in F1 courses, 387 in F2 courses and 217 in F3 courses. Although in Fall the numbers are much larger, (925 in E1, 1422 in F1, 881 in F2, and 1443 in F3) winter term still enrolls a substantial number of students in general education, indicating that many students satisfy GE requirements during the Winter term. Summer term, meanwhile, shows smaller enrollments than winter with 2007 enrollments in E1 at 90, F1 at 184, F2 at 251 and F3 at 152. Summer also seems to offer an opportunity to offer online courses, with 5 courses offered in both summer 2007 and 2008. (See *Appendix D,* GE Enrollment Data)

Average Class Size

Data on headcount and average class size for the sub-areas have been tabulated by semesters from Fall 2004 to Spring 2008. Comparing average class size by semester shows, in general, that fall semester has larger class sizes for GE courses than spring semester. For instance, aggregate averages for semesters 04-07 show that the average class size for A1 courses is 28.8 in Fall and 26.7 for Spring; for B3 courses the average is 36.0 in Fall and 35.1 in Spring; for D1B courses 79.3 in fall and 20.0 in spring; and for F2 classes 33.0 for Fall and 27.9 for Spring. Since Fall enrollments exceed Spring, this is to be expected. (See *Appendix E,* GE Enrollment Data)

It is noteworthy to point out the very large class sizes throughout the course sections in Social, Economic, and Political Institutions and Human Behavior. A broad-brush look shows the class size in Social, Economic, and Political Institutions and Human Behavior (Area D1B) to be two-times larger than for any other GE subgroup; for example, the average class size of winter D1B is 120. In every instance in lower division and upper division courses, Winter Term reveals the largest average class sizes of every GE subgroup. The data suggest a significant number of students satisfy GE requirements during the Winter Term as evidenced by the very large class sizes. This data should be considered during any discussions about the possible viability of winter term.

Removal of Two-Course Per Department Discipline Cap

One notable change in policy in 2002 was the removal of two-course per discipline cap for upper division general education courses, (7/AS/02/UEPC). Since then, the number of upper division courses offered in General Education has increased dramatically. For instance, in the 2001 catalogue there were only 25 courses listed in sub-area F3; in 2008, there are 46 area F3 courses available (not all are offered each academic year). Similarly, in 2001 there were 28 area G courses available and in 2008 there are 55 area G courses. There are currently 15 courses that count as both areas F3 and G.

The rationale for lifting the cap on course offerings by department included greater flexibility for departments for purposes of faculty creativity and to help fund enrollment targets with increased enrollment of these added GE courses. Removing the cap has undoubtedly served this purpose. In addition, it seems to have caused some enrollment management and scheduling issues in at least one

college. Although offering a large number of courses to students and flexibility to departments can be positive, colleges need to schedule and plan carefully to avoid splitting enrollments and proliferating courses. Campus discussion should continue regarding implementation of the removal of the two course per department cap to ensure efficient planning for the general education program.

COMMITMENT TO STUDENT LEARNING

Goals for General Education

Effective Fall 2000, as approved by the Academic Senate and the President, each approved GE course must demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7.

1. Subject knowledge. To provide an educational experience that will enhance students' understanding of the discipline's basic principles, methodologies, and perspectives.
2. Communication. To provide an educational experience that will enhance the ability to communicate.
3. Inquiry and Critical Thinking. To provide and educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. Information Retrieval and Evaluation. To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. Interdisciplinary Relationships. To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. Global or Multicultural Perspectives. To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues, AND/OR
7. Social Responsibility. To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

In addition, since fall 1994, as approved by the Academic Senate and the President, courses that meet the requirements for General Education Area G, Multicultural requirement, are those classes of 3 or more units that address multicultural issues, ethnic studies, gender issues, or non-western cultures as follows:

- Multicultural courses should discuss more than one culture but include the study of one culture in some depth.
- Multicultural courses should show that there are differences between cultures, show ways to study such differences, and stimulate students to do additional studies.

The General Education Program Goals should be brought into alignment with CSU Executive Order (EO) 1033 and the Liberal Education and American Promise (LEAP) campaign as soon as is practicable (can be accessed at http://www.calstate.edu/eo/EO-1033.pdf). The seven current goals need to be refined and updated to reflect current practice in general education and assessment. Our current program goals privilege subject knowledge, by establishing it as the number one goal, and control the way courses are proposed and accepted into the General Education Program. The goals are responsible, in large part, for the diffuse nature of the program.

Excerpted from General Education Breadth Requirements — Executive Order No. 1033
3.2 CSU Student Learning Outcomes
LEAP Essential Learning Outcomes Framework

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

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students' ability to:

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- carry out effective oral communication;
- write effectively;
- apply quantitative reasoning concepts and skills to solve problems;
- make informed, ethical decisions;
- understand and apply the scientific method;
- apply learning from study abroad experiences to general education areas;
- utilize technology in pursuit of intellectual growth and efficacious human interaction;
- demonstrate understanding of human beings as physiological and psychological organisms;
- demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- demonstrate understanding of how human societies have developed and now function;
- apply socially responsive knowledge and skills to issues confronting local or global communities;
- demonstrate life skills such as financial literacy;
- understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- engage in lifelong learning and self-development; and
- integrate and apply the insights gained from general education courses

In addition, the General Education program should "integrate clearly Global Learning and environmental sustainability principles into General Education Learning Goals," as written in the CSU Stanislaus Strategic Plan approved by the Academic Senate 4/24/07 and the President 5/22/07:

Global Learning Goals

1. Multiple Perspectives
   Students demonstrate recognition that one's view of the world is not universally shared and that others may have profoundly different perceptions.
2. Interdependence
   Students demonstrate understanding of how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives.
3. Social Justice
   Students demonstrate understanding of how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well being, both in the U.S. and in the world outside the U.S.
4. Sustainability
   Students demonstrate understanding of the cost of individual and national actions to the physical and social environment both in the U.S. and in the world outside the U.S. (e.g., population growth, resource use, health issues).

Area Specific
Specific learning objectives are implied by each of the 17 sub-areas. The sub-areas are as follows:
Lower Division Requirements:

A. Communication Skills (9 units)
    1. Oral Communication
    2. Written Communication
    3. Critical Thinking (not really named in catalog)
B. Natural Sciences and Mathematics (9 units)
    (Must include a lab course in either sub-area 1 or 2)
    1. Physical Sciences
    2. Biological Sciences
    3. Mathematics
C. Humanities Requirement (9 units)
    1. Arts
    2. Literature/Philosophy
    3. Foreign Language
D. Social, Economic and Political Institutions and Human Behavior (12 units)
    1. United States History and Constitution/California State and Local Government
        (a) United States History
        (b) American Government
    2. A minimum of one course from each of the following:
        (a) Human Institutions: Structures and Processes
        (b) Society and Culture
E. Individual Resources for Modern Living (3 units)
        (a) One course from a list including Business, Computer, and Health options (2 units)
        (b) One course in Physical Education (1 unit)
F. Upper Division Requirements (9 units)
    1. Natural Science and Mathematics (3 units)
    2. Humanities (3 units)
    3. Social, Economic, and Political Institutions and Human Behavior (3 units)
G. Multicultural Requirement (3 units)
    Within General Education selections, students must complete at least 3 units of coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultural issues. Certain courses fulfill both the multicultural and another General Education requirement and are cross-referenced in the catalogue.

Formal student learning objectives are currently being developed by faculty in the area-appropriate disciplines. Faculty-led workshops in the sub-areas of general education have been working on assessment plans that clearly articulate the student learning objectives of each area. These need to be completed and brought into alignment with revised Program Goals for General Education.

Assessment of Student Learning
Appendix F, *Assessment of General Education* (2009) provides a chronological overview since 1999 of the growth in the number and maturity of the assessment measures undertaken to demonstrate the quality of the General Education Program and student learning. For the most part, significant assessment in

general education has taken place at the course level. With the introduction of EO 1033 in 2008, efforts have shifted to assessment at the program level. In Table 1, *General Education Assessment Methods and Findings*, the methods of assessment and findings are shown.

Table 1: General Education Assessment Methods and Findings

Method	Findings
General Education Goal 1: Subject Knowledge	
Course-embedded assessment	Criteria could be developed to link scores to specific goals and report in the aggregate.
Graduating Senior Survey	73% (2004-2005) and 79% (2006-2007) felt GE experience enhanced Goal #1. The degree of agreement that GE enhanced Goal #1 was high-neutral/low agree (both time periods).
IDEA Student Evaluations	Generally students rate having made substantial progress on "gaining factual knowledge" and "learning fundamental principles" from GE courses (4.1-4.2 both years) which aligns with faculty reporting on emphasis
General Education Goal 2: Oral and Written Communication	
Collegiate Learning Assessment	Overall CLA scores (both time periods) freshman and senior rated At, Above or Well Above expected level.
Writing Proficiency Screening Test	Critical thinking not assessed. There are significant age, race, ethnicity, income differences that need to be addressed. Number of students passing WPST increased from 2004 to 2007, however standards may have changed as well. Generally 81-87% of students pass WPST on first attempt.
Course-embedded assessment	Area A course grades reflect student achievement on this goal. At this point, grades are not specifically linked to goals and they include other indicators, such as attendance and effort.
Graduating Senior Survey	64% (2004-2005) and 69% (2006-2007) of student respondents felt that the GE experience enhanced Goal #2. The degree of agreement that GE enhanced Goal #2 was medium- to high-neutral/low agree (3.54 & 3.72 (2004-2005), 3.74 & 3.83 (2006-2007)). However, agreement that GE experience enhanced ability to communicate rated lower that degree of personal gain in writing and speaking effectively (4.02-4.17 (2004-2005) & 4.09-4.29 (2006-2007) from attendance at CSU Stanislaus.
IDEA Student Evaluations	It was noted that communication received the lowest rating of all IDEA objectives; generally students rate having made moderate progress on "oral/written communication" from GE courses (3.3 both years).
National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)	It was noted that these measures are better for university-wide assessment.

Method	Findings
General Education Goal 3: Critical Thinking	
Collegiate Learning Assessment	If it is run regularly and the sample size is large and diverse enough to be statistically relevant it would seem to be a good assessment of Goal 3. While it does not point specifically to GE, appear to be the most direct and aligned to Goal 3.
Course-embedded Assessment	It was noted that course-embedded assessments are going to be critical to the assessment of GE Goal 3: Critical Thinking in the long term. It was noted that this type of measure gives the best direct data to display how students are performing on this goal. These will have to be carefully selected and designed embedded assignments in courses within GE that strongly address developing critical thinking and inquiry.
Graduating Senior Survey	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show if the program is being implemented.
IDEA Student Evaluations	Students rated high achievement on this goal – almost "substantial progress."
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show id the program is being implemented.
General Education Goal 4: Information Retrieval and Evaluation	
Collegiate Learning Assessment	The CLA does measure information evaluation, but does not look at retrieval
Course-embedded Assessment	Information literacy needs to be tied to a GE Area.
iSkills	Information Literacy (also called Information Competency) as defined by the Association of College Research Libraries (ACRL) is a range of skills that span library research, evaluating sources, and using sources to create new knowledge, including with communication technologies. The iSkills test deals mostly with information literacy, though more heavy on the communication technology aspects. Students work through several scenarios, each highlighting a different skill set, and answer multiple-choice questions. The iSkills test has only been piloted on campus, so there are no findings available.
Graduating Senior Survey	GE skills are targeted in the GSS. Perceptions seem to reflect success, but trends seem problematic.
IDEA Student Evaluations	In 04-05, 35% of faculty felt that it was at least important for their courses (05-06 37%). Considering that many courses do not include a research project, this is promising. Still, students rated their progress as "fair" (3.6 out of 5) in both 04-05 and 05-06. These scores were higher in courses in which faculty felt information literacy was an essential skill.
National Survey of Student Engagement (NSSE)/Faculty Survey of Student Engagement (FSSE)	52% of faculty said students work on papers and projects that integrate ideas and information from various sources often or very often. Also, faculty thought that this knowledge/skill contributed to students' personal development; 61% of students use computing and information technology.

Method	Findings
General Education Goal 5: Interdisciplinary Relationships	
Course-embedded Assessment	The "high relevance" of this goal to areas C2 and C3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance; however, there is nothing mechanized or coded. **FYE and Summit** In FYE, Learning Objectives for the Seminar include the following "1. Explain how key ideas in one course relate to content of the second course," and "3. Demonstrate understanding of the relationship between the linked classes and general education goals." These objectives were met through weekly assignments, group presentations, and a portfolio, one key element of which is "e. What have you learned about the way your classes this semester are linked to the goals of general education?" Passing the cluster hence is a reliable and valid measure of meeting the introduction of this goal. Portfolios, gathered in a random sample and assessed through a common rubric for the "e" category above, should accomplish assessment of actual student performance in this area for all students enrolled in clusters. The assessment of the pilot Summit program (2003) reveals the same intensity of interest in this goal. In addition, outcomes assessment performed on summative end-of-cluster projects ("capstone projects, service learning projects, written portfolios, and oral presentations") indicates satisfactory achievement of this goal for those students enrolled in those clusters.
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; avg. 68% improved understanding of interdisciplinary relationships.
National Survey of Student Engagement (NSSE)/Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported "quite a bit" of coursework synthesized ideas and projects required integration of knowledge (both statistically even with peers). About half of students reported having to solve complex real world problems (statistically even with peers). Despite low reliability, goal appears to be met according to this measure.

Method	Findings
General Education Goals 6 and 7: Global Perspectives and Social Responsibility	
Course-embedded Assessment	The "high relevance" of this goal to areas C2 and 3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce
Writing Proficiency Screening Test	The WPST could potentially be used as a direct measure of GE Goals 6 and 7.
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; approx 69% improved social responsibility on the Graduating Senior Survey. It would take several years worth of data and careful evaluation to determine what would be target goals for responses and when a review at the course-level would be triggered.
IDEA Student Evaluations	While there is a connection to GE Goal 7 here, it is tangential; moreover, only 30% of faculty rated this objective as "important" or "essential" (i.e., 70% rated it as "not important" at all). Student information, however, suggests that students view this objective as more important at the upper-division than the lower division level, and their overall mean rating of progress was 3.4-3.5. These data do support the findings of the Faculty Interviews.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported that "quite a bit" of coursework required making value judgments. However, when asked if they "developed a personal code of values or ethics," or "contributed to the welfare of their community" only approximately 40% could admit to it, and scored much lower than peer institutions in both categories.

Refer to the Appendix G, *General Education Assessment Plan*, with Attachment 1: *Alignment of CSU Stanislaus General Education Learning Goals, General Education Areas and Sub-Areas with Proposed EO 1033 Student Learning Objectives;* Attachment 2, *Assessment of General Education: Core Indicators;* and Attachment 3*: General Education Advisory Group Findings, Concerns, and Recommendations by Method and GE Goal* for information on the campus history and plans for assessment of General Education.

CURRICULUM AND INSTRUCTION

Breadth Requirements for General Education

The University's General Education requirements are prescribed by the California Code of Regulations. It consists of a minimum of 51 semester units as described below, including at least 9 upper-division units. At least 9 of these 51 semester units shall be earned at the University. Credit earned in fulfillment of the upper-division writing competency graduation requirement is in addition to this 51-unit General Education program. The University accepts certification of General Education- Breadth Requirements by a California Community College or a CSU campus, according to CSU regulations. Upon request, the University will report completion of these requirements to another CSU campus. CSU General

Education-Breadth Requirements are designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. (See *Appendix A*, 2008/09 Undergraduate Catalog, General Education Program)

Course Approval Criteria and Process

Traditional General Education Courses

Courses in the General Education Program are approved by review of the General Education Subcommittee in the course of the regular curricular review process. Typically, a new GE course it reviewed and approved by (in order) the department curriculum committee, department chair, college curriculum committee, college dean, General Education Subcommittee, Academic Affairs. The subcommittee reviews course materials, including a statement of how the course participates in meeting the seven GE Goals and methods of the assessment of student learning in pursuit of these goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process.

Summit Program Clusters and Courses

Summit courses are approved as individual courses and as part of a cluster within the Summit Program. The courses must meet approval on their own merit through the regular curricular review process, and are accepted as part of a cluster through the procedure outlined in the Summit Program approval, (2/AS/04).

First-Year Experience Clusters and Courses

FYE clusters were approved by Marge Jaasma, former Coordinator of the First-Year Experience Program. Currently there is no formal process for approving FYE clusters.

Advising Structure and Responsibility

The *Policy on Undergraduate Academic Advising* (2008) defines the shared responsibilities of students, academic departments, and support units. Advising responsibilities are shared between the Advising Resource Center and the department housing the major field of study pursued by the student. Students are encouraged to seek early advising, and are required to be advised after attaining 45 units. In addition, departments have their own requirements for advising, and departments assume responsibility for GE advising of students within their major fields of study. The Advising Resource Center assumes responsibility for advising undeclared students and has responsibility for advising students within their major fields of study on GE matters.

Indirect assessment measures indicate that only half of students feel that they are properly advised regarding the requirements of the GE program. The Graduating Senior Survey, for instance shows that between 2003-2006 students felt like they were properly advised 49-60% of the time. Additionally, in the 2007-2008 Faculty Interviews regarding general education, 9% of faculty surveyed explicitly recommended improving communication about the GE Program (advising) to students. Clearly, for advising to be effective, the Advising Center, departmental faculty, and the Office of General Education need to work together to provide a clear and comprehensive advising experience for students.

Fiscal Support

FTES from GE are allocated to the colleges that offer the courses; funding of GE enrollments is included in the fiscal allocations to the colleges. The Faculty Director of General Education is funded at 15 units of released time, and allocations made by the Provost and Vice Provost support travel, operations, a small library of books and other materials on GE and assessment, and staffing. Funding for this position was initiated in 2000 by a half-time associate dean's position in the former College of Arts, Letters, and Sciences. A portion of the workload of the Faculty Coordinator for the Assessment of Student Learning is dedicated to GE.

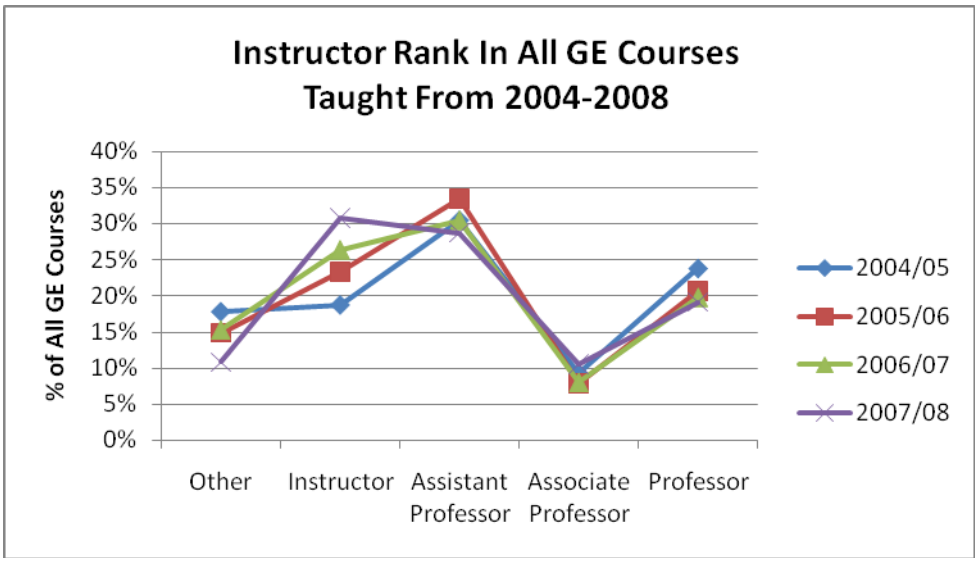
In addition, the University has made investments in initiatives in support of the General Education Program, such as campus forums, stipends for GE Assessment, ad hoc committees, and teams sent to various conferences and workshops.

Faculty Qualifications and Responsibilities

Program Faculty

Teaching assignments for courses in the General Education Program are the responsibility of the individual departments from which the course was developed. Departments select the faculty to teach GE courses and arrange for their scheduling. Rights and responsibilities for individual course delivery accrue to the individual faculty member of the department offering the course, including course design, delivery method, and assessment of individual student learning.

Distribution of course assignments occurs across all levels of faculty rank, ranging from graduate assistant to professor. As can be seen in the summary graph below of data collected between 2004 and 2008, the distribution is relatively consistent across years with the greatest variability at the Instructor rank (ranging from a low of around 18% in 2004-2005 to a high of a little over 30% in 2007-2008). On the average, Assistant Professors teach the highest percentage of GE courses (ranging from a low of around 29% in 2007-2008 to a high of around 33% in 2005-2006. Associate professors teach the fewest GE courses on the average (around 10% or less) and Professors teach about a fifth of the GE courses (ranging from a high of around 24% in 2004-2005 to a gradual but steady decrease to a little over 19% in 2007-2008)



An analysis of each area of the GE program revealed that Areas A1, A2, A3, C3, & E2 consistently had a higher percentage of courses taught at the Instructor rank. These areas will be most vulnerable during lean budget years when nontenure track positions are often the first to be reduced. Classes taught at the Assistant Professor rank are most common in Areas B1, B2, B3 (including Biology Labs), C3, F2 and G. Areas C1 and F3 have classes most often taught by full Professors. It is also interesting to note that instruction in the Other category (Assistant, Graduate Assistant, Administrator, Teaching Assistant and Unknown) has been steadily decreasing from a high of around 18% in 2004-2005 to a low of just under 10% in 2007-2008. (*Appendix H:* Faculty Data by Area and Rank)

Process for Affiliation

Any member of the General Faculty, or any adjunct faculty member hired to teach a course in the program, is a member of the faculty of general education. The department and college offering a given course assumes the responsibility of judging the qualifications of any individual faculty member teaching a specific course in that discipline. It is possible that some part-time, temporary faculty (or even some tenured or permanent faculty) are uncertain about how to best incorporate the GE goals and student learning objectives into their courses. Clearer guidelines for course proposals and syllabi would follow a proposed re-alignment of program and sub-area goals discussed above. Faculty development opportunities and a system of awards and/or rewards for excellence in GE teaching would be a way to encourage innovation and distinction in the GE program. Departments utilizing faculty below the rank of instructor should assign an experienced master teacher to mentor instructors new to teaching in the general education program.

IMPLEMENTATION PLAN

Preliminary Recommendations for Assessment

1. Update GE Assessment Plan according to any changes made in the program. Move toward embedded assessment in courses or assessing in capstones—more direct rather than indirect measures.

2. Augment assessment support to include short term (possibly a full-time appointment for a year or two) plus long-term-commitments. Continue fiscal support from the University for GE assessment.

Preliminary Recommendations for the General Education Program

Curriculum

1. Review GE Goals to align with Executive Order 1033.
2. Adopt student learning outcomes in all sub-areas according to Executive Order 1033.
3. Formalize campus course certification and recertification processes.
4. Consider bringing Graduation Writing Assessment Requirement (GWAR) into GE structure, or revising baccalaureate goals so that GWAR is officially a part of them (e.g., baccalaureate consists of major field of study, general education, and writing proficiency within the discipline). Or consider incorporating GE goals and GWAR into Baccalaureate goals required of every student.
5. Consider revising area G (Multicultural): a) as upper-division only and/or b) according to ACE Global Learning for All recommendations.
6. Institute universal First-Year Experience Program, potentially with service learning component.
7. Move toward more integration within the general education program (EO 1033) including theme-related clusters or courses at the upper division level.

Organization and Structure

8. Clarify lines of communication and distinguish roles and responsibilities among GE Subcommittee, Faculty Director of General Education (FDGE), University Educational Policies Committee (UEPC), chairs/deans, Faculty Coordinator for Assessment of Student Learning (FCASL), Assessment of Student Learning Subcommittee, and Vice Provost.
9. Formalize membership in "Faculty of General Education" to restrict by actual teaching participation in program and to allow effective representation of lecturers. Formalize a set of recommendations for departments to observe when staffing their GE courses. Update appointment process for GE subcommittee and GE Advisory Group as appropriate.
10. Revise Academic Program Review Procedures to include GE review and assessment.
11. Either enhance GE Subcommittee with more members or create new committee structure that would have oversight of GE by areas. GE Subcommittee could possibly include a dean, a member from enrollment services, a member from advising, plus members by area/college. Consider longer terms for continuity.

University Support

12. Provide faculty development for instructors of GE courses; also consider a University award for best innovations in teaching GE, and encourage department/college recognition at RPT level, particularly for taking on FYE, Summit, or new curricular challenges.
13. Move funding for GE out of FTES-based system to avoid territoriality and problems inherent in this competitive system.

List of Appendices

Appendix A
2008/09 Undergraduate Catalog, General Education Program

Appendix B
2008/09 Undergraduate Catalog, General Education Summit Program

Appendix C
General Education Subcommittee Membership and Charge

Appendix D
Distribution of GE Courses by College for 2004/05
Distribution of GE Courses by College for 2005/06
Distribution of GE Courses by College for 2006/07
Distribution of GE Courses by College for 2007/08

Appendix E
Total Enrollments by GE Subgroup Fall 2004-2007
Total Enrollments by GE Subgroup Winter 2005-2008
Total Enrollments by GE Subgroup Spring 2005-2008
Total Enrollments by GE Subgroup Summer 2005-2007
Student Faculty Ratios by GE Subgroup Fall 2004 through Spring 2008
Average Class Size by GE Subgroup by Semester and Year Fall 2004 through Spring 2008

Appendix F
Assessment of General Education (2009)

Appendix G
General Education Assessment Plan
- Attachment 1: Alignment of CSU Stanislaus General Education Learning Goals, General Education Areas and Sub-Areas with EO 1033 Student Learning Criteria
- Attachment 2: Assessment of General Education: Core Indicators
- Attachment 3: General Education Advisory Group Findings, Concerns, and Recommendations by Methods and GE Goal

Appendix H
Faculty by GE Area and Academic Rank (2004/05 – 2007/08)

Appendix I
General Education Program Charter

GENERAL EDUCATION CURRICULUM

The curriculum of general education is central to the mission of CSU Stanislaus and to the explicit commitment to a quality liberal arts education.

The purpose of general education is to provide a common educational experience for students, regardless of major field of study. The faculty are committed to ensuring that the general education program cultivates knowledge, skills, and values that are characteristic of a learned person.

The general education program is organized into five subject areas of communication skills, natural sciences and mathematics, humanities, social sciences, and individual resources for modern living. The general education program also includes required courses in history and government. The multicultural education requirement offers students coursework which addresses multicultural/ethnic studies/gender or non-Western cultures issues.

The academic goals of the University specify that the University will guide students to attain mastery in the search for knowledge and to become critical thinkers who have attained effective levels of expressive and scientific literacy. Those who graduate will be versatile in their approach to problems and refined in their ability to frame and test intellectual arguments and hypotheses. They will have knowledge of the arts, history, and cultural identities of past and current societies. They will understand the value of being caring and humane citizens engaged by the challenges facing their evolving communities.

The University provides curricular and co-curricular activities to enhance global thinking and environmental awareness, and to cultivate respect for cultural diversity, both within and beyond the boundaries of its educational community.

The University collaborates with partners in its surrounding communities to provide "service learning" opportunities for enhancing the educational experiences and civic awareness of our students.

The general education program is designed to ensure the following goals:

1. ***Subject knowledge.*** To provide an educational experience that will enhance students' understanding of the discipline's basic principles, methodologies, and perspectives.

2. ***Communication.*** To provide an educational experience that will enhance the ability to communicate.

3. ***Inquiry and Critical Thinking.*** To provide and educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.

4. ***Information Retrieval and Evaluation.*** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.

5. ***Interdisciplinary Relationships.*** To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.

6. ***Global or Multicultural Perspectives.*** To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the discipline's impact on or connection to global issues.

7. ***Social Responsibility.*** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

The Schedule of Classes and the Undergraduate catalog designate the current courses offered at CSU Stanislaus which are applicable to General Education requirements. Only courses so designated are approved for credit applicable to General Education. All enrolled undergraduates should, therefore, refer to the current General Education Curriculum which lists acceptable General Education courses.

The University's General Education requirements are prescribed by the California Code of Regulations. It consists of a minimum of 51 semester units as described below, including at least 9 upper-division units. At least 9 of these 51 semester units shall be earned at the University. However, credit earned in fulfillment of the upper-division writing competency graduation requirement is not applicable to this 51-unit General Education program. The University accepts certification of General Education—Breadth requirements by a California community college or a CSU campus, according to CSU regulations. Upon request, the University will report completion of these requirements to another CSU campus.

CSU General Education-Breadth Requirements are designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

* Will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
* Will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
* Will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

GENERAL EDUCATION CURRICULUM

A. Communication Skills

(9 units minimum)

1. **Oral Communication Requirement**
   - COMM 2000 Public Speaking, 3 units, **or**
   - COMM 2005 Honors Communication Seminar 3 units, **or**
   - COMM 2110 Group Discussion Processes, 3 units
2. **Written Communication Requirement**
   - ENGL 1001 First-Year Composition, 3 units, **or**
   - ENGL 1002 First-Year Composition (Computer Assisted Instruction), 4 units, **or**
   - ENGL 1005 Honors Composition, 3 units

   (All require an EPT score of 149 or above prior to enrollment.)
3. **One course selected from the following:**
   - COMM 2300 Argumentation and Critical Thinking 3 units **or**
   - ENGL 2000 Critical Inquiry, 3 units, **or**
   - PHIL 2000 Philosophical Inquiry, 3 units, **or**
   - PHIL 2005 Honors Critical Thinking, 3 units, **or**
   - PHIL 2100 Logic, 3 units

B. Natural Sciences and Mathematics

(9 units minimum)

Note: Complete at least one course from each of the 3 groups listed below. This must include a Laboratory course from either group 1 or 2.

1. **Physical Sciences Requirement**
   - ASTR 2100 Descriptive Astronomy, 3 units, **and**
   - ASTR 2112 Optional lab, 1 unit
   - CHEM 1000 Chemistry in the Modern World, 3 units, **and**
   - CHEM 1002 Optional lab, 1 unit
   - CHEM 1100 Principles of Chemistry I, 5 units (includes lab)
   - CHEM 1110 Principles of Chemistry II, 5 units (includes lab)
   - CHEM 2090 Chemistry and Biochemistry for Nurses 5 units (includes lab)
   - CHEM 2100 Chemistry and Biochemistry for Nurses I, 3 units
   - CHEM 2110 Chemistry and Biochemistry for Nurses II, 2 units (includes lab)
   - CHEM 2400 Science of Winemaking, 4 units (no lab credit)
   - CHEM 2500 Chemistry of Photography, 4 units (includes lab)
   - CHEM 2600 Consumer Chemistry, 4 units (includes lab)
   - GEOL 2000 California Geology, 3 units (no lab credit)
   - GEOL 2100 Principles of Geology, 3 units (no lab credit)
   - GEOL 2102 Principles of Geology Laboratory, 1 unit
   - GEOL 2200 History of Earth and Life, 3 units
   - GEOL 2202 History of Earth and Life Laboratory, 1 unit
   - GEOL 2400 Introduction to Earth Science, 3 units (no lab credit)
   - GEOL 2500 Dinosaurs, 3 units (no lab credit)
   - PHSC 1300 Environmental Pollution, 3 units (no lab credit)
   - PHSC 2100 Atmosphere, Weather, and Climate, 3 units (no lab credit)
   - PHYS 1500 Energy and Matter, 3 units, **and**
   - PHYS 1502 Optional lab, 1 unit
   - PHYS 2100 Basic Physics I, 5 units (includes lab)
   - PHYS 2110 Basic Physics II, 5 units (includes lab)
   - PHYS 2250 General Physics I, 4 units, **and**
   - PHYS 2252 Optional lab, 1 unit
2. **Biological Sciences**
   - BIOL 1010 Principles of Biology, 3 units (no lab credit)
   - BIOL 1020 World of Biology Laboratory, 1 unit, taken concurrently with BIOL 1010
   - BIOL 2310 Human Genetics, 3 units (no lab credit)
   - BIOL 2650 Environmental Biology, 3 units (no lab credit)
   - BOTY 1050 Introduction to Botany, 4 units (includes lab)
   - ZOOL 1050 Introduction to Zoology, 4 units (includes lab)
3. **Mathematics**
   - MATH 1000 Excursions into Mathematics, 3 units
   - MATH 1030 Elementary Foundations of Mathematics I, 3 units
   - MATH 1070 College Algebra, 3 units
   - MATH 1080 Trigonometry, 3 units
   - MATH 1100 Precalculus, 4 units
   - MATH 1410 Calculus I, 4 units
   - MATH 1500 Finite Mathematics, 3 units
   - MATH 1600 Statistics, 4 units
   - MATH 1610 Statistics for Decision Making, 3 units
   - MATH 1910 Calculus with Applications I, 3 units

Note: All the above MATH courses require an ELM score of 50 or above prior to enrollment.

C. Humanities Requirement[2]

(9 units minimum)

Note: Include at least 3 units from group 1, and 3 units from group 2, below.

1. **Arts**
   - ART 1000 Introduction to Studio Art, 3 units
   - ART 1030 Foundation Printmaking, Physical Strategies, 3 units
   - ART 1035 Foundation Printmaking, Planographic Print Strategies, 3 units
   - ART 1040 Foundation Digital Media, 3 units
   - ART 1100 Foundation Painting, 3 units
   - ART 1200 Foundation Sculpture, 3 units
   - ART 1340 Introduction to Ceramics, 3 units
   - ART 1350 Looking at Art, 3 units
   - ART 2515 Art History Survey-Ancient, 3 units
   - ART 2520 Art History Survey-Modern, 3 units
   - ART 2522 Art History Survey-Contemporary 1960 to Present, 3 units
   - ART 2525 Art History Survey-Non-Western 3 units (G)
   - ART 2527 Art History Survey-Asian, 3 units (G)
   - ART 2530 Art Appreciation, 3 units
   - FA 1000 Introduction to the Fine Arts, 3 units
   - FA 1010 Fine Arts Practicum: Introduction to Visual Art, 3 units
   - FA 1020 Fine Arts Practicum: Introduction to the Theatre, 3 units
   - FA 1030 Fine Arts Practicum: Introduction to Music Skills, 3 units
   - MUS 1000 Introduction to Music, 3 units
   - MUS 1190 Music Fundamentals, 3 units
   - MUS2000 Music of World Cultures, 3 units (G)
   - MUS 2400 Orchestra, 1 unit
   - MUS 2410 Concert Chorale, 2 units
   - MUS 2430 University Chamber Singers, 1 unit
   - MUS 2440 Wind Ensemble, 2 units
   - MUS 2460 Symphony Band, 1 unit
   - THEA 1010 Introduction to Theatre, 3 units

[2] Requirements may be satisfied partially by acceptable scores on the CLEP Humanities General Examination.

GENERAL EDUCATION CURRICULUM

THEA 1110 Playgoing, 3 units
THEA 1500 Acting for Non-Theatre Majors, 3 units
THEA 1510 Dance for the Stage, 3 units
THEA 2300 Theatre Workshop I, 3 units

2. Literature/Philosophy
ENGL 1010 Introduction to Literature, 3 units
ENGL 2010 Introduction to Creative Writing, 3 units
HUM 2000 Introduction to the Humanities, 3 units
PHIL 1010 Introduction to Philosophy, 3 units
PHIL 2200 Ancient Philosophy, 3 units
PHIL 2230 Modern Philosophy, 3 units
PHIL 2400 Contemporary Moral Issues, 3 units
PHIL 2700 Introduction to Political Philosophy, 3 units

3. Foreign Language
a. Most lower-division language or literature course taught in a foreign language.
b. ESL 1000 Editing for Language and Dialect, 4 units
ESL 1005 Essay Skills for Language and Dialect, 4 units
ESL 2000 Essay Strategies and Vocabulary for Language and Dialect, 3 units

D. Social, Economic, and Political Institutions and Human Behavior

(12 units minimum)

1. United States History and Constitution/California State and Local Government:

Students may satisfy subject requirements in United States History and Constitution and California State and Local Government by passing departmental examinations in these fields.

The California Code of Regulations, Title 5, Section 40404, requires "...appropriate courses in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the principles of state and local government established under the Constitution of this State...." Completion of one course under (a) and the course under (b) below satisfies these requirements.

a. One of the following United States history courses (which are not applicable to the upper-division General Education requirements):
HIST 2600 Problems in U.S. History, 3 units
HIST 3610 Colonial North America, 3 units
HIST 3620 Early National United States, 3 units
HIST 3630 U.S. Reconstruction Through World War II, 3 units
HIST 3640 Contemporary United States, 3 units

b. One course covering United States Constitution and California State and local government:
PSCI 1201 American Government, 3 units

2. A minimum of one course from each group is required [3]

a. Human Institutions: **Structures and Processes**
BUS 1500 Introduction to Business, 3 units
COMM 2011 Introduction to Communication Studies, 3 units
COMM 2200 Introduction to Mass Media, 3 units
ECON 2500 Principles of Macroeconomics 3 units
ECON 2510 Principles of Microeconomics, 3 units
HIST 1010 World Civilizations I, 3 units (G)
HIST 1020 World Civilizations II, 3 units (G)
PSCI 2000 Introduction to Political Science, 3 units
PSCI 2030 Global Politics, 3 units (G)
SOCL 1010 Introduction to Sociology, 3 units

b. Society and Culture
ANTH 2060 Introduction to Cultural Anthropology, 3 units (G)
ANTH 2080 Introduction to Physical Anthropology, 3 units
ANTH 2090 Introduction to Archaeology, 3 units
BUS 2090 Ethics and Social Responsibility for Businesses and Businesspeople, 3 units
COGS 2100 Introduction to Cognitive Studies, 3 units
CJ 2250 Introduction to Criminal Justice, 3 units
ETHS 2000 Contemporary African American Studies, 3 units
ETHS 2100 Contemporary Chicano Studies, 3 units
ETHS 2200 Contemporary Asian American Studies, 3 units
GEND 2020 Women's & Feminist Activism, 3 units
GEOG 2010 Introduction to Physical Geography, 3 units
GEOG 2020 Introduction to Cultural Geography, 3 units (G)
GEOG 2400 World Regional Geography I: Europe and Asia, 3 units
GEOG 2410 World Regional Geography II: Africa, Australia, and Latin America, 3 units
NURS 1040 Human Development Over the Life Span, 3 units
PSYC 2010 Introduction to Psychology, 3 units

[3] Requirements may be satisfied partially by acceptable scores on the CLEP Social Sciences General Examination.

E. Individual Resources for Modern Living

(3 units minimum)

Note: Include one course from each group of courses:

1. BUS 1040 Seminar in First Year Experience, 2 units
CIS 2000 Introduction to Computer Information Systems, 3 units
CS 2000 [4] Effective Computering, 3 units
GEND 2500 Women's Development and Lifestyle Choices, 3 units
HLTH 1000 Health in Today's Society, 3 units
HONS 3500 Information/Research/Analysis, 3 units
MDIS 1040 Seminar in First Year Experience, 2 units
NURS 2040 Better Health with Self-Care, 2 units **and**
NURS 2042 Better Health with Self-Care Activity, 1 unit
PSYC 1000 Sexual Behavior, 3 units
PSYC 2030 Psychology of Adjustment, 3 units
SOCL2000 Intergenerational Experiences and Life Course Developments, 3 units

2. PHED 1010–1999 Physical Education Activities, 1 unit [5]

F. Upper-Division General Education Requirements

(9 units minimum)

Each student is to complete a minimum of 9 units of upper-division level General Education course work. These courses may be taken no earlier than the term in which upper-division status (completion of 60 semester units) is attained.

Students will not be given upper-division General Education credit for course work in the discipline(s) of their major or concentration. The distribution of the 9 semester units must include 3 units from each of the three following areas:

1. Natural Science and Mathematics

a. Biology
BIOL 3000 Frontiers in Biology, 3 units
BIOL 3020 Introduction to Evolution, 3 units
BIOL 4050 Ecosystem Case Studies, 3 units
BIOL 4350 DNA: The Code of Life, 3 units

b. Chemistry
CHEM 3070 The Chemicals in Your Life, 3 units
CHEM 3100 Environmental Chemistry, 3 units

[4] Students may not use both CS 2000 and CS 4000 for GE requirements.
[5] Students age 25 years or older at the time of entry into CSU Stanislaus will not be held to this requirement.

GENERAL EDUCATION CURRICULUM

c. Computer Science
CS 4000[4] Personal Computing, 3 units

d. Honors
HONS 3100 Methods of Inquiry in the Sciences, 3 units

e. Mathematics
MATH 3030 Geometry for Teachers, 3 units
MATH 3350 Applied Mathematical Models, 3 units

f. Other Natural Sciences
NSCI 3000 Science for Self-Sufficiency, 3 units

g. Physics and Physical Sciences
ASTR 3000 Contemporary Astronomy, 3 units
GEOL 3050 Environmental Geology, 4 units
GEOL 3500 Earthquakes and Volcanoes, 3 units
GEOL 3600 Physical Oceanography, 3 units
GEOL 4810 Development and Management of Water Resources, 4 units
PHSC 3500 Solar and Other Alternative Energies, 3 units
PHYS 3080 How Things Work, 3 units
PHYS 3520 Modern Physics and Quantum Mechanics, 3 units

2. Humanities

a. Art
ART 4545 Modern Art 1870–1945, 3 units
ART 4555 American Art, 3 units

b. English
ENGL 3011 Introduction to Rhetoric: A Semester at the Institution, 4 units
ENGL 3920 Survey of World Literature, 3 units
ENGL 3940 Multicultural American Literature, 3 units (G)
ENGL 3945 Multicultural California Literature, 3 units (G)
HUM 3000 Exploration in Humanities, 3 units
HUM 4850 Latin American Identities: Between Written Word and Image, 3 units

c. Foreign Languages
FREN 3930 French Literature in Translation, 3 units
PORT 3930 Portuguese and Brazilian Literatures in Translation, 3 units
SPAN 3930 Spanish/Latin American Literature in Translation, 3 units
SPAN 3970 Contemporary Latin American Prose in Translation, 3 units

d. Gender/Ethnic Studies
GEND 4150 Gender and Ethnicity in Children's Literature and Culture, 3 units (G)
ETHS 4150 Gender and Ethnicity in Children's Literature and Culture, 3 units (G)

e. Honors
HONS 3000 Intellectual Methods in the Humanities, 3 units

f. Music
MUS 3400 American Music, 3 units
MUS 3410 History of Jazz, 3 units

g. Philosophy
PHIL 3010 Classics of Western Philosophy, 3 units
PHIL 3050 Existentialism, 3 units
PHIL 4000 Philosophy Through Literature, 3 units
PHIL 4401 Professional Ethics, 3 units
PHIL 4430 Bioethics, 3 units
PHIL 4440 Business Ethics, 3 units
PHIL 4450 Eastern Philosophy: Concepts, Methods, and Context, 3 units (G)

h. Theatre
THEA 3020 Children's Theatre, 3 units
THEA 4540 History of American Musical Theatre, 3 units (G)
THEA 4550 American Theatre, 3 units (G)

3. Social, Economic, and Political Institutions and Human Behavior

a. Agricultural Studies
AGST 3000 Agriculture, Society, and the Natural World, 3 units

b. Anthropology
ANTH 3000 Anthropology and Global Issues, 3 units (G)
ANTH 3010 The Great Discoveries, 3 units
ANTH 3070 Peoples and Cultures of Africa, 3 units (G)
ANTH 3080 Peoples and Cultures of the Caribbean, 3 units (G)
ANTH 3090 Peoples and Cultures of Latin America, 3 units (G)
ANTH 3105 Peoples and Cultures of the Pacific, 3 units (G)
ANTH 3106 Peoples and Cultures of Asia, 3 units (G)
ANTH 3560 On the Inka Road: Survey of Andean Prehistory, 3 units (G)
ANTH 4850 Crafting Maya Identities: Household Archaeology in Mesoamerica, 3 units (includes lab) (G)

c. Business Administration
(Not for Business majors)
ACC 3005 Personal Financial Planning, 3 units
BUS 3000 Introduction to Global Business, 3 units
CIS 3780 Management Information Systems and Microcomputers, 3 units
CIS 4000 Personal Computer Security, 3 units
FIN 3210 Investment Management, 3 units

d. Cognitive Studies
COGS 3100 Communication Networks, 3 units
COGS 4100 Philosophical Aspects of Cognitive Science, 3 units

e. Communication Studies
COMM 3100 Advanced Interpersonal Communication, 3 units
COMM 3550 News from the Front: Media and Public Perception, 3 units (G)
COMM 4220 Technology and Communication, 3 units
JOUR 3030 Freedom of Speech and Press: Contemporary Issues, 3 units
JOUR 3040 History of Journalism, 3 units

f. Economics
ECON 3100 Economic History of the United States, 3 units
ECON 4500 Economics of Investment, 4 units

g. Ethnic Studies
ETHS 4200 The Minority Experience, 3 units (G)

h. Gender Studies
GEND 3550 Society and Gender, 3 units
GEND 4100 Gender and Education, 3 units (G)
GEND 4530 Gender and Sexuality in Literature, 3 units (G)

i. Geography
GEOG 3020 Human Ecology, 3 units
GEOG 3340 California Cultures and Environments, 3 units

j. Health
HLTH 3500 Drugs in the Athletic Environment, 3 units

GENERAL EDUCATION CURRICULUM

HLTH 4300 Family Health, 3 units (G)
NURS 3040 Women's Health, 3 units

k. History
HIST 3090 Contemporary World History, 3 units (G)
HIST 3400 The Great Teachings, 3 units (G)

l. Honors
HONS 3050 Methods of Discovery, 3 units (G)

m. Nursing
NURS 3040 Women's Health, 3 units

n. Politics and Public Administration
PSCI 3055 Marx on the Human Condition, 3 units
PSCI 3225 Civil Liberties, 4 units
PSCI 4050 Political Ideologies, 4 units
PSCI 4318 Environmental Policy and Politics 4 units

o. Psychology
CDEV 3040 Child Development in Cultural Context, 3 units (G)
PSYC 3340 Human Development III: Adulthood and Aging, 3 units, **or**
CDEV 3340 Human Development III: Adulthood and Aging, 3 units
PSYC 4250 Drugs and Behavior, 3 units

p. Sociology
SOCL 3150 The Family, 3 units
SOCL 3820 Food and Culture in a Global Society, 3 units (G)
SOCL 4520 Personality and Society, 3 units

G. Multicultural Requirement

(3 units minimum)

Within General Education selections, students must complete at least 3 units of the following coursework that addresses multicultural, ethnic studies, gender, or non-Western cultures issues. Courses that fulfill both the multicultural and other General Education area requirements are indicated below and are cross-referenced above with a "(G)":

ANTH 2060 Introduction to Cultural Anthropology, 3 units (D2)
ANTH 3000 Anthropology and Global Social Issues, 3 units (F3)
ANTH 3070 Peoples and Cultures of Africa, 3 units (F3)
ANTH 3080 Peoples and Cultures of the Caribbean, 3 units (F3)
ANTH 3090 Peoples and Cultures of Latin America, 3 units (F3)
ANTH 3105 Peoples and Cultures of the Pacific, 3 units (F3)
ANTH 3106 Peoples and Cultures of Asia, 3 units (F3)
ANTH 3560 On the Inka Road: Survey of Andean Prehistory, 3 units (F3)
ANTH 3900 Anthropology of Gender and Sexuality, 3 units
ANTH 4165 The Family in Cross-Cultural Perspective, 3 units
ANTH 4211 The World in Change, 3 units
ANTH 4850 Crafting Maya Identities: Household Archaeology in Mesoamerica, 3 units (includes lab) (F3)
ART 2525 Art History Survey–Non-Western, 3 units (C1)
ART 2527 Art History Survey-Asian, 3 units (C1)
CDEV 3040 Child Development in Cultural Context 3 units (F3)
COGS 4350 The Information of Meaning, 3 units
COMM 3550 News from the Front: Media and Public Perception, 3 units (F3)
COMM 4160 Intercultural Communication, 3 units
CJ 3315 Hate Crimes, 3 units
ENGL 3940 Multicultural American Literature, 3 units (F2)
ENGL 3945 Multicultural California Literature, 3 units (F2)
ENGL 4530 Gender and Sexuality in Literature, 3 units
ETHS 4150 Gender and Ethnicity in Children's Literature and Culture, 3 units (F2)
ETHS 4200 The Minority Experience, 3 units (F3)
ETHS 4350 Multiculturalism: From Bias to Reality, 3 units
GEND 3320 The Sociology of Men and Society, 3 units
GEND 3444 Gender and Sexuality in the Middle East, 4 units
GEND 3700 Ethnic and Gender Politics, 4 units
GEND 3900 Anthropology of Gender and Sexuality, 3 units
GEND 4100 Gender and Education, 3 units (F3)
GEND 4150 Gender and Ethnicity in Children's Literature and Culture, 3 units (F2)
GEND 4350 Multiculturalism: From Bias to Reality, 3 units
GEND 4530 Gender and Sexuality in Literature, 3 units (F3)
GEND 4600 Philosophy and Feminism, 3 units
GEOG 2020 Introduction to Cultural Geography, 3 units (D2)
GEOG 3010 Cultural Geography, 3 units
GEOG 3330 Ethnic Geography, 3 units
GEOG 3580 Cultural Ecology of Southeast Asian Peoples, 4 units
GEOG 4050 Restorative Human Ecology, 3 units
HLTH 4300 Family Health, 3 units (F3)
HIST 1010 World Civilizations I, 3 units (D2)
HIST 1020 World Civilizations II, 3 units (D2)
HIST 3090 Contemporary World History, 3 units (F3)
HIST 3400 The Great Teachings, 3 units (F3)
HONS 3050 Methods of Discovery, 3 units (F3)
MDIS 3400 Latin-American Cultures, 3 units
MUS2000 Music of World Cultures, 3 units (C1)
PHIL 4450 Eastern Philosophy: Concepts, Methods and Context, 3 units (F2)
PSCI 2030 Global Politics, 3 units (D2)
PSCI 3444 Gender and Sexuality in the Middle East, 4 units
PSCI 3700 Ethnic and Gender Politics, 4 units
PSCI 3810 Multicultural Community Building and Conflict Resolution, 3 units
SOCL 3250 Social Issues in Cross-Cultural Perspective, 3 units
SOCL 3320 The Sociology of Men and Society, 3 units
SOCL 3820 Food and Culture in a Global Society, 3 units (F3)
SOCL 4010 Race and Ethnic Relations, 3 units
THEA 4540 History of American Musical Theatre, 3 units (F2)
THEA 4550 American Theatre, 3 units (F2)

SUMMIT PROGRAM

SUMMIT PROGRAM

Susan Marshall, Ph.D., Faculty Director of General Education
Office: MSR 363

Program Office: Office of General Education, MSR 370
Phone: (209) 664-6764

Students have the option of joining the Summit Program as an exciting alternative way to fulfill 6 of their 9 units of Upper-Division General Education requirements (Area F General Education requirements). Students select a cluster of 2 courses in one of the following combinations:

a) One Math/Science course (F1) and one Humanities course (F2); or
b) One Math/Science course (F1) and one Social Science course (F3); or
c) One Humanities course (F2) and one Social Science course (F3)

Some clusters also fulfill the multicultural requirement (Area G General Education requirements).

For the curricular area not covered by the 2-course cluster, students will select an upper Division General Education course from the traditional menu (area F1, F2, or F3).

The features of the Summit Program:

- Each cluster includes 2 courses that have been linked to an engaging topic. Faculty members will integrate the courses so that what students learn in one course will become the foundation for learning in the next course.
- Students will take the courses in the cluster with the same classmates, enabling them to get to know each other and interact in class discussions and group projects.
- The faculty members in the cluster may be interacting with students during both cluster courses, enabling students to develop a personal relationship with their instructors.
- During the first class meeting of the cluster, students will complete a learning contract that summarizes information about the program.
- Enrolling in the Summit Program can begin in the term in which a student attains upper-division status (completion of 60 semester units).
- Any student may enroll in any cluster, regardless of his/her major, and have the cluster fulfill the Upper-Division General Education requirement in the areas indicated.
- Summit courses used to meet the upper-division General Education requirement cannot be electives for a major or concentration; they may, however, be used as electives in a minor.

Enrollment and Credit towards the General Education Requirement:

- Each semester students enroll via web registration for the appropriate cluster course.
- Students must successfully complete all courses in the cluster to have these courses fulfill 6 of the 9 units of the Upper-Division General Education requirements.

A listing of the current clusters can be found on page 49.

SUMMIT PROGRAM

2008-09 Summit Clusters

Cluster 1: War & Peace (fulfills Areas F1, F2 and G)

These classes will examine issues of global conflict in the post-WWII era, focusing on the Cold War, the Vietnam War, and the Gulf War through film, literature, and technology.

Fall 2008: PHYS 3550 Physics of War, Physics for Peace, 3 units
Winter 2009: ENGL 3550 Year of War, Days of Peace: Post-1945 Literature and Film, 3 units*

Cluster 2: Waking Up to Nature: Ethics, Ecology, and Restoration Practices (fulfills Areas F2, F3 and G)

Do you think we can live without the spotted owl? Consider environmental issues around the world and close to home. Make a real contribution to our understanding of the Central Valley environment.

Fall 2008: PHIL 4050 Environmental Ethics, 3 units
Spring 2009: GEOG 4050 Restorative Human Ecology, 3 units*

Cluster 3: The Real World (fulfills Areas F2 and F3)

These classes will examine issues of business decision-making and ethical considerations in decision-making. What strategies should we use to make financial decisions? What justifies giving priority to ethical decision-making in practical contexts like business?

Winter 2009: ACC 3170 Real World Accounting, 3 units
Spring 2009: PHIL 4440 business Ethics, 3 units

Cluster 4: Humans in the Information Age (fulfills Areas F2, F3 and G)

Why do we value the kinds of information we seek? What is the meaning of the information? In this cluster we will examine questions like these about information and meaning, such as what information we value and how we act on our choices.

Winter 2009: COGS 4350 The Information of Meaning, 3 units*
Spring 2009: PHIL 4350 Human Interests and the Power of Information, 3 units

Cluster 5: Origins of Latin American Identities (fulfills Areas F2, F3, and G)

These classes explore the conceptual aspects and concrete experiences shaping the configuration of identities in Latin American contexts, from the late 15th century to the present. Emphasis is placed on the configuration of identities out of multicultural and multilingual contexts, in contrast to European centered culture. These themes are engaged particularly in texts, painting, and film.

Fall 2008: ANTH 4850 Crafting Maya Identities: Household Archaeology in Mesoamerica, 3 units*
Spring 2009: Latin American identities: Between Written Word and Image, 3 units

*Courses designated with an asterisk fulfill the General Education Multicultural Requirement, Area G.

Appendix C

General Education Subcommittee
of the University Educational Policies Committee (UEPC)

Subcommittee Membership and Charge

Membership and Term of Office. The General Education Subcommittee shall be composed of ~~five~~ six voting faculty members. The chair of the General Education Subcommittee shall be elected by its membership each year. Members with two-year terms, staggered by lot, are specified as follows:

Six members from the faculty; no more than one from each college.
At least three faculty members are tenured.

Non-voting, ex officio member:
Faculty Director of General Education

Charge. The General Education Subcommittee is primarily responsible for overseeing the General Education program at CSU Stanislaus. The responsibilities of the General Education Subcommittee, as formulated by the UEPC, are as follows:

1. Establish meeting dates by semester, to be published to the campus community.

2. Submit agendas and meeting minutes to the Recording Secretary of the UEPC. Transmit all agendas and meeting minutes to the campus community via electronic networks.

3. Review, approve or disapprove requests from departments/programs for courses to be included into the General Education Program, and make decisions for continuance or discontinuance of General Education course designations.

4. Implement policies and procedures that are submitted to the General Education Subcommittee from the UEPC; make recommendations to the UEPC for changes in general education policies and procedures.

5. Provide support for the articulation of courses from the community colleges.

6. Oversee preparation of General Education catalog copy.

7. Review each department/program's General Education courses on a seven-year cycle in coordination with the department/program's seven-year academic program review. Solicit input from academic departments regarding General Education course offerings; evaluate courses according to CSU Stanislaus' articulated General Education program goals, objectives, and criteria and provide an assessment to the UEPC.

8. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for next steps.

UEPC approved 10/30/97
UEPC revised and approved 11/04/04
UEPC revised and approved 2/28/08
UEPC revised and approved 3/13/08

Appendix D - Distribution of GE Courses by College
2004/05

College	GE Area	# of courses	Course Units	% of course units	SCH	% of SCH	
ALS	GA1	27	81	3.65%	2571	3.28%	
	GA2	31	104	4.69%	2326	2.97%	
	GA3	30	90	4.06%	2265	2.89%	
	GB1	32	108	4.87%	5997	7.65%	
	GB2	13	43	1.94%	3394	4.33%	
	GB3	48	160	7.22%	6053	7.72%	
	GC1	50	136	6.13%	4989	6.37%	
	GC1, GG	3	9	0.41%	318	0.41%	
	GC2	27	81	3.65%	2601	3.32%	
	GC3	46	167	7.53%	2450	3.13%	
	GD1A	20	60	2.71%	2601	3.32%	
	GD1B	13	35	1.58%	2720	3.47%	
	GD2A	27	81	3.65%	4023	5.13%	
	GD2A, GG	9	27	1.22%	1566	2.00%	
	GD2B	21	63	2.84%	3474	4.43%	
	GD2B, GG	7	21	0.95%	1041	1.33%	
	GE1	15	42	1.89%	1502	1.92%	
	GF1	68	210	9.47%	6326	8.07%	
	GF2	45	135	6.09%	4743	6.05%	ALS offers 83.49% of GE course
	GF2, GG	14	42	1.89%	1044	1.33%	units and 83.25% of SCH
	GF3	48	148	6.68%	4930	6.29%	
	GF3, GG	25	75	3.38%	4260	5.44%	
	GG	41	125	5.64%	2588	3.30%	
	GB1 (labs)	31	31	1.40%	643	0.82%	
		691	**2074**	**93.55%**	**74425**	**94.98%**	
CBA	GD2A	3	9	0.41%	327	0.42%	
	GE1	6	17	0.77%	619	0.79%	CBA offers 1.17% of GE course
	GF3	12	36	1.62%	402	0.51%	units and 1.21% of SCH
		21	**62**	**2.80%**	**1348**	**1.72%**	
COE	GE1	5	15	0.68%	642	0.82%	
	GE2	34	34	1.53%	1011	1.29%	COE offers 2.21% of GE course
	GF3	1	3	0.14%	105	0.13%	units and 2.11% of SCH
	GF3, GG	5	15	0.68%	528	0.67%	
		45	**67**	**3.02%**	**2286**	**2.92%**	
MDIS	GE1	5	11	0.50%	288	0.37%	Other offers 0.50% of GE course
	GF3	1	3	0.14%	15	0.02%	units and 0.37% of SCH
		6	**14**	**0.63%**	**303**	**0.39%**	
Grand Total		**763**	**2217**	**100.00%**	**78362**	**100.00%**	

Appendix D - Distribution of GE Course by College
2005/06

College	GE Area	# of courses	Course Units	% of course units	SCH	% of SCH	
ALS	GA1	34	102	4.12%	2925	3.46%	
	GA2	33	111	4.48%	2583	3.05%	
	GA3	34	102	4.12%	2454	2.90%	
	GB1	38	126	5.09%	6829	8.07%	
	GB2	15	49	1.98%	3951	4.67%	
	GB3	52	174	7.03%	6708	7.92%	
	GC1	51	138	5.57%	4802	5.67%	
	GC1, GG	3	9	0.36%	417	0.49%	
	GC2	33	99	4.00%	3372	3.98%	
	GC3	44	161	6.50%	2252	2.66%	
	GD1A	27	81	3.27%	3318	3.92%	
	GD1B	12	32	1.29%	2457	2.90%	
	GD2A	27	81	3.27%	3936	4.65%	
	GD2A, GG	11	33	1.33%	1623	1.92%	
	GD2B	30	90	3.63%	4455	5.26%	
	GD2B, GG	7	21	0.85%	858	1.01%	
	GE1	15	42	1.70%	1566	1.85%	
	GF1	72	220	8.89%	6908	8.16%	ALS offers 81.74% of GE course units
	GF2	51	153	6.18%	5214	6.16%	and 83.70% of SCH
	GF2, GG	23	69	2.79%	1452	1.72%	
	GF3	64	197	7.96%	5208	6.15%	
	GF3, GG	30	90	3.63%	3918	4.63%	
	GG	31	95	3.84%	2054	2.43%	
	GB1 (labs)	36	36	1.45%	726	0.86%	
		773	**2311**	**93.34%**	**79986**	**94.48%**	
CBA	GD2A	3	9	0.36%	309	0.37%	
	GE1	6	17	0.69%	602	0.71%	CBA offers 1.05% of GE course units
	GF3	13	39	1.58%	522	0.62%	and 1.08% of SCH
		22	**65**	**2.63%**	**1433**	**1.69%**	
COE	GE1	8	24	0.97%	888	1.05%	
	GE2	34	34	1.37%	1085	1.28%	
	GF3	2	6	0.24%	177	0.21%	COE offers 2.34% of GE course units
	GF3, GG	7	21	0.85%	756	0.89%	and 2.33% of SCH
		51	**85**	**3.43%**	**2906**	**3.43%**	
MDIS	GE1	7	15	0.61%	330	0.39%	Other offers 0.61% of GE course
		7	**15**	**0.61%**	**330**	**0.39%**	units and 0.39% of SCH
Grand Total		**853**	**2476**	**100.00%**	**84655**	**100.00%**	

Appendix D - Distribution of GE Courses by College for 2006/07

College	GE Area	# of courses	Course Units	% of course units	SCH	% of SCH	
CBA	GD2A	3	9	0.34%	237	0.26%	
	GE1	7	20	0.75%	678	0.74%	CBA offers 1.08% of GE course units
	GF3	8	24	0.90%	333	0.36%	and 1.00% of SCH
		18	**53**	**1.98%**	**1248**	**1.36%**	
CHHS	GA1	38	114	4.26%	3156	3.43%	
	GA3	2	6	0.22%	156	0.17%	
	GD2A	3	9	0.34%	426	0.46%	
	GD2B	11	33	1.23%	2352	2.56%	CHHS offers 7.61% of GE course
	GE1	7	15	0.56%	818	0.89%	units and 8.18% of SCH
	GF3	19	57	2.13%	1728	1.88%	
	GG	9	27	1.01%	615	0.67%	
		89	**261**	**9.74%**	**9251**	**10.06%**	
CHSS	GA2	40	134	5.00%	3213	3.49%	
	GA3	37	111	4.14%	2649	2.88%	
	GC2	39	117	4.37%	3585	3.90%	
	GC3	49	175	6.53%	2393	2.60%	
	GD1A	26	78	2.91%	3219	3.50%	
	GD1B	13	35	1.31%	3326	3.62%	
	GD2A	32	96	3.58%	4173	4.54%	
	GD2A, GG	13	39	1.46%	1689	1.84%	
	GD2B	18	54	2.02%	1842	2.00%	
	GD2B, GG	8	24	0.90%	1092	1.19%	
	GE1	1	3	0.11%	150	0.16%	CHSS offers 40.35% of GE course
	GF2	30	90	3.36%	2478	2.70%	units and 35.15% of SCH
	GF2, GG	17	51	1.90%	1083	1.18%	
	GF3	45	139	5.19%	4027	4.38%	
	GF3, GG	32	96	3.58%	4776	5.19%	
	GG	24	74	2.76%	1427	1.55%	
		424	**1316**	**49.12%**	**41122**	**44.72%**	
CNS	GB1	44	141	5.26%	7303	7.94%	
	GB2	17	56	2.09%	4379	4.76%	
	GB3	55	182	6.79%	7440	8.09%	
	GD2B	1	3	0.11%	66	0.07%	
	GE1	8	24	0.90%	711	0.77%	CNS offers 25.46% of GE course
	GF1	79	240	8.96%	7329	7.97%	units and 30.38% of SCH
	GF3, GG	1	3	0.11%	57	0.06%	
	GB1 (labs)	36	36	1.34%	707	0.77%	
		241	**685**	**25.57%**	**27992**	**30.44%**	
COA	GC1	56	152	5.67%	4979	5.42%	
	GC1, GG	4	12	0.45%	405	0.44%	COA offers 9.03% of GE course
	GF2	17	51	1.90%	2649	2.88%	units and 9.42% of SCH
	GF2, GG	9	27	1.01%	627	0.68%	
		86	**242**	**9.03%**	**8660**	**9.42%**	
COE	GE1	9	27	1.01%	999	1.09%	
	GE2	48	48	1.79%	1342	1.46%	COE offers 2.80% of GE course
	GF3	2	6	0.22%	150	0.16%	units and 2.55% of SCH
	GF3, GG	7	21	0.78%	741	0.81%	
		66	**102**	**3.81%**	**3232**	**3.52%**	

Appendix D - Distribution of GE Courses by College for 2006/07

MDIS	GE1	8	17	0.63%	348	0.38%	Other offers 0.63% of GE course units and 0.38% of SCH
	GF3, GG	1	3	0.11%	93	0.10%	
		9	**20**	**0.75%**	**441**	**0.48%**	
Grand Total		**933**	**2679**	**100.00%**	**91946**	**100.00%**	

Appendix D - Distribution of GE Courses by College for 2007/08

College	GE Area	# of courses	Course Units	% of course units	SCH	% of SCH	
CBA	GD2A	3	9	0.32%	342	0.36%	
	GE1	7	20	0.71%	731	0.77%	CBA offers 1.02% of GE course
	GF3	7	21	0.74%	312	0.33%	units and 1.12% of SCH
		17	**50**	**1.76%**	**1385**	**1.45%**	
CHHS	GA1	44	132	4.66%	3438	3.60%	
	GA3	3	9	0.32%	243	0.25%	
	GD2A	4	12	0.42%	540	0.57%	
	GD2B	11	33	1.16%	2319	2.43%	CHHS offers 7.83% of GE course
	GE1	5	12	0.42%	787	0.82%	units and 8.36% of SCH
	GF3	16	48	1.69%	1380	1.45%	
	GG	8	24	0.85%	651	0.68%	
		91	**270**	**9.53%**	**9358**	**9.80%**	
CHSS	GA2	43	144	5.08%	3298	3.45%	
	GA3	39	117	4.13%	2841	2.98%	
	GC2	45	135	4.76%	4029	4.22%	
	GC3	51	181	6.39%	2766	2.90%	
	GD1A	31	93	3.28%	3666	3.84%	
	GD1B	16	44	1.55%	3770	3.95%	
	GD2A	35	105	3.71%	4482	4.70%	
	GD2A, GG	11	33	1.16%	1467	1.54%	
	GD2B	20	60	2.12%	2034	2.13%	
	GD2B, GG	9	27	0.95%	1257	1.32%	
	GE1	4	12	0.42%	378	0.40%	CHSS offers 40.86% of GE course
	GF2	33	99	3.49%	2589	2.71%	units and 36.54% of SCH
	GF2, GG	14	42	1.48%	1098	1.15%	
	GF3	57	175	6.18%	4150	4.35%	
	GF3, GG	28	84	2.96%	4566	4.78%	
	GG	21	66	2.33%	1210	1.27%	
		457	**1417**	**50.00%**	**43601**	**45.67%**	
CNS	GB1	41	128	4.52%	6939	7.27%	
	GB2	19	63	2.22%	4537	4.75%	
	GB3	62	207	7.30%	7881	8.26%	
	GD2B	2	6	0.21%	144	0.15%	
	GE1	8	24	0.85%	579	0.61%	CNS offers 24.17% of GE course
	GF1	75	225	7.94%	6714	7.03%	units and 28.80% of SCH
	GF3	1	3	0.11%	30	0.03%	
	GF3, GG	1	3	0.11%	66	0.07%	
	GB1 (labs)	32	32	1.13%	694	0.73%	
		241	**691**	**24.38%**	**27584**	**28.90%**	
COA	GC1	61	167	5.89%	5592	5.86%	COA offers 9.60% of GE course
	GC1, GG	4	12	0.42%	363	0.38%	units and 9.95% of SCH
	GF2	20	60	2.12%	2865	3.00%	
	GF2, GG	11	33	1.16%	678	0.71%	
		96	**272**	**9.60%**	**9498**	**9.95%**	
COE	GE1	11	33	1.16%	1209	1.27%	COE offers 2.89% of GE course
	GE2	49	49	1.73%	1287	1.35%	units and 2.61% of SCH
	GF3	2	6	0.21%	207	0.22%	
	GF3, GG	8	24	0.85%	876	0.92%	
		70	**112**	**3.95%**	**3579**	**3.75%**	Other offers 0.78% of GE course
MDIS	GE1	11	22	0.78%	456	0.48%	units and 0.48% of SCH
		11	**22**	**0.78%**	**456**	**0.48%**	

Appendix D - Distribution of GE Courses by College for 2007/08

Grand Total		983	2834	100.00%	95461	100.00%	

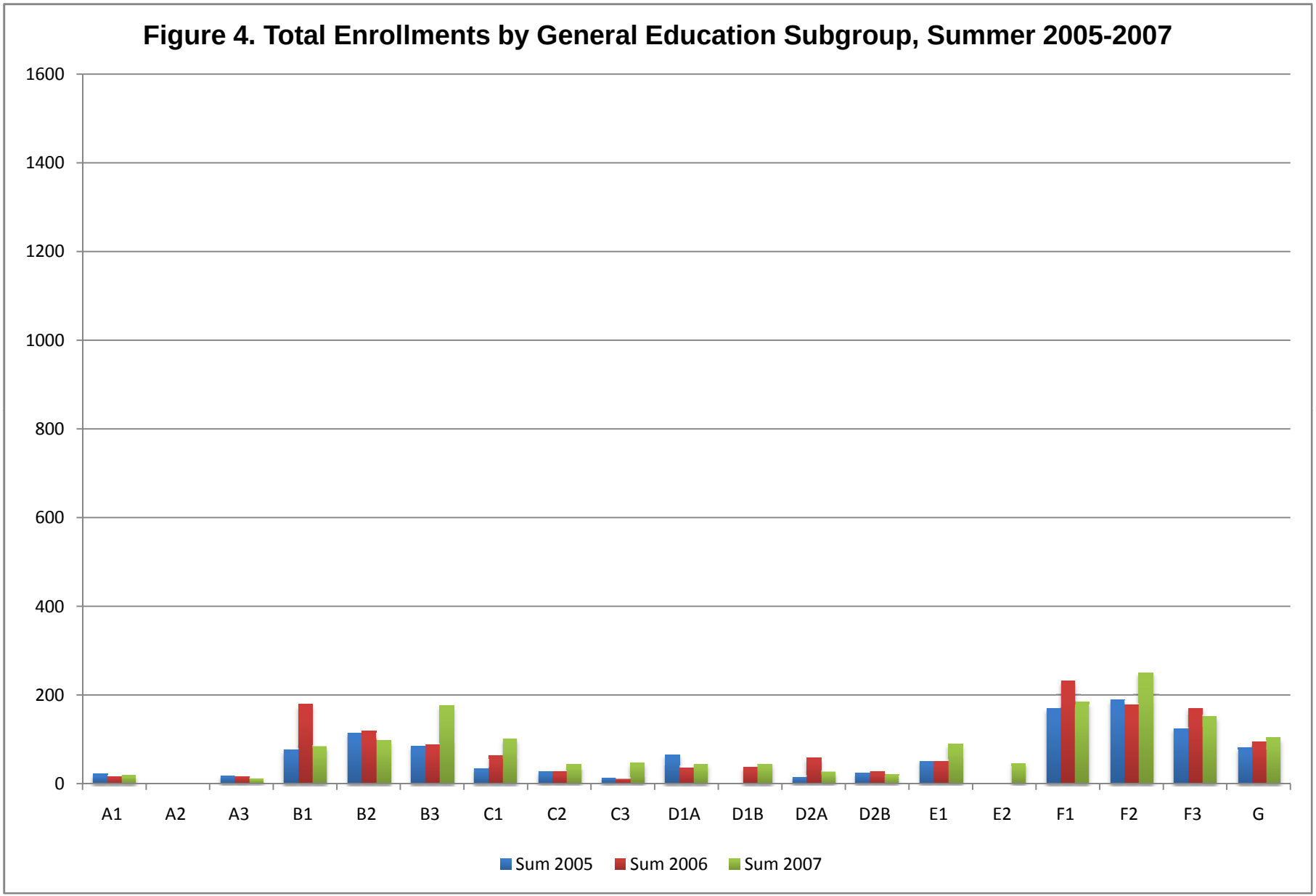


Figure 4. Total Enrollments by General Education Subgroup, Summer 2005-2007
1600
1400
1200
1000
800
600
400
200
0
A1
A2
A3
B1
B2
B3
C1
C2
C3
D1A
D1B
D2A
D2B
E1
E2
F1
F2
F3
G
Sum 2005
Sum 2006
Sum 2007

Appendix E

California State University, Stanislaus

Total Enrollments by General Education Subgroup

Year	Fall 2004	Wtr 2005	Spr 2005	Sum 2005	Fall 2005	Wtr 2006	Spr 2006	Sum 2006	Fall 2006	Wtr 2007	Spr 2007	Sum 2007	Fall 2007	Wtr 2008	Spr 2008
Communication Skills															
A1	420	159	469	23	543	160	436	17	583	139	435	20	634	145	476
A2	393		298		434		335		517		401		564		423
A3	298	19	438	19	351	32	416	18	372	38	507	11	411	27	579
Natural Sciences and Mathematics															
B1	1274	110	1209	77	1315	163	1476	180	1432	70	1350	84	1463	89	1492
B2	782	145	793	115	914	164	865	118	967	217	958	98	1045	175	1033
B3	857	213	887	84	1011	181	962	89	1150	152	1047	177	1162	213	1077
Humanities Requirements															
C1	799	234	762	34	848	166	761	64	852	167	804	102	1001	223	873
C2	385	76	406	28	505	128	403	27	642	121	405	43	644	168	488
C3	354		301	15	291	21	333	12	358	42	318	47	359	59	365
Social, Economic and Political Institutions, and Human Behavior															
D1A	353	102	412	66	429	166	445	36	480	200	357	45	484	197	496
D1B	434	104	392	0	317	131	385	38	501	171	416	45	568	149	487
D2A	1007	95	870	16	975	87	878	59	918	130	1068	27	1098	146	1006
D2B	793	83	629	25	963	134	605	27	951	153	653	21	1017	123	757
Individual Resources for Modern Living															
E1	679	262	504	52	825	172	523	52	786	263	611	90	925	313	561
E2	458	140	413		466	146	473		624	141	577	46	570	139	532
Upper-Division General Education Requirements															
F1	1260	403	1022	170	1297	416	1111	232	1253	380	1206	184	1422	364	1166
F2	781	353	795	190	840	291	901	178	917	327	857	251	881	387	891
F3	1309	247	1305	125	1405	313	1123	172	1389	314	1155	152	1443	217	1297
Multicultural Requirement***															
G	335	93	422	81	323	45	224	96	128	73	336	104	168	72	261

***All information listed in Subgroup "G" are for class which satisfy the Multicultural requirement only. Any cross listed classes are not included.

Total Enrollments by General Education Subgroup

Year	Fall 2004	Fall 2005	Fall 2006	Fall 2007
A1	420	543	583	634
A2	393	434	517	564
A3	298	351	372	411
B1	1274	1315	1432	1463
B2	782	914	967	1045

Year	Spr 2005	Spr 2006	Spr 2007	Spr 2008
A1	469	436	435	476
A2	298	335	401	423
A3	438	416	507	579
B1	1209	1476	1350	1492
B2	793	865	958	1033

Appendix E
California State University, Stanislaus

Total Enrollments by General Education Subgroup

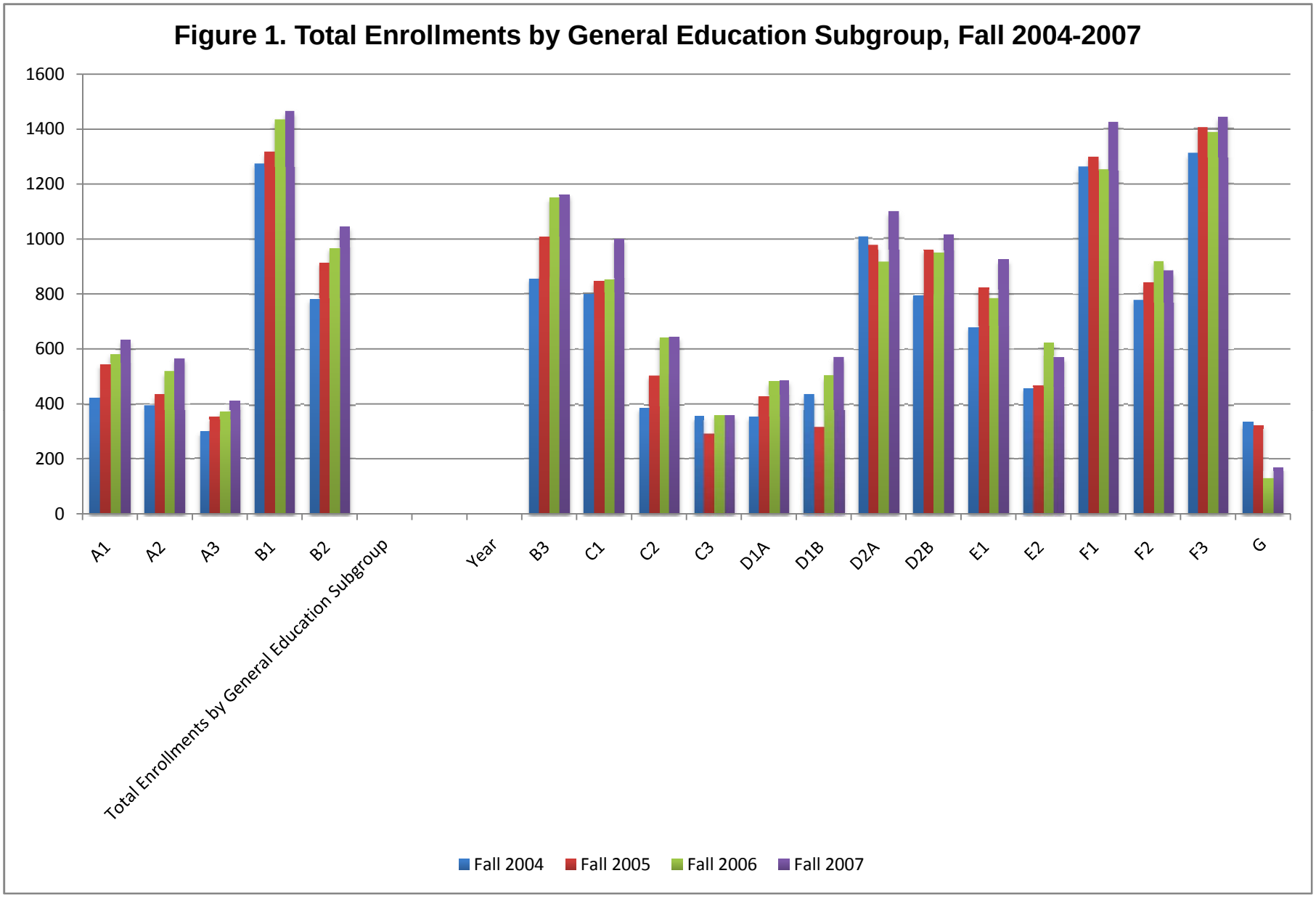
Year	Fall 2004	Fall 2005	Fall 2006	Fall 2007
B3	857	1011	1150	1162
C1	799	848	852	1001
C2	385	505	642	644
C3	354	291	358	359
D1A	353	429	480	484
D1B	434	317	501	568
D2A	1007	975	918	1098
D2B	793	963	951	1017
E1	679	825	786	925
E2	458	466	624	570
F1	1260	1297	1253	1422
F2	781	840	917	881
F3	1309	1405	1389	1443
G	335	323	128	168

Year	Spr 2005	Spr 2006	Spr 2007	Spr 2008
B3	887	962	1047	1077
C1	762	761	804	873
C2	406	403	405	488
C3	301	333	318	365
D1A	412	445	357	496
D1B	392	385	416	487
D2A	870	878	1068	1006
D2B	629	605	653	757
E1	504	523	611	561
E2	413	473	577	532
F1	1022	1111	1206	1166
F2	795	901	857	891
F3	1305	1123	1155	1297
G	422	224	336	261

Year	Wtr 2005	Wtr 2006	Wtr 2007	Wtr 2008
A1	159	160	139	145
A2	0	0	0	0
A3	19	32	38	27
B1	110	163	70	89
B2	145	164	217	175
B3	213	181	152	213
C1	234	166	167	223
C2	76	128	121	168
C3	0	21	42	59
D1A	102	166	200	197
D1B	104	131	171	149
D2A	95	87	130	146
D2B	83	134	153	123
E1	262	172	263	313
E2	140	146	141	139
F1	403	416	380	364
F2	353	291	327	387
F3	247	313	314	217
G	93	45	73	72

Year	Sum 2005	Sum 2006	Sum 2007
A1	23	17	20
A2	0	0	0
A3	19	18	11
B1	77	180	84
B2	115	118	98
B3	84	89	177
C1	34	64	102
C2	28	27	43
C3	15	12	47
D1A	66	36	45
D1B	0	38	45
D2A	16	59	27
D2B	25	27	21
E1	52	52	90
E2	0	0	46
F1	170	232	184
F2	190	178	251
F3	125	172	152
G	81	96	104

Appendix E
California State University, Stanislaus



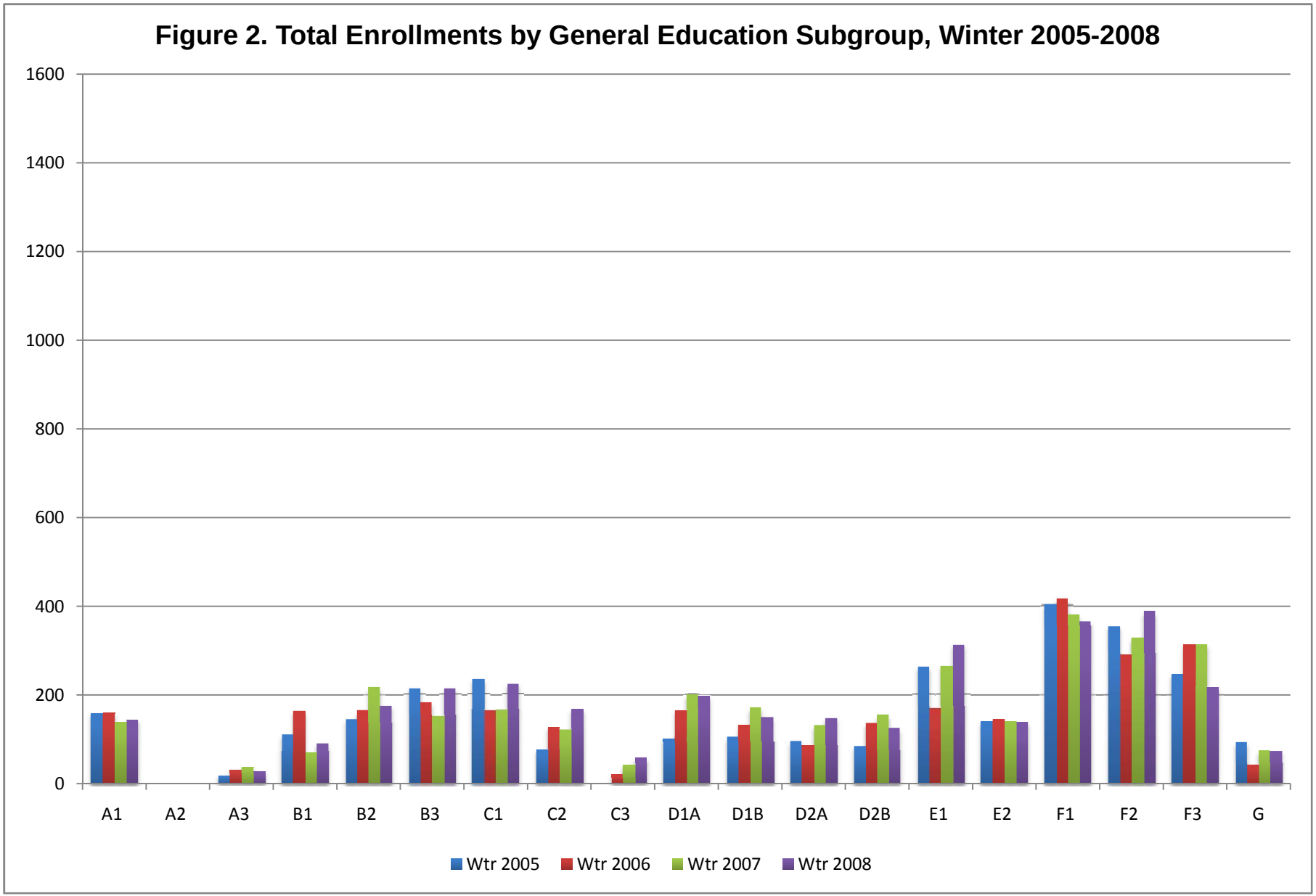


Figure 2. Total Enrollments by General Education Subgroup, Winter 2005-2008
1600
1400
1200
1000
800
600
400
200
0
A1
A2
A3
B1
B2
B3
C1
C2
C3
D1A
D1B
D2A
D2B
E1
E2
F1
F2
F3
G
Wtr 2005
Wtr 2006
Wtr 2007
Wtr 2008

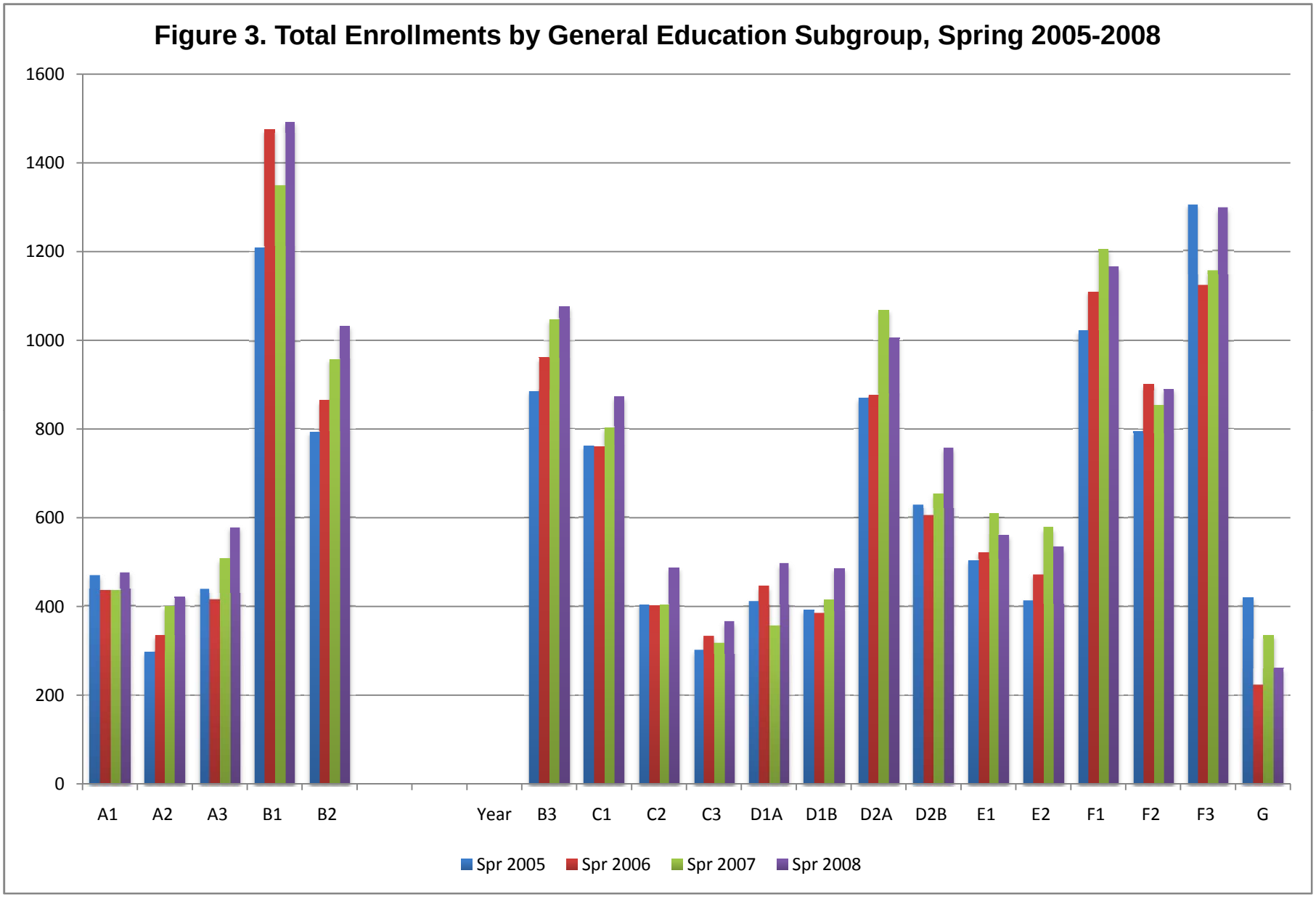


Figure 3. Total Enrollments by General Education Subgroup, Spring 2005-2008
1600
1400
1200
1000
800
600
400
200
0
A1
A2
A3
B1
B2
Year
B3
C1
C2
C3
D1A
D1B
D2A
D2B
E1
E2
F1
F2
F3
G
Spr 2005
Spr 2006
Spr 2007
Spr 2008

Appendix E

California State University, Stanislaus

Student Faculty Ratios by General Education Subgroup															
Year	2004/4	2005/1	2005/2	2005/3	2005/4	2006/1	2006/2	2006/3	2006/4	2007/1	2007/2	2007/3	2007/4	2008/1	2008/2
Communication Skills															
A1	45.4	54.8	50.1	20.8	48.0	54.8	42.9	27.2	47.2	44.5	39.5	32.0	44.1	46.4	38.2
A2	37.0		34.1		36.5		38.3		37.6		35.6		37.6		35.6
A3	39.7	30.4	41.2	30.4	40.1	51.2	37.0	28.8	39.7	30.4	38.6	17.6	41.1	43.2	38.6
Natural Sciences and Mathematics															
B1	49.1	70.4	47.3	34.8	51.2	99.2	53.5	36.0	49.4	56.0	46.2	22.4	49.5	71.2	53.5
B2	62.6	58.0	63.4	61.3	63.6	65.6	62.9	47.2	59.5	69.4	61.3	52.3	59.7	70.0	61.2
B3	52.7	56.8	54.6	44.8	55.8	57.9	57.0	35.6	65.7	60.8	55.8	40.5	56.3	68.2	57.4
Humanities Requirements															
C1	51.1	74.9	43.5	54.4	46.8	88.5	46.8	34.1	47.0	66.8	45.9	32.6	50.1	71.4	49.9
C2	47.4	60.8	54.1	44.8	50.5	51.2	53.7	43.2	48.9	48.4	49.8	34.4	49.1	53.8	45.9
C3	23.6		20.1	24.0	21.2	33.6	24.2	19.2	26.0	9.6	24.2	25.1	26.1	13.5	26.5
Social, Economic, and Political Institutions and Human Behavior															
D1A	62.8	81.6	73.2	105.6	57.2	88.5	64.7	57.6	69.8	80.0	57.1	72.0	64.5	105.1	52.9
D1B	115.7	166.4	104.5		101.4	209.6	102.7	60.8	160.3	273.6	110.9	72.0	129.8	119.2	129.9
D2A	94.8	76.0	69.6	25.6	91.8	69.6	66.9	47.2	69.9	69.3	68.4	43.2	70.3	77.9	67.1
D2B	84.6	66.4	91.5	40.0	81.1	71.5	69.1	43.2	80.1	61.2	74.6	33.6	74.0	65.6	75.7
Individual Resources for Modern Living															
E1	49.4	46.6	44.8	41.6	48.9	55.0	46.5	27.7	46.6	52.6	48.9	28.8	46.3	62.6	49.9
E2	43.1	56.0	50.8		46.6	58.4	54.1		41.6	56.4	46.2	24.5	38.0	55.6	47.3
Upper-Division General Education Requirements															
F1	43.8	71.6	48.1	45.3	44.2	66.6	49.4	37.1	42.7	67.6	45.9	49.1	46.4	58.2	46.6
F2	54.3	56.5	48.9	50.7	49.8	66.5	42.4	35.6	56.4	65.4	44.2	50.2	50.3	68.8	43.2
F3	55.1	35.9	47.5	50.0	45.0	35.8	35.9	45.9	40.4	50.2	42.0	40.5	41.2	34.7	43.2
Multicultural Requirement***															
G	38.3	37.2	29.4	43.2	36.9	36.0	29.9	51.2	25.6	29.2	29.9	55.5	29.9	28.8	32.1

***All information listed in Subgroup "G" are for class which satisfy the Multicultural requirement only. Any cross listed classes are not included.

*Student Faculty Ratios were calculated individually for each course and then averaged by subgroup. Individual course ratios were calculated by dividing the number of FTE Students (FTES) for that course by the number of FTE Faculty (FTEF) for that course. FTES was calculated by multiplying the enrollment of that course by the credit hours awarded for that course, which was then divided by 15. FTEF was calculated by dividing the credit hours of the course by 24.

Table 1. Average Class Size by General Education Subgroup by Semester and Year																Aggregate Average for Semesters			
Year	Fall 2004	Wtr 2005	Spr 2005	Sum 2005	Fall 2005	Wtr 2006	Spr 2006	Sum 2006	Fall 2006	Wtr 2007	Spr 2007	Sum 2007	Fall 2007	Wtr 2008	Spr 2008	Fall 04-07 Ave	Wtr 05-08 Ave	Spr 05-08 Ave	Sum 05-07 Ave
Communication Skills																			
A1	28.4	34.3	31.3	13.0	30.0	34.3	26.8	17.0	29.5	27.8	24.7	20.0	27.6	29.0	23.9	28.8	31.3	26.7	16.7
A2	23.1		21.3		22.8		23.9	0.0	23.5		22.3		23.5		22.3	23.2	NA	22.4	NA
A3	24.8	19.0	25.8	19.0	25.1	32.0	23.1	18.0	24.8	19.0	24.1	11.0	25.7	27.0	24.1	25.1	24.3	24.3	16.0
AVE	25.4	26.6	26.1	16.0	26.0	33.1	24.6	11.7	25.9	23.4	23.7	15.5	25.6	28.0	23.4	25.7	27.8	24.5	16.3
Natural Sciences and Mathematics																			
B1	30.7	44.0	29.6	21.8	32.0	62.0	33.4	22.5	30.9	35.0	28.9	14.0	30.9	44.5	33.4	31.1	46.4	31.3	19.4
B2	39.1	36.3	39.7	38.3	39.7	41.0	39.3	29.5	37.2	43.4	38.3	32.7	37.3	43.8	38.3	38.3	41.1	38.9	33.5
B3	33.0	35.5	34.1	28.0	34.9	36.2	35.6	22.3	41.1	38.0	34.9	25.3	35.2	42.6	35.9	36.0	38.1	35.1	25.2
AVE	34.3	38.6	34.5	29.4	35.5	46.4	36.1	24.8	36.4	38.8	34.0	24.0	34.5	43.6	35.9	35.2	41.9	35.1	26.0
Humanities Requirements																			
C1	32.0	46.8	27.2	34.0	29.2	55.3	29.3	21.3	29.4	41.8	28.7	20.4	31.3	44.6	31.2	30.5	47.1	29.1	25.2
C2	29.6	38.0	33.8	28.0	31.6	32.0	33.6	27.0	30.6	30.3	31.2	21.5	30.7	33.6	28.7	30.6	33.5	31.8	25.5
C3	14.8		12.5	15.0	13.2	21.0	15.1	12.0	16.3	6.0	15.1	15.7	16.3	8.4	16.6	15.1	11.8	14.9	14.2
AVE	25.4	42.4	24.5	25.7	24.7	36.1	26.0	20.1	25.4	26.0	25.0	19.2	26.1	28.9	25.5	25.4	30.8	25.3	21.7
Social, Economic, and Political Institutions and Human Behavior																			
D1A	39.2	51.0	45.8	66.0	35.8	55.3	40.5	36.0	43.6	50.0	35.7	45.0	40.3	65.7	33.1	39.7	55.5	38.7	49.0
D1B	72.3	104.0	65.3		63.4	131.0	64.2	38.0	100.2	171.0	69.3	45.0	81.1	74.5	81.2	79.3	120.1	70.0	41.5
D2A	59.2	47.5	43.5	16.0	57.4	43.5	41.8	29.5	43.7	43.3	42.7	27.0	43.9	48.7	41.9	51.1	45.8	42.5	24.2
D2B	52.9	41.5	57.2	25.0	50.7	44.7	43.2	27.0	50.1	38.3	46.6	21.0	46.2	41.0	47.3	50.0	41.4	48.6	24.3
AVE	55.9	61.0	52.9	35.7	51.8	68.6	47.4	32.6	59.4	75.6	48.6	34.5	52.9	57.5	50.9	55.0	65.7	50.0	34.8
Individual Resources for Modern Living																			
E1	30.9	29.1	28.0	26.0	30.6	34.4	29.1	17.3	29.1	32.9	30.6	18.0	28.9	39.1	31.2	29.9	33.9	29.7	20.4
E2	26.9	35.0	31.8		29.1	36.5	33.8		26.0	35.3	28.9	15.3	23.8	34.8	29.6	26.5	35.4	31.0	15.3
AVE	28.9	32.1	29.9	26.0	29.8	35.5	31.4	17.3	27.6	34.1	29.7	16.7	26.3	36.9	30.4	28.2	34.6	30.3	17.9
Upper-Division General Education Requirements																			
F1	27.4	44.8	30.1	28.3	27.6	41.6	30.9	23.2	26.7	42.2	28.7	30.7	29.0	36.4	29.2	27.7	41.3	29.7	27.4
F2	34.0	35.3	30.6	31.7	31.1	41.6	26.5	22.3	35.3	40.9	27.6	31.4	31.5	43.0	27.0	33.0	40.2	27.9	28.4
F3	34.4	22.5	29.7	31.3	28.1	22.4	22.5	28.7	25.3	31.4	26.3	25.3	25.8	21.7	27.0	28.4	24.5	26.3	28.4
AVE	31.9	34.2	30.1	30.4	28.9	35.2	26.6	24.7	29.1	38.2	27.5	29.1	28.8	33.7	27.7	29.7	35.3	28.0	28.1
Multicultural Requirement***																			
G	23.9	23.3	18.3	27.0	23.1	22.5	18.7	32.0	16.0	18.3	18.7	34.7	18.7	18.0	20.1	20.4	20.5	18.9	31.2

***All information listed in Subgroup "G" are for class which satisfy the Multicultural requirement only. Any cross listed classes are not included.

Appendix F

California State University, Stanislaus

Methods and Findings by General Education Goal 2007-08: GE Advisory Committee – Jan.16, 2009

DRAFT

Institution-Wide Assessment Methods Aligned with General Education Learning Goals

The table below provides a summary of direct and indirect institution-wide measures of student achievement aligned with General Education Learning Goals. Executive summaries of all university-wide assessment methods are available through the Institutional ePortfolio at www.csustan.edu/ir

	California State University, Stanislaus General Education Learning Goals						
University-Wide Assessment Methods	**Goal 1:** Subject Knowledge	**Goal 2:** Communication	**Goal 3:** Inquiry and Critical Thinking	**Goal 4:** Information Retrieval and Evaluation	**Goal 5:** Interdisciplinary Relationships	**Goal 6:** Global/ Multicultural Perspectives	**Goal 7:** Social Responsibility
Direct Methods							
Collegiate Learning Assessment		X	X	X			
Writing Proficiency Screening Test		X				X	
Course embedded assessment	X	X	X	X	X	X	X
iSkills				X			
Indirect Methods							
Graduating Senior Survey	X	X	X	X	X	X	X
Individual Development and Educational Assessment: Aggregate Data	X	X	X	X			X
National Survey of Student Engagement		X	X	X	X	X	X
Faculty Survey of Student Engagement		X	X	X	X	X	X

Appendix F

GE Advisory Group Findings, Concerns, and Recommendations by Method and GE Goal

The Faculty Director of General Education organized an *Ad Hoc* General Education Advisory Committee in spring 2008. The members of the committee include the chair of the General Education Subcommittee, the Faculty Coordinator of the Assessment for Student Learning, a member of the Library faculty, and four faculty members representing a cross-section of disciplines. In winter 2009, the committee held two all-day workshops to discuss the assessment of university-wide General Education. The findings, concerns and recommendations that emerged from this series of workshops are included in the matrix below.

Method	**General Education Goal 1: Subject Knowledge**		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	Criteria could be developed to link scores to specific goals and report in the aggregate.	• Cannot rely on grades because not tied to a specific GE student learning objective.	• Use aggregate course grades and report percentages based on the following scale – 1. Needs improvement, 2. Adequate, 3. Proficient. • Conduct an analysis of General Education syllabi for General Education student learning objectives. Align these objectives with the General Education Learning Goals.
Graduating Senior Survey	73% (2004-2005) and 79% (2006-2007) felt GE experience enhanced Goal #1. The degree of agreement that GE enhanced Goal #1 was high-neutral/low agree (both time periods).	• How do we use this information? How do we close the loop? It was noted that customer satisfaction should play a role. Student perceptions are valuable information. • Indirect measure – measures perception only, not learning • Biased sample – respondents may be only those very happy or very unhappy about educational experience. • Validity – concerns with survey questions, i.e., understanding of abstract concepts, distinguishing between learning from GE education from community college vs. Stanislaus and from GE vs. major.	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey. • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	Generally students rate having made substantial progress on "gaining factual knowledge" and "learning fundamental principles" from GE courses (4.1-4.2 both years) which aligns with faculty reporting on emphasis.	• There was no distinction between different areas (e.g. A1, A2) on findings. • The IDEA instrument was not designed to measure faculty effectiveness or student progress- meant to be a diagnostic tool. • Indirect measure – measures perception only, not learning. • Concerns about student knowledge or awareness of what IDEA asks and connection to what happened in class.	• Familiarize students with the IDEA and the learning objectives they are being asked to measure.

Appendix F

Method	General Education Goal 2: Oral and Written Communication		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	Overall CLA scores (both time periods) freshman and senior rated At, Above or Well Above expected level.	• Do native students have stronger scores than transfers? Do their ACT/SAT scores match up with transfer students? Benchmark data? Results questionable given the large number of transfer students. • Sample validity – do only strong students volunteer to take the CLA? • It is a direct measure of student learning. However, too general and removed from GE goals to use information to inform faculty teaching GE. • Can compare to other universities, but not very useful if doing okay. • Does overall CLA score align with Goal #2?	• Explore benchmark data compiled by Institutional Research comparing CLA scores across the CSU • Explore the option of creating a local test in addition to the CLA.
Writing Proficiency Screening Test	Critical thinking not assessed. There are significant age, race, ethnicity, income differences that need to be addressed. Number of students passing WPST increased from 2004 to 2007, however standards may have changed as well. Generally 81-87% of students pass WPST on first attempt.	• Good measure of skill – but not a measure of learning in General Education. Did "learn" to write better or develop better writing skills. • Can't evaluate; methodology not described. • Only assesses written communication, what specifically? • How can we use the WPST to close the loop?	• Conduct a relationship study between non-ESL and pass rates on the WPST • Develop strategies to improve achievement of diverse populations
Course-Embedded Assessment	Area A course grades reflect student achievement on this goal. At this point, grades are not specifically linked to goals and they include other indicators, such as attendance and effort.	• Without a specific performance indicator, it is difficult to correlate grades with achievement on this goal.	
Graduating Senior Survey	64% (2004-2005) and 69% (2006-2007) of student respondents felt that the GE experience enhanced Goal #2. The degree of agreement that GE enhanced Goal #2 was medium- to high-neutral/low agree (3.54 & 3.72 (2004-2005), 3.74 & 3.83 (2006-2007)). However, agreement that GE experience enhanced ability to communicate rated lower that degree of personal gain in writing and speaking effectively (4.02-4.17 (2004-2005) & 4.09-4.29 (2006-2007) from attendance at CSU Stanislaus.	• Indirect measure that measures perception only, not learning. • Noted that respondents may be only those very happy or very unhappy about education experience; may bias sample. • Concerns with the validity of findings on General Education items. Noted that GE survey items deal with abstract concepts and that no clear distinction is made between learning in GE courses and learning in the major.	• Develop explicit questions on Graduating Senior Survey related to the General Education Learning Goals.

Appendix F

Method	General Education Goal 2: Oral and Written Communication (continued)		
	Findings	*Concerns*	*Recommendations*
IDEA Student Evaluations	It was noted that communication received the lowest rating of all IDEA objectives; generally students rate having made moderate progress on "oral/written communication" from GE courses (3.3 both years).	• Indirect measure – measures perception only, not learning. • Concerns about student knowledge or awareness of the connection between IDEA objectives and course content.	• Complete IDEA mapping in reverse; list the twelve IDEA objectives and align with the General Education Learning Goals rather than vice versa.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	It was noted that these measures are better for university-wide assessment.	• It is an indirect measure. • Doesn't distinguish perceptions learning from GE vs. major. • It provides benchmark comparisons to other universities; but not helpful in closing the loop.	

Appendix F

Method	General Education Goal 3: Critical Thinking		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	If it is run regularly and the sample size is large and diverse enough to be statistically relevant it would seem to be a good assessment of Goal 3. While it does not point specifically to GE, appear to be the most direct and aligned to Goal 3.	• It is still unclear how good an indicator this would be. Implementation and reevaluation would be critical to determine the value of these data. • It is also unclear how good the data set would be and this would have to be assessed and evaluated over time.	• Follow scores on these tasks "Make-an-Argument" and "Critique-an-Argument" over time; increases and or decreases can be tracked and used as indicators. • Use the "performance level" as an indicator of achievement; if these tasks drop below the "at average" level this would trigger a further look at this goal area.
Course-Embedded Assessment	It was noted that course-embedded assessments are going to be critical to the assessment of GE Goal 3: Critical Thinking in the long term. It was noted that this type of measure gives the best direct data to display how students are performing on this goal. These will have to be carefully selected and designed embedded assignments in courses within GE that strongly address developing critical thinking and inquiry.	• Unfortunately, we do not have any of these in place for this review. • Cannot rely on grades because not tied to a specific GE student learning objective.	• Using CLA or a CLA task as a model; develop an embedded assessment/ assignment to be sampled in GE courses.
Graduating Senior Survey	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show if the program is being implemented.	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development.	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	Students rated high achievement on this goal – almost "substantial progress."	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show id the program is being implemented	• These are "indirect" methods and not measuring students' skills or progress in the area but either their perceived development, or others perception of how much they have learned in the FSSE.	

Appendix F

Method	General Education Goal 4: Information Retrieval and Evaluation		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	The CLA does measure information evaluation, but does not look at retrieval	• Does not measure retrieval	
Course-Embedded Assessment	Information literacy needs to be tied to a GE Area.	• Information Literacy is not currently tied specifically to a GE Area.	• Incorporate/embed an information literacy component in GE courses. • Add information retrieval and evaluation to Area E. • Continue work with the Library faculty to set up research sessions (liaisons).
iSkills	Information Literacy (also called Information Competency) as defined by the Association of College Research Libraries (ACRL) is a range of skills that span library research, evaluating sources, and using sources to create new knowledge, including with communication technologies. The iSkills test deals mostly with information literacy, though more heavy on the communication technology aspects. Students work through several scenarios, each highlighting a different skill set, and answer multiple-choice questions. The iSkills test has only been piloted on campus, so there are no findings available.	• iSkills has not been administered. • Unless we test students as they enter and exit, we will not be testing them on what they learn during their years here, much less in any particular GE course. • An aggregate score would include students' performance on skills that are not necessarily taught here, such as web design.	• Align iSkills tasks with General Education Learning Goals. • Isolate the skills the information literacy skills that we teach and examine those scores. • Administer iSkills.
Graduating Senior Survey	GE skills are targeted in the GSS. Perceptions seem to reflect success, but trends seem problematic.	• Longitudinal data displays inconsistency in progress	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey. • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	In 04-05, 35% of faculty felt that it was at least important for their courses (05-06 37%). Considering that many courses do not include a research project, this is promising. Still, students rated their progress as "fair" (3.6 out of 5) in both 04-05 and 05-06. These scores were higher in courses in which faculty felt information literacy was an essential skill.	• It doesn't measure very much. Even if some instructors felt it important, they may not have consciously taught it or articulated it to students as a course goal.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	52% of faculty said students work on papers and projects that integrate ideas and information from various sources often or very often. Also, faculty thought that this knowledge/skill contributed to students' personal development; 61% of students use computing and information technology.	• Indirect measure	

Appendix F

Method	General Education Goal 5: Interdisciplinary Relationships		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	The "high relevance" of this goal to areas C2 and C3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance; however, there is nothing mechanized or coded. **FYE and Summit** In FYE, Learning Objectives for the Seminar include the following "1. Explain how key ideas in one course relate to content of the second course," and "3. Demonstrate understanding of the relationship between the linked classes and general education goals." These objectives were met through weekly assignments, group presentations, and a portfolio, one key element of which is "e. What have you learned about the way your classes this semester are linked to the goals of general education?" Passing the cluster hence is a reliable and valid measure of meeting the introduction of this goal. Portfolios, gathered in a random sample and assessed through a common rubric for the "e" category above, should accomplish assessment of actual student performance in this area for all students enrolled in clusters. The assessment of the pilot Summit program (2003) reveals the same intensity of interest in this goal. In addition, outcomes assessment performed on summative end-of-cluster projects ("capstone projects, service learning projects, written portfolios, and oral presentations") indicates satisfactory achievement of this goal for those students enrolled in those clusters.	• The real limitation to the assessment of FYE and Summit data and reports, of course, is the limited number of students enrolled in the clusters. FYE achieved a maximum of 281 students in F07, and is now practically defunct. Likewise, only two Summit clusters made course limits in order to be offered in 0809, and there have never been more than five clusters in any given academic year. Therefore, the small percentage of students in these programs does not provide reliability or validity of results for this goal in the GE program overall.	• Institute universal FYE model and make the FYE seminar the default option for Area E. Need to consider what design would work on this campus. • Emphasize this goal in Area E1 to provide a secure place for goal introduction and embedded assessment (portfolio sampling).

Appendix F

Method	General Education Goal 5: Interdisciplinary Relationships		
	Findings	*Concerns*	*Recommendations/Actions*
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; avg. 68% improved understanding of interdisciplinary relationships.	• Indirect measure	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported "quite a bit" of coursework synthesized ideas and projects required integration of knowledge (both statistically even with peers). About half of students reported having to solve complex real world problems (statistically even with peers). Despite low reliability, goal appears to be met according to this measure.	• It was noted that it is difficult to judge reliability due to small sample sizes (approx 100 each FR & SR each year) and margin of error (8-12%).	

Appendix F

Method	General Education Goals 6 and 7: Global Perspectives and Social Responsibility		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	The "high relevance" of this goal to areas C2 and 3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance.	• There is nothing currently mechanized or coded to analyze course proposals and sample syllabi.	• Use scores from embedded assignments in multicultural courses. This would require coordination with instructors of these courses.
Writing Proficiency Screening Test	The WPST could potentially be used as a direct measure of GE Goals 6 and 7.	• Not sure how tracking would be done year-to-year. A suitable prompt could only be used every few years or so at the most. • It would take a group to read the responses, or a statistically relevant portion of them, to score based on a rubric that would also need to be developed. • It would probably take several years worth of data and rigorous evaluation to determine what the data means and when it would trigger changes at the course level and in which courses (Area G would be an obvious place to start).	• Develop a related prompt for the WPST.
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; approx 69% improved social responsibility on the Graduating Senior Survey. It would take several years worth of data and careful evaluation to determine what would be target goals for responses and when a review at the course-level would be triggered.	• Indirect measure	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	While there is a connection to GE Goal 7 here, it is tangential; moreover, only 30% of faculty rated this objective as "important" or "essential" (i.e., 70% rated it as "not important" at all). Student information, however, suggests that students view this objective as more important at the upper-division than the lower division level, and their overall mean rating of progress was 3.4-3.5. These data do support the findings of the Faculty Interviews.	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development. • GE Goal 6 is not measured on the IDEA evaluation.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form.

Appendix F

Method	General Education Goals 6 and 7: Global Perspectives and Social Responsibility (continued)		
	Findings	*Concerns*	*Recommendations/Actions*
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported that "quite a bit" of coursework required making value judgments. However, when asked if they "developed a personal code of values or ethics," or "contributed to the welfare of their community" only approximately 40% could admit to it, and scored much lower than peer institutions in both categories.	• It is difficult to judge reliability and validity due to small sample sizes (approx 100 each FR & SR each year) and margin of error (8-12%).	• Despite limited reliability of the measure, emphasis on this goal could be enhanced.

SMC:epl 02/02/09

Appendix G

California State University, Stanislaus

General Education Program Assessment Plan and Preliminary Report

PRELIMINARY DRAFT

Introduction/Background

The document *Leadership and Administrative Support of the General Education Program* (2008) displays the structure in support of General Education, with duties for assessment specified for governance committees and administrative officers. *Assessment of General Education* (2009) provides a chronological overview since 1999 of the growth in number and the maturity of the assessment measures undertaken to demonstrate the quality of the General Education Program and student learning.

Goals of the Assessment Plan

1. The plan shall assess the General Education program as a whole and in particular its success in addressing the goals of the GE program.
2. The plan shall be as minimally intrusive to ensure instructor control and decision-making in his/her class(es).
3. Assessment of an individual course shall be the prerogative of the instructor and the relevant department. Departments will report on their assessment of their courses as part of the normal five year review. However, the review will need to be extended to include lower division GE courses in addition to the upper division courses which are currently reviewed.
4. No part of this assessment process shall form part of the RPT or post tenure review of any faculty member, unless requested by that faculty member.
5. The assessment plan shall include a mechanism by which weaknesses in the GE program can be overcome by the development of new courses, or the modification of existing courses.
6. GE program assessment will work in concert with the campuses' *Principles for Assessment of Student Learning*.

This plan outlines the General Education learning goals and student learning objectives, identifies and aligns assessment methods with goals, displays curricular alignment between General Education areas and learning goals, includes a description and timeline for assessment activities, describes recommendations and modifications made based on assessment results; and provides a plan/timeline for future assessment activities.

General Education Learning Goals

The following program goals for General Education were approved by the Academic Senate and University President for implementation effective fall 2000. It is the responsibility of each department to demonstrate how it meets Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7.

1. **Subject knowledge**. To provide an educational experience that will enhance students understanding of the disciplines' basic principles, methodologies, and perspectives.
2. **Communication**. To provide an educational experience that will enhance the ability to communicate.
3. **Inquiry and Critical Thinking**. To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. **Information Retrieval and Evaluation**. To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. **Interdisciplinary Relationships**. To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. **Global or Multicultural Perspectives**. To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the disciplines impact on or connection to global issues, AND/OR
7. **Social Responsibility**. To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

General Education Student Learning Objectives:

General Education student learning objectives are currently developed and assessed at the course level and reviewed via the course proposal and review processes.

Each CSU campus is asked to define its General Education student learning objectives/outcomes to fit within the framework of the four "essential learning outcomes" drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities. Campus efforts to refine and develop assessable GE student learning objectives that align with the CSU outcomes (Executive Order 1033) are underway and will continue to improve the ability to integrate assessment strategies at the GE course, program, area, and university levels. (See Attachment 1*: Alignment of CSU Stanislaus General Education Learning Goals with Proposed Executive Order 1033 Student Learning Objectives).*

Curricular Alignment

A survey was administered spring 2008 allowing for mapping of General Education learning goals to General Education areas and sub-areas. Personal interviews were conducted with faculty members teaching GE courses during the spring 2008 semester. Faculty members were asked to rank importance/relevance of each of the seven General Education goals on a scale of 1-6 (6-high relevance to 1 –low relevance). Mean scores were used to determine relevance and to complete the matrix below. Out of the 303 faculty members teaching GE courses in AY 2007-08, 119 were reached for interview, a 39% response rate. Only faculty teaching lower division GE courses were surveyed during this administration. Area assessment plans were drafted based on these findings beginning in summer 2008. Evidence collected from area assessment reports will be used to assess the overall achievement of General Education learning goals and objectives. Table 1 displays summary findings from this review.

Table 1: Spring 2008 General Education Faculty Survey: Summary of Findings

GE AREA	GENERAL EDUCATION LEARNING GOALS						
KEY H = High importance/relevance (5-6) M= Moderate importance/relevance (3-4.9) L= Low importance/relevance (1-2.9)	Subject Knowledge	Communication	Inquiry and Critical Thinking	Information Retrieval and Evaluation	Interdisciplinary Relationships	Global or Multicultural Perspectives	Social Responsibility
AREA A: COMMUNICATION							
A1: Oral Communication	H	H	H	H	M	H	M
A2: Written Communication	M	M	M	M	M	M	M
A3: Critical Thinking	M	H	H	H	M	M	M
AREA B: NATURAL SCIENCES AND MATHEMATICS							
B1: Physical Sciences	M	M	M	M	L	L	L
B2: Biological Sciences	H	M	M	M	M	M	M
B3: Mathematics	H	M	H	L	M	L	L
AREA C: HUMANITIES							
C1: Arts	M	M	M	M	M	M	M
C2: Literature/ Philosophy	M	H	H	H	H	H	H
C3: Foreign Language	H	H	M	H	H	H	H
AREA D: SOCIAL, ECONOMIC, AND POLITICAL INSTITUTIONS AND HUMAN BEHAVIOR							
D1: United States History and Constitution/ California State and Local Government	H	M	M	H	M	H	M
D2: Human Institutions/ Culture & Society	H	M	M	M	M	M	M
AREA E. INDIVIDUAL RESOURCES FOR MODERN LIVING							
E1: Individual Resources for Modern Living	M	M	M	M	M	M	M
E2: Physical Education Activities	L	H	L	M	M	L	M
AREA F: UPPER –DIVISION GENERAL EDUCATION REQUIREMENTS							
F1: Natural Sciences and Mathematics							
F2: Humanities							
F3: Social, Economic , and Political Institutions and Human Behavior							
AREA G: MULITICULTURAL REQUIREMENT							
G. Multicultural Requirement							

These data show the repeated emphases of GE learning goals across the lower-division curriculum. No area assumes unreasonable responsibility for every area, and every goal is given repeated emphasis in more than a single area.

Assessment Methods:

General Education: University-Wide Assessment

CSU Stanislaus presents its assessment methods and data through the schema of "core indicators" of educational quality. For the purposes of assessing the General Education Program's overall quality, findings from the core indicator measures are extracted and distributed by the Office of Institutional Research. See Attachment 2: *Assessment of General Education Program Quality: Core Indicators* for an alignment of core indicator measures with extracted General Education data.

General Education data are collected and systematically distributed to the appropriate bodies (both academic and support units). Alignment between University-Wide Assessment Methods and General Education Learning Goals is displayed in Table 2 below.

Table 2: University-Wide Assessment Methods and General Education Learning Goals

	California State University, Stanislaus General Education Learning Goals						
University-Wide Assessment Methods	Goal 1: Subject Knowledge	Goal 2: Communication	Goal 3: Inquiry and Critical Thinking	Goal 4: Information Retrieval and Evaluation	Goal 5: Interdisciplinary Relationships	Goal 6: Global/ Multicultural Perspectives	Goal 7: Social Responsibility
Direct Methods							
Collegiate Learning Assessment		X	X	X			
Writing Proficiency Screening Test		X				X	
Course embedded assessment	X	X	X	X	X	X	X
iSkills				X			
Indirect Methods							
Graduating Senior Survey	X	X	X	X	X	X	X
Individual Development and Educational Assessment: Aggregate Data	X	X	X	X			X
National Survey of Student Engagement		X	X	X	X	X	X
Faculty Survey of Student Engagement		X	X	X	X	X	X

These data reveal multiple measures of direct and indirect assessment for every goal. Three goals rely exclusively on course-embedded direct assessment, showing the strategic importance of areas-based assessment practices.

General Education: Area and Program Assessment

For the most part, assessment in General Education has taken place at the course level. With the introduction of Executive Order 1033 in 2008, efforts have now shifted to assessment at the program and area levels. Faculty teaching in General Education sub-areas will continue to meet with the Faculty Director of General Education and the Faculty Coordinator for the Assessment of Student Learning to refine their assessment plans.

Assessment at the program level is overseen in tandem by the Faculty Director of General Education and the General Education Subcommittee. While academic program reviews, area assessment reports, course embedded assessment, and curricular development are completed directly by departmental and college faculty, the other assessment activities described in this document are conducted by the university's various administrative support offices and resulting reports are distributed to the Faculty Director of General Education and General Education subcommittee for review and posted on University websites (ePortfolio, Office of Assessment and Quality Assurance, General Education).

Assessment Methods, Measures, and Data Sources Used at the University-Wide, Area, and Program Levels

For each of the following assessment methods, measures, and data sources, a brief statement of purpose and methodology follows, accompanied by the office or persons responsible for gathering, analyzing, summarizing, and presenting information. See Table 3 below.

Table 3: Methods, Measures and Data Sources Used at the University-Wide, Area, and Program Levels

METHODS, MEASURES, and DATA SOURCES	FREQUENCY	RESPONSIBILITY
Academic Program Review [Revised language from the APR on GE]	Program APRs and General Education APR– maximum every seven years	Departmental and College Faculty, College Dean, Office Institutional Research
Area Assessment Reports	To be determined	GE Area Faculty, Faculty Director of General Education
Collegiate Learning Assessment* The performance-based test is designed to assess critical thinking, analytical reasoning, problem solving, and written communication. The results are normalized using SAT or ACT scores of the participants. We have two administrations of the test – 2006/07 and 2007/08 to freshmen and seniors. The Office of Institutional Research has completed executive summaries based on findings and distributed to the General Education subcommittee as well as the Student Success Committee for review. CSU Stanislaus uses benchmark data provided by CLA to compare student ratings of achievement to peer group rankings.	Annually (or as administered)	Office of Institutional Research
Course Embedded Assessment* Each year, the General Education subcommittee will select one GE area and summarize the course embedded assessment data that were collected for courses in those areas. Using these data the committee will evaluate the effectiveness of courses in these areas for meeting the GE learning objectives. Findings and recommendations for action will be distributed to the University Educational Policies Committee, the Assessment of Student Learning subcommittee, and the academic administration for review and recommendations. Findings and recommendations/actions will be sent to the Office of Assessment and Quality Assurance for tracking and archiving purposes.	One area assessed annually	GE Area Faculty, GE Subcommittee
Course Approval Processes Courses in the General Education Program are approved by review of the General Education Subcommittee in the course of the regular curricular review process. The subcommittee reviews course materials, including a statement of how the course meets the seven GE goals and methods of the assessment of student learning in pursuit of these goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process. To ensure alignment between course student learning goals and GE learning goals, an analysis of course syllabi in will occur in Summer 2009.	Varies	Department Curriculum Committee, Department Chair, College Curriculum Committee, College Dean, GE subcommittee, University Educational Policies Committee, Academic Affairs
Class Size Data on headcount and average class size for the sub-areas are tabulated by semester.	Annually	Office of Institutional Research
Faculty Demographics Analysis of faculty by GE area and rank	Annually	Office of Institutional Research

Table 3 (*continued*)

METHODS, MEASURES, and DATA SOURCES	FREQUENCY	RESPONSIBILITY
Graduating Senior Survey The Graduating Senior Survey measures baccalaureate students' perception of various aspects of their overall education at CSU Stanislaus, including a section on General Education experiences. Utilizing a 5-point scale (1=strongly disagree to 5=strongly agree), students are asked to rate their achievement of General Education goals. The Office of Institutional Research annually disseminates aggregate reports to campus committees and units for review. Data are also disaggregated by program and disseminated to college deans and department chairs for review within their areas.	Annually	Office of Institutional Research
Individual Development and Educational Assessment Aggregate data extracted from IDEA student evaluations are used as a means to assess student achievement of General Education learning goals as well as explore patterns in general education courses among faculty and students. Five of the CSU Stanislaus General Education learning goals (1, 2,3,4 and 7) are currently addressed on the IDEA short form. CSU Stanislaus uses benchmark data provided by IDEA to compare student ratings of achievement on General Education goals to national rankings.	Annually	Office of Institutional Research
iSkills* Published by Educational Testing Services, this instrument is designed to measure students' abilities to use digital technology and communication tools. The instrument includes tasks used to assess students' understanding of ethical/legal issues of access and use of information. Beginning in 2009, the test will be administered to a sample of undergraduate and graduate students.	To be administered 2009	Office of Institutional Research, Office of Information Technology
National Survey of Student Engagement and Faculty Survey of Student Engagement CSU Stanislaus has aligned its General Education learning goals with NSSE Survey items. Similarly, the Faculty Survey of Student Engagement parallels the NSSE and results allow for a comparison of student and faculty perceptions of achievement. CSU Stanislaus uses benchmark data provided by NSSE to compare student ratings of achievement on GE skills with ratings from peer institutions.	Every three years (or as administered)	Office of Institutional Research
Writing Proficiency Screening Test* The Office of Institutional Research disseminates WPST reports annually that are disaggregated by demographic characteristics that include ethnicity, gender, age, ESL status, and parents' education. Beginning in 2009, analyses include native vs. transfer student performance. This information is used to evaluate the efficiency of first-year competency courses as well as inform discussion with regional community college on written communication goals and student achievement. WPST reports are disseminated to the college deans and department chairs as well as to appropriate governance and campus committees to explore trends in student achievement.	Annually	WPST Office, Office of Institutional Research,

*Direct Assessment Method

Preliminary Report of Assessment Results: Discussions and Findings

The General Education Advisory Group reviewed assessment data and made recommendations based on the findings. Table 4 below provides a summary of the General Education Advisory Group's recommendations. See Attachment 3*: General Education Advisory Group Findings, Concerns, and Recommendations by Methods and GE Goal* for a complete list of findings and recommendations organized by assessment measure and General Education learning goal. The recommendations are included in the General Education Academic Program Review and will be forwarded to the General Education subcommittee for review and action.

Table 4: General Recommendations for the Assessment of General Education Program: General Education Advisory Group, January, 2009

Topic	Recommendations
General Education Assessment Methods	
Indirect Assessment	• Add questions about General Education on the IDEA course evaluation. • Develop GE questions on the Graduating Senior Survey that are more concrete • Add GE questions to the Alumni Survey • Familiarize students with the IDEA objectives they are being asked to measure. • Conduct an analysis of GE syllabi to see if goals suggested as being of "H" on faculty interviews are represented in syllabi – especially at the lower division level. • Conduct GE analysis in fall 2009 via doctoral students enrolled in Applied Research course.
Direct Assessment	• Use grades as a direct assessment measure by randomly selecting faculty to develop an assessment to measure a specific GE goal (possibly based on a CLA performance task). • Assessment of selected capstone course projects. • Administration of iSkills.
Academic Program Review	• Clarify General Education Assessment language in the APR; specify/clarify General Education language. • Reemphasize the need to consider General Education as part of the program in APRs.
General Education Goals and Objectives	
Alignment of Goals and Objectives	• Align GE goals and objectives to meet those outlined in Executive Order 1033. • Align GE certification and recertification with General Education goals. Using Executive Order 1033 as a guide, tie aligned objectives into the recertification process. • Complete General Education area self studies to improve alignment of course and area student learning objectives.
Other	
General Education Structure	• Extract General Education from FTES from department FTES targets; put in a pool rather than at the department level.

Draft General Education Assessment Timeline

Table 5 displays a draft timeline for General Education assessment. This timeline and activities will continue to be refined as discussions continue amongst the Faculty Director of General Education, the Faculty Coordinator for the Assessment of Student Learning, and faculty teaching General Education courses. This timeline includes activities that will occur in addition to systematic annual processes such as area assessment reporting and the dissemination and review of university-wide assessment data.

Table 5: Draft General Education Timeline

Cycle Year	Assessment Objective	Assessment Activity	Responsible Office/Committee
Year One: 2009-10	Finalize GE Area Assessment Plans	GE Area Assessment Meetings	Area GE Faculty, Faculty Director of General Education
	Continue alignment of General Education Areas to General Education Learning Goals	Course Syllabi Analysis	Ed.D cohort will conduct the analysis in the Applied Research course in fall 2009.
	External Review	Invite External Reviewer to assess General Education Program.	Faculty Director of General Education, GE subcommittee
	GE Goal Assessment	General Education Goal 6: Global or Multicultural Perspectives	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Two: 2010-11	GE Goal Assessment	General Education Goal 5: Interdisciplinary Relationships	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Three: 2011-12	GE Goal Assessment	General Education Goal 2: Oral and Written Communication	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Four: 2012-13	GE Goal Assessment	General Education Goal 3: Critical Thinking	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Five: 2013-14	GE Goal Assessment	General Education Goal 4: Information Retrieval and Evaluation	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Six: 2014-15		Write Academic Program Review	Faculty Director of General Education, GE subcommittee
	GE Goal Assessment	General Education Goal 1: Subject Knowledge	Faculty Director of General Education, GE Taskforce, Area GE Faculty, GE subcommittee
Year Seven: 2015-16		Submit Academic Program Review	Faculty Director of General Education, GE subcommittee

ATTACHMENT 1

DRAFT - WORKING

Alignment of CSU Stanislaus General Education Learning Goals, GE Areas and Sub-Areas with EO 1033 Student Learning Criteria*

	CSU Stanislaus GE Area A: Communication Skills A1: Oral Communication A2: Written Communication A3: Critical Thinking	**CSU Stanislaus GE Area B: Natural Sciences and Mathematics** B1: Physical Sciences B2: Biological Sciences B3: Mathematics	**CSU Stanislaus GE Area C: Humanities** C1: Arts C2: Literature/Philosophy C3: Foreign Language	**CSU Stanislaus GE Area D: Social, Economic and Political Institutions, and Human Behavior** D1: US History and Constitution/California and Local Government D2: Human Institutions/Culture and Society	**CSU Stanislaus GE Area E: Individual Resources for Lifelong Learning** E1: Individual Resources for Modern Living E2: Physical Education Activities
CSU Stanislaus GE Goal 1: Subject Knowledge	**A1 and A2** *Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication.* **A3** *Students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion.*	**B1 and B2** *Students will develop knowledge of scientific theories, concepts, and data about both living and non-living systems.* **B3** *Students shall develop skills and understanding beyond the level of intermediate algebra.*	**C1, C2 and C3** *Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination.* **C1, C2 and C3** *Students will cultivate intellect, imagination, sensibility and sensitivity.*	**D1 and D2** *Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven.*	**E1 and E2** *Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships*
CSU Stanislaus GE Goal 2: Communication	**A1 and A2** *Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.*	**B3** *Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.*	**C1, C2 and C3** *Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses.*		

* Executive Order 1033 Student Learning Criteria by subject area are *italized*

ATTACHMENT 1

DRAFT - WORKING

Alignment of CSU Stanislaus General Education Learning Goals, GE Areas and Sub-Areas with EO 1033 Student Learning Criteria*

	CSU Stanislaus GE Area A: Communication Skills A1: Oral Communication A2: Written Communication A3: Critical Thinking	**CSU Stanislaus GE Area B: Natural Sciences and Mathematics** B1: Physical Sciences B2: Biological Sciences B3: Mathematics	**CSU Stanislaus GE Area C: Humanities** C1: Arts C2: Literature/Philosophy C3: Foreign Language	**CSU Stanislaus GE Area D: Social, Economic and Political Institutions, and Human Behavior** D1: US History and Constitution/California and Local Government D2: Human Institutions/Culture and Society	**CSU Stanislaus GE Area E: Individual Resources for Lifelong Learning** E1: Individual Resources for Modern Living E2: Physical Education Activities
CSU Stanislaus GE Goal 3: Inquiry and Critical Thinking	**A3** *Students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.*				
CSU Stanislaus GE Goal 4: Information Retrieval and Evaluation	**A1 and A2** *Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.*				
CSU Stanislaus GE Goal 5: Interdisciplinary Relationships				**D1 and D2** *Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven.*	
CSU Stanislaus GE Goal 6: Global or Multicultural Perspectives			**C1, C2 and C3** *Students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.*	**D1 and D2** *Students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.*	

* Executive Order 1033 Student Learning Criteria by subject area are *italized*

ATTACHMENT 1

DRAFT - WORKING

Alignment of CSU Stanislaus General Education Learning Goals, GE Areas and Sub-Areas with EO 1033 Student Learning Critiera*

	CSU Stanislaus GE Area A: Communication Skills A1: Oral Communication A2: Written Communication A3: Critical Thinking	**CSU Stanislaus GE Area B: Natural Sciences and Mathematics** B1: Physical Sciences B2: Biological Sciences B3: Mathematics	**CSU Stanislaus GE Area C: Humanities** C1: Arts C2: Literature/Philosophy C3: Foreign Language	**CSU Stanislaus GE Area D: Social, Economic and Political Institutions, and Human Behavior** D1: US History and Constitution/California and Local Government D2: Human Institutions/Culture and Society	**CSU Stanislaus GE Area E: Individual Resources for Lifelong Learning** E1: Individual Resources for Modern Living E2: Physical Education Activities
CSU Stanislaus GE Goal 7: Social Responsibility		**B1 and B2** *Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.*			**D1 and D2** *Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.*

:epl 04/10/09; 10/02/09

* Executive Order 1033 Student Learning Criteria by subject area are *italized*

Attachment 2
Assessment of General Education: Core Indicators - DRAFT

The table below displays general education data extracted from the Core Indicators. To see a full list of Core Indicators measures and data see http://www.csustan.edu/ir/Pages/CoreIndicators.html

Core Indicator 1: Quality of Programs

Measure	Data Collection and Evidence
Achievement of General Education Learning Goals	Collegiate Learning Assessment Graduating Senior Survey IDEA Course Evaluations iSkills National Survey of Student Engagement Writing Proficiency Screening Test
Findings from External Reviews	Mary Allen Report – General Education Findings
Findings from Program Review Processes	Program Review Report

Core Indicator 2: Quality of Teaching

Measure	Data Collection and Evidence
Student Evaluation of Teaching Effectiveness	General Education student ratings of their progress on 12 IDEA learning objectives.
	General Education student ratings of the instructor
	General Education student ratings of the course
	General Education student rating on 12 learning objectives identified as "essential" by faculty
	General Education student ratings on 12 learning objectives linked to primary teaching approach
	General Education – relationship of faculty selection of primary teaching approaches linked to faculty selection of "essential" learning objectives
Faculty pedagogical approaches	General Education faculty selection of the 12 IDEA learning objectives
	General Education faculty selection of 10 IDEA primary approaches to teaching
	General Education faculty selection of 7 course requirements
	General Education faculty ratings of 9 circumstances that impact learning

Core Indicator 8: Quality of Achieving Equity and Diversity

Diversity in the Classroom/Curricula

Measure	Data Collection and Evidence
Degree to which diversity is included in the curriculum	Global Learning Goals Multicultural General Education Requirement
Level of student involvement/exposure to diversity courses	Multicultural General Education Requirement

:epl 032709

California State University, Stanislaus

General Education Advisory Group Findings, Concerns, and Recommendations by Method and GE Goal

The Faculty Director of General Education organized an *Ad Hoc* General Education Advisory Group in spring 2008. The members of the committee include the chair of the General Education Subcommittee, the Faculty Coordinator of the Assessment for Student Learning, a member of the Library faculty, and four faculty members representing a cross-section of disciplines. In winter 2009, the committee held two all-day workshops to discuss the assessment of university-wide General Education. The findings, concerns and recommendations that emerged from this series of workshops are included in the matrix below. Recommendations are forwarded to the General Education subcommittee for review and action.

Method	**General Education Goal 1: Subject Knowledge**		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	Criteria could be developed to link scores to specific goals and report in the aggregate.	• Cannot rely on grades because not tied to a specific GE student learning objective.	• Use aggregate course grades and report percentages based on the following scale – 1. Needs improvement, 2. Adequate, 3. Proficient. • Conduct an analysis of General Education syllabi for General Education student learning objectives. Align these objectives with the General Education Learning Goals.
Graduating Senior Survey	73% (2004-2005) and 79% (2006-2007) felt GE experience enhanced Goal #1. The degree of agreement that GE enhanced Goal #1 was high-neutral/low agree (both time periods).	• How do we use this information? How do we close the loop? It was noted that customer satisfaction should play a role. Student perceptions are valuable information. • Indirect measure – measures perception only, not learning • Biased sample – respondents may be only those very happy or very unhappy about educational experience. • Validity – concerns with survey questions, i.e., understanding of abstract concepts, distinguishing between learning from GE education from community college vs. Stanislaus and from GE vs. major.	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey. • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	Generally students rate having made substantial progress on "gaining factual knowledge" and "learning fundamental principles" from GE courses (4.1-4.2 both years) which aligns with faculty reporting on emphasis.	• There was no distinction between different areas (e.g. A1, A2) on findings. • The IDEA instrument was not designed to measure faculty effectiveness or student progress- meant to be a diagnostic tool. • Indirect measure – measures perception only, not learning. • Concerns about student knowledge or awareness of what IDEA asks and connection to what happened in class.	• Familiarize students with the IDEA and the learning objectives they are being asked to measure.

Method	**General Education Goal 2: Oral and Written Communication**		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	Overall CLA scores (both time periods) freshman and senior rated At, Above or Well Above expected level.	• Do native students have stronger scores than transfers? Do their ACT/SAT scores match up with transfer students? Benchmark data? Results questionable given the large number of transfer students. • Sample validity – do only strong students volunteer to take the CLA? • It is a direct measure of student learning. However, too general and removed from GE goals to use information to inform faculty teaching GE. • Can compare to other universities, but not very useful if doing okay. • Does overall CLA score align with Goal #2?	• Explore benchmark data compiled by Institutional Research comparing CLA scores across the CSU • Explore the option of creating a local test in addition to the CLA.
Writing Proficiency Screening Test	Critical thinking not assessed. There are significant age, race, ethnicity, income differences that need to be addressed. Number of students passing WPST increased from 2004 to 2007, however standards may have changed as well. Generally 81-87% of students pass WPST on first attempt.	• Good measure of skill – but not a measure of learning in General Education. Did "learn" to write better or develop better writing skills. • Can't evaluate; methodology not described. • Only assesses written communication, what specifically? • How can we use the WPST to close the loop?	• Conduct a relationship study between non-ESL and pass rates on the WPST • Develop strategies to improve achievement of diverse populations
Course-Embedded Assessment	Area A course grades reflect student achievement on this goal. At this point, grades are not specifically linked to goals and they include other indicators, such as attendance and effort.	• Without a specific performance indicator, it is difficult to correlate grades with achievement on this goal.	
Graduating Senior Survey	64% (2004-2005) and 69% (2006-2007) of student respondents felt that the GE experience enhanced Goal #2. The degree of agreement that GE enhanced Goal #2 was medium- to high-neutral/low agree (3.54 & 3.72 (2004-2005), 3.74 & 3.83 (2006-2007)). However, agreement that GE experience enhanced ability to communicate rated lower that degree of personal gain in writing and speaking effectively (4.02-4.17 (2004-2005) & 4.09-4.29 (2006-2007) from attendance at CSU Stanislaus.	• Indirect measure that measures perception only, not learning. • Noted that respondents may be only those very happy or very unhappy about education experience; may bias sample. • Concerns with the validity of findings on General Education items. Noted that GE survey items deal with abstract concepts and that no clear distinction is made between learning in GE courses and learning in the major.	• Develop explicit questions on Graduating Senior Survey related to the General Education Learning Goals.

Method	**General Education Goal 2: Oral and Written Communication (continued)**		
	Findings	*Concerns*	*Recommendations*
IDEA Student Evaluations	It was noted that communication received the lowest rating of all IDEA objectives; generally students rate having made moderate progress on "oral/written communication" from GE courses (3.3 both years).	• Indirect measure – measures perception only, not learning. • Concerns about student knowledge or awareness of the connection between IDEA objectives and course content.	• Complete IDEA mapping in reverse; list the twelve IDEA objectives and align with the General Education Learning Goals rather than vice versa.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	It was noted that these measures are better for university-wide assessment.	• It is an indirect measure. • Doesn't distinguish perceptions learning from GE vs. major. • It provides benchmark comparisons to other universities; but not helpful in closing the loop.	

Method	**General Education Goal 3: Critical Thinking**		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	If it is run regularly and the sample size is large and diverse enough to be statistically relevant it would seem to be a good assessment of Goal 3. While it does not point specifically to GE, appear to be the most direct and aligned to Goal 3.	• It is still unclear how good an indicator this would be. Implementation and reevaluation would be critical to determine the value of these data. • It is also unclear how good the data set would be and this would have to be assessed and evaluated over time.	• Follow scores on these tasks "Make-an-Argument" and "Critique-an-Argument" over time; increases and or decreases can be tracked and used as indicators. • Use the "performance level" as an indicator of achievement; if these tasks drop below the "at average" level this would trigger a further look at this goal area.
Course-Embedded Assessment	It was noted that course-embedded assessments are going to be critical to the assessment of GE Goal 3: Critical Thinking in the long term. It was noted that this type of measure gives the best direct data to display how students are performing on this goal. These will have to be carefully selected and designed embedded assignments in courses within GE that strongly address developing critical thinking and inquiry.	• Unfortunately, we do not have any of these in place for this review. • Cannot rely on grades because not tied to a specific GE student learning objective.	• Using CLA or a CLA task as a model; develop an embedded assessment/ assignment to be sampled in GE courses.
Graduating Senior Survey	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show if the program is being implemented.	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development.	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	Students rated high achievement on this goal – almost "substantial progress."	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	In the NSSE/FSSE – hard-pressed to find linkages, but is a first step to show id the program is being implemented	• These are "indirect" methods and not measuring students' skills or progress in the area but either their perceived development, or others perception of how much they have learned in the FSSE.	

Method	**General Education Goal 4: Information Retrieval and Evaluation**		
	Findings	*Concerns*	*Recommendations/Actions*
Collegiate Learning Assessment	The CLA does measure information evaluation, but does not look at retrieval	• Does not measure retrieval	
Course-Embedded Assessment	Information literacy needs to be tied to a GE Area.	• Information Literacy is not currently tied specifically to a GE Area.	• Incorporate/embed an information literacy component in GE courses. • Add information retrieval and evaluation to Area E. • Continue work with the Library faculty to set up research sessions (liaisons).
iSkills	Information Literacy (also called Information Competency) as defined by the Association of College Research Libraries (ACRL) is a range of skills that span library research, evaluating sources, and using sources to create new knowledge, including with communication technologies. The iSkills test deals mostly with information literacy, though more heavy on the communication technology aspects. Students work through several scenarios, each highlighting a different skill set, and answer multiple-choice questions. The iSkills test has only been piloted on campus, so there are no findings available.	• iSkills has not been administered. • Unless we test students as they enter and exit, we will not be testing them on what they learn during their years here, much less in any particular GE course. • An aggregate score would include students' performance on skills that are not necessarily taught here, such as web design.	• Align iSkills tasks with General Education Learning Goals. • Isolate the skills the information literacy skills that we teach and examine those scores. • Administer iSkills.
Graduating Senior Survey	GE skills are targeted in the GSS. Perceptions seem to reflect success, but trends seem problematic.	• Longitudinal data displays inconsistency in progress	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey. • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	In 04-05, 35% of faculty felt that it was at least important for their courses (05-06 37%). Considering that many courses do not include a research project, this is promising. Still, students rated their progress as "fair" (3.6 out of 5) in both 04-05 and 05-06. These scores were higher in courses in which faculty felt information literacy was an essential skill.	• It doesn't measure very much. Even if some instructors felt it important, they may not have consciously taught it or articulated it to students as a course goal.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	52% of faculty said students work on papers and projects that integrate ideas and information from various sources often or very often. Also, faculty thought that this knowledge/skill contributed to students' personal development; 61% of students use computing and information technology.	• Indirect measure	

Method	**General Education Goal 5: Interdisciplinary Relationships**		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	The "high relevance" of this goal to areas C2 and C3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance; however, there is nothing mechanized or coded. **FYE and Summit** In FYE, Learning Objectives for the Seminar include the following "1. Explain how key ideas in one course relate to content of the second course," and "3. Demonstrate understanding of the relationship between the linked classes and general education goals." These objectives were met through weekly assignments, group presentations, and a portfolio, one key element of which is "e. What have you learned about the way your classes this semester are linked to the goals of general education?" Passing the cluster hence is a reliable and valid measure of meeting the introduction of this goal. Portfolios, gathered in a random sample and assessed through a common rubric for the "e" category above, should accomplish assessment of actual student performance in this area for all students enrolled in clusters. The assessment of the pilot Summit program (2003) reveals the same intensity of interest in this goal. In addition, outcomes assessment performed on summative end-of-cluster projects ("capstone projects, service learning projects, written portfolios, and oral presentations") indicates satisfactory achievement of this goal for those students enrolled in those clusters.	• The real limitation to the assessment of FYE and Summit data and reports, of course, is the limited number of students enrolled in the clusters. FYE achieved a maximum of 281 students in F07, and is now practically defunct. Likewise, only two Summit clusters made course limits in order to be offered in 0809, and there have never been more than five clusters in any given academic year. Therefore, the small percentage of students in these programs does not provide reliability or validity of results for this goal in the GE program overall.	• Institute universal FYE model and make the FYE seminar the default option for Area E. Need to consider what design would work on this campus. • Emphasize this goal in Area E1 to provide a secure place for goal introduction and embedded assessment (portfolio sampling).

Method	**General Education Goal 5: Interdisciplinary Relationships**		
	Findings	*Concerns*	*Recommendations/Actions*
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; avg. 68% improved understanding of interdisciplinary relationships.	• Indirect measure	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported "quite a bit" of coursework synthesized ideas and projects required integration of knowledge (both statistically even with peers). About half of students reported having to solve complex real world problems (statistically even with peers). Despite low reliability, goal appears to be met according to this measure.	• It was noted that it is difficult to judge reliability due to small sample sizes (approx 100 each FR & SR each year) and margin of error (8-12%).	

Method	**General Education Goals 6 and 7: Global Perspectives and Social Responsibility**		
	Findings	*Concerns*	*Recommendations/Actions*
Course-Embedded Assessment	The "high relevance" of this goal to areas C2 and 3, and "pass with C or higher" marks regularly exceeding 83% suggest a weak indicator for student accomplishment in this goal. Currently, data from course proposals and sample syllabi are on file that might provide more compelling evidence of actual assignments or indicators that could produce a benchmark ideal for performance.	• There is nothing currently mechanized or coded to analyze course proposals and sample syllabi.	• Use scores from embedded assignments in multicultural courses. This would require coordination with instructors of these courses.
Writing Proficiency Screening Test	The WPST could potentially be used as a direct measure of GE Goals 6 and 7.	• Not sure how tracking would be done year-to-year. A suitable prompt could only be used every few years or so at the most. • It would take a group to read the responses, or a statistically relevant portion of them, to score based on a rubric that would also need to be developed. • It would probably take several years worth of data and rigorous evaluation to determine what the data means and when it would trigger changes at the course level and in which courses (Area G would be an obvious place to start).	• Develop a related prompt for the WPST.
Graduating Senior Survey	Between 11 and 26% of graduating seniors reporting; approx 69% improved social responsibility on the Graduating Senior Survey. It would take several years worth of data and careful evaluation to determine what would be target goals for responses and when a review at the course-level would be triggered.	• Indirect measure	• Draft specific questions on General Education Learning Goals for the Graduating Senior Survey • Cycle the General Education Learning Goals on the survey.
IDEA Student Evaluations	While there is a connection to GE Goal 7 here, it is tangential; moreover, only 30% of faculty rated this objective as "important" or "essential" (i.e., 70% rated it as "not important" at all). Student information, however, suggests that students view this objective as more important at the upper-division than the lower division level, and their overall mean rating of progress was 3.4-3.5. These data do support the findings of the Faculty Interviews.	• This is an "indirect" method and not measuring the students' skills or progress in the area but their perceived development. • GE Goal 6 is not measured on the IDEA evaluation.	• Familiarize students with IDEA objectives throughout the semester. • Add GE items to the IDEA form.

Method	**General Education Goals 6 and 7: Global Perspectives and Social Responsibility (continued)**		
	Findings	*Concerns*	*Recommendations/Actions*
National Survey of Student Engagement (NSSE)/ Faculty Survey of Student Engagement (FSSE)	Approximately 80% of students reported "acquiring a broad general education" (statistically even with peers). Students reported that "quite a bit" of coursework required making value judgments. However, when asked if they "developed a personal code of values or ethics," or "contributed to the welfare of their community" only approximately 40% could admit to it, and scored much lower than peer institutions in both categories.	• It is difficult to judge reliability and validity due to small sample sizes (approx 100 each FR & SR each year) and margin of error (8-12%).	• Despite limited reliability of the measure, emphasis on this goal could be enhanced.

:epl 03/14/09

Appendix H
California State University, Stanislaus

	2004/05 GE courses			2005/06 GE courses			2006/07 GE courses			2007/08 GE courses		
	Number	% of grand total	% of area total	Number	% of grand total	% of area total	Number	% of grand total	% of area total	Number	% of grand total	% of area total
A1: Oral Communicat	**28**	**3.3%**	**100.0%**	**A1: Oral Communicatic**	**34**	**3.7%**	**100.0%**	**A1: Oral Commun**	**38**	**3.8%**	**100.0%**	**A1: Oral Commun**	**44**	**4.2%**	**100.0%**
Professor	2	0.2%	7.1%	Professor	0	0.0%	0.0%	Professor	0	0.0%	0.0%	Professor	0	0.0%	0.0%
Associate Professor	1	0.1%	3.6%	Associate Professor	1	0.1%	2.9%	Associate Profes	1	0.1%	2.6%	Associate Profess	1	0.1%	2.3%
Assistant Professor	3	0.4%	10.7%	Assistant Professor	6	0.7%	17.6%	Assistant Profess	4	0.4%	10.5%	Assistant Professc	12	1.1%	27.3%
Instructor	19	2.2%	67.9%	Instructor	20	2.2%	58.8%	Instructor	27	2.7%	71.1%	Instructor	24	2.3%	54.5%
Graduate Assistant	2	0.2%	7.1%	Graduate Assistant	7	0.8%	20.6%	Graduate Assista	6	0.6%	15.8%	Graduate Assistar	7	0.7%	15.9%
Unknown	1	0.1%	3.6%												
A2: Written Communi	**31**	**3.6%**	**100.0%**	**A2: Written Communic**	**33**	**3.6%**	**100.0%**	**A2: Written Comn**	**40**	**4.0%**	**100.0%**	**A2: Written Comn**	**43**	**4.1%**	**100.0%**
Professor	0	0.0%	0.0%	Professor	1	0.1%	3.0%	Professor	0	0.0%	0.0%	Professor	0	0.0%	0.0%
Associate Professor	0	0.0%	0.0%	Associate Professor	0	0.0%	0.0%	Associate Profes	3	0.3%	7.5%	Associate Profess	1	0.1%	2.3%
Assistant Professor	6	0.7%	19.4%	Assistant Professor	9	1.0%	27.3%	Assistant Profess	6	0.6%	15.0%	Assistant Professc	6	0.6%	14.0%
Instructor	24	2.8%	77.4%	Instructor	23	2.5%	69.7%	Instructor	29	2.9%	72.5%	Instructor	32	3.0%	74.4%
Teaching Associate	1	0.1%	3.2%	Teaching Associate	0	0.0%	0.0%	Teaching Associa	0	0.0%	0.0%	Teaching Associat	4	0.4%	9.3%
Graduate Assistant	0	0.0%	0.0%	Graduate Assistant	0	0.0%	0.0%	Graduate Assista	2	0.2%	5.0%	Graduate Assistar	0	0.0%	0.0%
A3: Critical Thinking	**28**	**3.3%**	**100.0%**	**A3: Critical Thinking**	**34**	**3.7%**	**100.0%**	**A3: Critical Thinki**	**39**	**3.9%**	**100.0%**	**A3: Critical Thinki**	**42**	**4.0%**	**100.0%**
Professor	4	0.5%	14.3%	Professor	5	0.5%	14.7%	Professor	3	0.3%	7.7%	Professor	2	0.2%	4.8%
Associate Professor	1	0.1%	3.6%	Associate Professor	2	0.2%	5.9%	Associate Profes	1	0.1%	2.6%	Associate Profess	4	0.4%	9.5%
Assistant Professor	6	0.7%	21.4%	Assistant Professor	6	0.7%	17.6%	Assistant Profess	7	0.7%	17.9%	Assistant Professc	11	1.0%	26.2%
Instructor	16	1.9%	57.1%	Instructor	21	2.3%	61.8%	Instructor	28	2.8%	71.8%	Instructor	25	2.4%	59.5%
Unknown	1	0.1%	3.6%												
B1: Physical Sciences	**79**	**9.3%**	**100.0%**	**B1: Physical Science**	**86**	**9.4%**	**100.0%**	**B1: Physical Scien**	**100**	**10.0%**	**100.0%**	**B1: Physical Scie**	**98**	**9.3%**	**100.0%**
Professor	25	2.9%	31.6%	Professor	15	1.6%	17.4%	Professor	23	2.3%	23.0%	Professor	23	2.2%	23.5%
Associate Professor	11	1.3%	13.9%	Associate Professor	7	0.8%	8.1%	Associate Profes	3	0.3%	3.0%	Associate Profess	12	1.1%	12.2%
Assistant Professor	37	4.3%	46.8%	Assistant Professor	60	6.6%	69.8%	Assistant Profess	59	5.9%	59.0%	Assistant Professc	43	4.1%	43.9%
Instructor	2	0.2%	2.5%	Instructor	2	0.2%	2.3%	Instructor	13	1.3%	13.0%	Instructor	20	1.9%	20.4%
Teaching Assistant	0	0.0%	0.0%	Teaching Assistant	2	0.2%	2.3%	Teaching Assistar	2	0.2%	2.0%	Teaching Assistan	0	0.0%	0.0%
Unknown	4	0.5%	5.1%												
B2: Biological Scienc	**24**	**2.8%**	**100.0%**	**B2: Biological Science**	**27**	**3.0%**	**100.0%**	**B2: Biological Scie**	**32**	**3.2%**	**100.0%**	**B2: Biological Sci**	**37**	**3.5%**	**100.0%**
Professor	8	0.9%	33.3%	Professor	9	1.0%	33.3%	Professor	6	0.6%	18.8%	Professor	8	0.8%	21.6%
Associate Professor	5	0.6%	20.8%	Associate Professor	1	0.1%	3.7%	Associate Profes	4	0.4%	12.5%	Associate Profess	2	0.2%	5.4%
Assistant Professor	2	0.2%	8.3%	Assistant Professor	8	0.9%	29.6%	Assistant Profess	13	1.3%	40.6%	Assistant Professc	15	1.4%	40.5%
Instructor	8	0.9%	33.3%	Instructor	9	1.0%	33.3%	Instructor	8	0.8%	25.0%	Instructor	8	0.8%	21.6%
Graduate Assistant	0	0.0%	0.0%	Graduate Assistant	0	0.0%	0.0%	Graduate Assista	1	0.1%	3.1%	Graduate Assistar	4	0.4%	10.8%
Unknown	1	0.1%	4.2%												
B3: Mathematics	**60**	**7.0%**	**100.0%**	**B3: Mathematics**	**64**	**7.0%**	**100.0%**	**B3: Mathematics**	**66**	**6.6%**	**100.0%**	**B3: Mathematics**	**75**	**7.1%**	**100.0%**
Professor	18	2.1%	30.0%	Professor	20	2.2%	31.3%	Professor	19	1.9%	28.8%	Professor	21	2.0%	28.0%
Associate Professor	3	0.4%	5.0%	Associate Professor	2	0.2%	3.1%	Associate Profes	2	0.2%	3.0%	Associate Profess	2	0.2%	2.7%
Assistant Professor	18	2.1%	30.0%	Assistant Professor	24	2.6%	37.5%	Assistant Profess	25	2.5%	37.9%	Assistant Professc	33	3.1%	44.0%
Instructor	18	2.1%	30.0%	Instructor	18	2.0%	28.1%	Instructor	20	2.0%	30.3%	Instructor	19	1.8%	25.3%
Unknown	3	0.4%	5.0%												
Biology Lab only	**34**	**4.0%**	**100.0%**	**Biology Lab only**	**36**	**4.0%**	**100.0%**	**Biology Lab only**	**36**	**3.6%**	**100.0%**	**Biology Lab only**	**33**	**3.1%**	**100.0%**
Professor	5	0.6%	14.7%	Professor	6	0.7%	16.7%	Professor	4	0.4%	11.1%	Professor	8	0.8%	24.2%
Associate Professor	4	0.5%	11.8%	Associate Professor	1	0.1%	2.8%	Associate Profes	2	0.2%	5.6%	Associate Profess	0	0.0%	0.0%
Assistant Professor	20	2.3%	58.8%	Assistant Professor	20	2.2%	55.6%	Assistant Profess	16	1.6%	44.4%	Assistant Professc	19	1.8%	57.6%
Instructor	2	0.2%	5.9%	Instructor	7	0.8%	19.4%	Instructor	6	0.6%	16.7%	Instructor	3	0.3%	9.1%
Graduate Assistant	0	0.0%	0.0%	Graduate Assistant	2	0.2%	5.6%	Graduate Assista	4	0.4%	11.1%	Graduate Assistar	0	0.0%	0.0%
Teaching Associate	0	0.0%	0.0%	Teaching Associate	0	0.0%	0.0%	Teaching Associa	4	0.4%	11.1%	Teaching Associat	3	0.3%	9.1%
Unknown	3	0.4%	8.8%												
C1: Arts	**60**	**7.0%**	**100.0%**	**C1: Arts**	**59**	**6.5%**	**100.0%**	**C1: Arts**	**65**	**6.5%**	**100.0%**	**C1: Arts**	**70**	**6.6%**	**100.0%**
Professor	19	2.2%	31.7%	Professor	17	1.9%	28.8%	Professor	20	2.0%	30.8%	Professor	19	1.8%	27.1%
Associate Professor	15	1.8%	25.0%	Associate Professor	13	1.4%	22.0%	Associate Profes	19	1.9%	29.2%	Associate Profess	21	2.0%	30.0%
Assistant Professor	16	1.9%	26.7%	Assistant Professor	16	1.8%	27.1%	Assistant Profess	12	1.2%	18.5%	Assistant Professc	13	1.2%	18.6%
Instructor	9	1.1%	15.0%	Instructor	13	1.4%	22.0%	Instructor	14	1.4%	21.5%	Instructor	17	1.6%	24.3%
Unknown	1	0.1%	1.7%												
C2: Literature / Philos	**29**	**3.4%**	**100.0%**	**C2: Literature / Philosc**	**33**	**3.6%**	**100.0%**	**C2: Literature / Ph**	**39**	**3.9%**	**100.0%**	**C2: Literature / Ph**	**45**	**4.3%**	**100.0%**
Professor	6	0.7%	20.7%	Professor	8	0.9%	24.2%	Professor	6	0.6%	15.4%	Professor	7	0.7%	15.6%
Associate Professor	2	0.2%	6.9%	Associate Professor	2	0.2%	6.1%	Associate Profes	6	0.6%	15.4%	Associate Profess	6	0.6%	13.3%
Assistant Professor	18	2.1%	62.1%	Assistant Professor	17	1.9%	51.5%	Assistant Profess	14	1.4%	35.9%	Assistant Professc	22	2.1%	48.9%
Instructor	2	0.2%	6.9%	Instructor	6	0.7%	18.2%	Instructor	13	1.3%	33.3%	Instructor	10	0.9%	22.2%
Unknown	1	0.1%	3.4%												
C3: Foreign Language	**49**	**5.7%**	**100.0%**	**C3: Foreign Language**	**46**	**5.0%**	**100.0%**	**C3: Foreign Langu**	**51**	**5.1%**	**100.0%**	**C3: Foreign Langu**	**56**	**5.3%**	**100.0%**
Professor	14	1.6%	28.6%	Professor	9	1.0%	19.6%	Professor	13	1.3%	25.5%	Professor	15	1.4%	26.8%
Associate Professor	2	0.2%	4.1%	Associate Professor	2	0.2%	4.3%	Associate Profes	3	0.3%	5.9%	Associate Profess	2	0.2%	3.6%
Assistant Professor	9	1.1%	18.4%	Assistant Professor	8	0.9%	17.4%	Assistant Profess	7	0.7%	13.7%	Assistant Professc	5	0.5%	8.9%
Instructor	23	2.7%	46.9%	Instructor	27	3.0%	58.7%	Instructor	24	2.4%	47.1%	Instructor	31	2.9%	55.4%
Assistant	0	0.0%	0.0%	Assistant	0	0.0%	0.0%	Assistant	4	0.4%	7.8%	Assistant	3	0.3%	5.4%
Unknown	1	0.1%	2.0%												
D1A: U.S. History & C	**15**	**1.8%**	**100.0%**	**D1A: U.S. History & Co**	**22**	**2.4%**	**100.0%**	**D1A: U.S. History**	**22**	**2.2%**	**100.0%**	**D1A: U.S. History**	**26**	**2.5%**	**100.0%**
Professor	7	0.8%	46.7%	Professor	8	0.9%	36.4%	Professor	7	0.7%	31.8%	Professor	9	0.9%	34.6%
Associate Professor	1	0.1%	6.7%	Associate Professor	0	0.0%	0.0%	Associate Profes	0	0.0%	0.0%	Associate Profess	0	0.0%	0.0%
Assistant Professor	7	0.8%	46.7%	Assistant Professor	9	1.0%	40.9%	Assistant Profess	7	0.7%	31.8%	Assistant Professc	3	0.3%	11.5%
Instructor	0	0.0%	0.0%	Instructor	5	0.5%	22.7%	Instructor	8	0.8%	36.4%	Instructor	14	1.3%	53.8%
D1B: U.S. Constitution and California State and Local Government	**13**	**1.5%**	**100.0%**	**D1B: U.S. Constitution and California State and Local Government**	**12**	**1.3%**	**100.0%**	**D1B: U.S. Constitution and California State and Local Government**	**14**	**1.4%**	**100.0%**	**D1B: U.S. Constitution and California State and Local Government**	**16**	**1.5%**	**100.0%**
Professor	7	0.8%	53.8%	Professor	4	0.4%	33.3%	Professor	4	0.4%	28.6%	Professor	3	0.3%	18.8%
Associate Professor	1	0.1%	7.7%	Associate Professor	5	0.5%	41.7%	Associate Profes	6	0.6%	42.9%	Associate Profess	5	0.5%	31.3%
Assistant Professor	5	0.6%	38.5%	Assistant Professor	3	0.3%	25.0%	Assistant Profess	4	0.4%	28.6%	Assistant Professc	6	0.6%	37.5%
Instructor	0	0.0%	0.0%	Instructor	0	0.0%	0.0%	Instructor	0	0.0%	0.0%	Instructor	2	0.2%	12.5%

D2A: Human Institutic	39	4.6%	100.0%
Professor	9	1.1%	23.1%
Associate Professor	4	0.5%	10.3%
Assistant Professor	20	2.3%	51.3%
Instructor	2	0.2%	5.1%
Assistant	3	0.4%	7.7%
Unknown	1	0.1%	2.6%
D2B: Culture & Societ	27	3.2%	100.0%
Professor	10	1.2%	37.0%
Associate Professor	1	0.1%	3.7%
Assistant Professor	12	1.4%	44.4%
Instructor	4	0.5%	14.8%
Teaching Assistant	0	0.0%	0.0%
E1: Individual Resour	51	6.0%	100.0%
Professor	5	0.6%	9.8%
Associate Professor	2	0.2%	3.9%
Assistant Professor	11	1.3%	21.6%
Instructor	10	1.2%	19.6%
Assistant	21	2.5%	41.2%
Administrator	0	0.0%	0.0%
Graduate Assistant	0	0.0%	0.0%
Unknown	2	0.2%	3.9%
E2: Physical Educatio	34	4.0%	100.0%
Professor	2	0.2%	5.9%
Associate Professor	0	0.0%	0.0%
Assistant Professor	3	0.4%	8.8%
Instructor	17	2.0%	50.0%
Assistant	8	0.9%	23.5%
Coach AY	4	0.5%	11.8%
F1: Natural Sciences a	78	9.1%	100.0%
Professor	13	1.5%	16.7%
Associate Professor	8	0.9%	10.3%
Assistant Professor	13	1.5%	16.7%
Instructor	4	0.5%	5.1%
Assistant	33	3.9%	42.3%
Teaching Assistant	0	0.0%	0.0%
Unknown	7	0.8%	9.0%
F2: Humanities	55	6.4%	100.0%
Professor	13	1.5%	23.6%
Associate Professor	1	0.1%	1.8%
Assistant Professor	22	2.6%	40.0%
Instructor	15	1.8%	27.3%
Unknown	4	0.5%	7.3%
F3: Social, Economic, and Political Institutions & Human Behavior	80	9.4%	100.0%
Professor	26	3.0%	32.5%
Associate Professor	12	1.4%	15.0%
Assistant Professor	16	1.9%	20.0%
Instructor	20	2.3%	25.0%
Teaching Associate	1	0.1%	1.3%
Unknown	5	0.6%	6.3%
G: Multicultural Requirement (not cross-referenced with another GE area)	40	4.7%	100.0%
Professor	10	1.2%	25.0%
Associate Professor	5	0.6%	12.5%
Assistant Professor	16	1.9%	40.0%
Instructor	7	0.8%	17.5%
Unknown	2	0.2%	5.0%
Grand Total	854	100.0%	

D2A: Human Institutior	40	4.4%	9.9%
Professor	7	0.8%	1.7%
Associate Professor	5	0.5%	1.2%
Assistant Professor	20	2.2%	5.0%
Instructor	5	0.5%	1.2%
Assistant	3	0.3%	0.7%
D2B: Culture & Society	36	4.0%	100.0%
Professor	13	1.4%	36.1%
Associate Professor	1	0.1%	2.8%
Assistant Professor	15	1.6%	41.7%
Instructor	7	0.8%	19.4%
Teaching Assistant	0	0.0%	0.0%
E1: Individual Resourc	54	5.9%	100.0%
Professor	4	0.4%	7.4%
Associate Professor	1	0.1%	1.9%
Assistant Professor	11	1.2%	20.4%
Instructor	23	2.5%	42.6%
Assistant	14	1.5%	25.9%
Administrator	1	0.1%	1.9%
Graduate Assistant	0	0.0%	0.0%
E2: Physical Education	34	3.7%	100.0%
Professor	2	0.2%	5.9%
Associate Professor	1	0.1%	2.9%
Assistant Professor	1	0.1%	2.9%
Instructor	18	2.0%	52.9%
Assistant	9	1.0%	26.5%
Coach AY	3	0.3%	8.8%
F1: Natural Sciences a	79	8.7%	100.0%
Professor	10	1.1%	12.7%
Associate Professor	7	0.8%	8.9%
Assistant Professor	10	1.1%	12.7%
Instructor	8	0.9%	10.1%
Assistant	42	4.6%	53.2%
Teaching Assistant	2	0.2%	2.5%
F2: Humanities	64	7.0%	100.0%
Professor	14	1.5%	21.9%
Associate Professor	1	0.1%	1.6%
Assistant Professor	30	3.3%	46.9%
Instructor	18	2.0%	28.1%
Senior Assistant	1	0.1%	1.6%
F3: Social, Economic, and Political Institutions and Human Behavior	90	9.9%	100.0%
Professor	31	3.4%	34.4%
Associate Professor	14	1.5%	15.6%
Assistant Professor	23	2.5%	25.6%
Instructor	20	2.2%	22.2%
Teaching Associate	2	0.2%	2.2%
Area G: Multicultural Requirement (not cross-referenced with another GE area)	28	3.1%	100.0%
Professor	5	0.5%	17.9%
Associate Professor	5	0.5%	17.9%
Assistant Professor	9	1.0%	32.1%
Instructor	9	1.0%	32.1%
Grand Total	911	100.0%	

D2A: Human Instit	51	5.1%	100.0%
Professor	10	1.0%	19.6%
Associate Profes	3	0.3%	5.9%
Assistant Profess	16	1.6%	31.4%
Instructor	19	1.9%	37.3%
Assistant	3	0.3%	5.9%
D2B: Culture & So	37	3.7%	100.0%
Professor	12	1.2%	32.4%
Associate Profes	3	0.3%	8.1%
Assistant Profess	11	1.1%	29.7%
Instructor	10	1.0%	27.0%
Teaching Assistar	1	0.1%	2.7%
E1: Individual Res	58	5.8%	100.0%
Professor	6	0.6%	10.3%
Associate Profes	3	0.3%	5.2%
Assistant Profess	17	1.7%	29.3%
Instructor	12	1.2%	20.7%
Assistant	17	1.7%	29.3%
Administrator	2	0.2%	3.4%
Graduate Assista	1	0.1%	1.7%
E2: Physical Educa	48	4.8%	100.0%
Professor	2	0.2%	4.2%
Associate Profes	0	0.0%	0.0%
Assistant Profess	6	0.6%	12.5%
Instructor	28	2.8%	58.3%
Assistant	12	1.2%	25.0%
F1: Natural Scienc	80	8.0%	100.0%
Professor	11	1.1%	13.8%
Associate Profes	7	0.7%	8.8%
Assistant Profess	14	1.4%	17.5%
Instructor	5	0.5%	6.3%
Assistant	41	4.1%	51.3%
Teaching Assistar	2	0.2%	2.5%
F2: Humanities	64	6.4%	100.0%
Professor	13	1.3%	20.3%
Associate Profes	2	0.2%	3.1%
Assistant Profess	27	2.7%	42.2%
Instructor	22	2.2%	34.4%
F3: Social, Economic, and Political Institutions & Human Behavior	88	8.8%	100.0%
Professor	28	2.8%	31.8%
Associate Profes	11	1.1%	12.5%
Assistant Profess	28	2.8%	31.8%
Instructor	19	1.9%	21.6%
Teaching Associa	2	0.2%	2.3%
G: Multicultural Requirement only (not cross-referenced with another GE area)	32	3.2%	100.0%
Professor	11	1.1%	34.4%
Associate Profes	1	0.1%	3.1%
Assistant Profess	12	1.2%	37.5%
Instructor	8	0.8%	25.0%
Grand Total	1,000	100.0%	

D2A: Human Instit	52	4.9%	100.0%
Professor	10	0.9%	19.2%
Associate Profess	3	0.3%	5.8%
Assistant Professc	19	1.8%	36.5%
Instructor	20	1.9%	38.5%
Assistant	0	0.0%	0.0%
D2B: Culture & Sc	41	3.9%	100.0%
Professor	12	1.1%	29.3%
Associate Profess	3	0.3%	7.3%
Assistant Professc	12	1.1%	29.3%
Instructor	14	1.3%	34.1%
Teaching Assistan	0	0.0%	0.0%
E1: Individual Res	63	6.0%	100.0%
Professor	5	0.5%	7.9%
Associate Profess	3	0.3%	4.8%
Assistant Professc	14	1.3%	22.2%
Instructor	33	3.1%	52.4%
Assistant	6	0.6%	9.5%
Administrator	0	0.0%	0.0%
Graduate Assistar	2	0.2%	3.2%
E2: Physical Educ	50	4.7%	100.0%
Professor	2	0.2%	4.0%
Associate Profess	5	0.5%	10.0%
Assistant Professc	3	0.3%	6.0%
Instructor	34	3.2%	68.0%
Assistant	6	0.6%	12.0%
F1: Natural Scienc	85	8.1%	100.0%
Professor	12	1.1%	14.1%
Associate Profess	10	0.9%	11.8%
Assistant Professc	14	1.3%	16.5%
Instructor	19	1.8%	22.4%
Assistant	30	2.8%	35.3%
Teaching Assistan	0	0.0%	0.0%
F2: Humanities	67	6.4%	100.0%
Professor	12	1.1%	17.9%
Associate Profess	13	1.2%	19.4%
Assistant Professc	19	1.8%	28.4%
Instructor	23	2.2%	34.3%
F3: Social, Economic, and Political Institutions & Human Behavior	88	8.3%	100.0%
Professor	25	2.4%	28.4%
Associate Profess	13	1.2%	14.8%
Assistant Professc	24	2.3%	27.3%
Instructor	24	2.3%	27.3%
Teaching Associat	2	0.2%	2.3%
G: Multicultural Requirement only (not cross-referenced with another GE area)	24	2.3%	100.0%
Professor	9	0.9%	37.5%
Associate Profess	5	0.5%	20.8%
Assistant Professc	10	0.9%	41.7%
Instructor	0	0.0%	0.0%
Grand Total	1,055	100.0%	

Appendix H
California State University, Stanislaus

	2004/05	2005/06	2006/07	2007/08
	Number	Number	Number	Number
A1: Oral Communication	**28**	**34**	**38**	**44**
Professor	2	0	0	0
Associate Professor	1	1	1	1
Assistant Professor	3	6	4	12
Instructor	19	20	27	24
Graduate Assistant	2	7	6	7
Unknown	1			
A2: Written Communication	**31**	**33**	**40**	**43**
Professor	0	1	0	0
Associate Professor	0	0	3	1
Assistant Professor	6	9	6	6
Instructor	24	23	29	32
Teaching Associate	1	0	0	4
Graduate Assistant	0	0	2	0
A3: Critical Thinking	**28**	**34**	**39**	**42**
Professor	4	5	3	2
Associate Professor	1	2	1	4
Assistant Professor	6	6	7	11
Instructor	16	21	28	25
Unknown	1			
B1: Physical Sciences	**79**	**86**	**100**	**98**
Professor	25	15	23	23
Associate Professor	11	7	3	12
Assistant Professor	37	60	59	43
Instructor	2	2	13	20
Teaching Assistant	0	2	2	0
Unknown	4			
B2: Biological Sciences	**24**	**27**	**32**	**37**
Professor	8	9	6	8
Associate Professor	5	1	4	2
Assistant Professor	2	8	13	15
Instructor	8	9	8	8
Graduate Assistant	0	0	1	4
Unknown	1			
B3: Mathematics	**60**	**64**	**66**	**75**
Professor	18	20	19	21
Associate Professor	3	2	2	2
Assistant Professor	18	24	25	33
Instructor	18	18	20	19
Unknown	3			
Biology Lab only	**34**	**36**	**36**	**33**
Professor	5	6	4	8
Associate Professor	4	1	2	0
Assistant Professor	20	20	16	19
Instructor	2	7	6	3

Graduate Assistant	0	2	4	0
Teaching Associate	0	0	4	3
Unknown	3			
C1: Arts	**60**	**59**	**65**	**70**
Professor	19	17	20	19
Associate Professor	15	13	19	21
Assistant Professor	16	16	12	13
Instructor	9	13	14	17
Unknown	1			
C2: Literature / Philosophy	**29**	**33**	**39**	**45**
Professor	6	8	6	7
Associate Professor	2	2	6	6
Assistant Professor	18	17	14	22
Instructor	2	6	13	10
Unknown	1			
C3: Foreign Language	**49**	**46**	**51**	**56**
Professor	14	9	13	15
Associate Professor	2	2	3	2
Assistant Professor	9	8	7	5
Instructor	23	27	24	31
Assistant	0	0	4	3
Unknown	1			
D1A: U.S. History & Constitution	**15**	**22**	**22**	**26**
Professor	7	8	7	9
Associate Professor	1	0	0	0
Assistant Professor	7	9	7	3
Instructor	0	5	8	14
D1B: U.S. Constitution and California State and Local Government	**13**	**12**	**14**	**16**
Professor	7	4	4	3
Associate Professor	1	5	6	5
Assistant Professor	5	3	4	6
Instructor	0	0	0	2
D2A: Human Institutions	**39**	**40**	**51**	**52**
Professor	9	7	10	10
Associate Professor	4	5	3	3
Assistant Professor	20	20	16	19
Instructor	2	5	19	20
Assistant	3	3	3	0
Unknown	1	0	0	0
D2B: Culture & Society	**27**	**36**	**37**	**41**
Professor	10	13	12	12
Associate Professor	1	1	3	3
Assistant Professor	12	15	11	12
Instructor	4	7	10	14
Teaching Assistant	0	0	1	0
E1: Individual Resources for Modern Living	**51**	**54**	**58**	**63**

Professor	5	4	6	5
Associate Professor	2	1	3	3
Assistant Professor	11	11	17	14
Instructor	10	23	12	33
Assistant	21	14	17	6
Administrator	0	1	2	0
Graduate Assistant	0	0	1	2
Unknown	2			
E2: Physical Education Activities	**34**	**34**	**48**	**50**
Professor	2	2	2	2
Associate Professor	0	1	0	5
Assistant Professor	3	1	6	3
Instructor	17	18	28	34
Assistant	8	9	12	6
Coach AY	4	3		
F1: Natural Sciences & Mathematics	**78**	**79**	**80**	**85**
Professor	13	10	11	12
Associate Professor	8	7	7	10
Assistant Professor	13	10	14	14
Instructor	4	8	5	19
Assistant	33	42	41	30
Teaching Assistant	0	2	2	0
Unknown	7			
F2: Humanities	**55**	**64**	**64**	**67**
Professor	13	14	13	12
Associate Professor	1	1	2	13
Assistant Professor	22	30	27	19
Instructor	15	18	22	23
Unknown	4	1		
F3: Social, Economic, and Political Institutions & Human Behavior	**80**	**90**	**88**	**88**
Professor	26	31	28	25
Associate Professor	12	14	11	13
Assistant Professor	16	23	28	24
Instructor	20	20	19	24
Teaching Associate	1	2	2	2
Unknown	5			
G: Multicultural Requirement (not cross-referenced with another GE area)	**40**	**28**	**32**	**24**
Professor	10	5	11	9
Associate Professor	5	5	1	5
Assistant Professor	16	9	12	10
Instructor	7	9	8	0
Unknown	2			
Grand Total	**854**	**911**	**1,000**	**1,055**

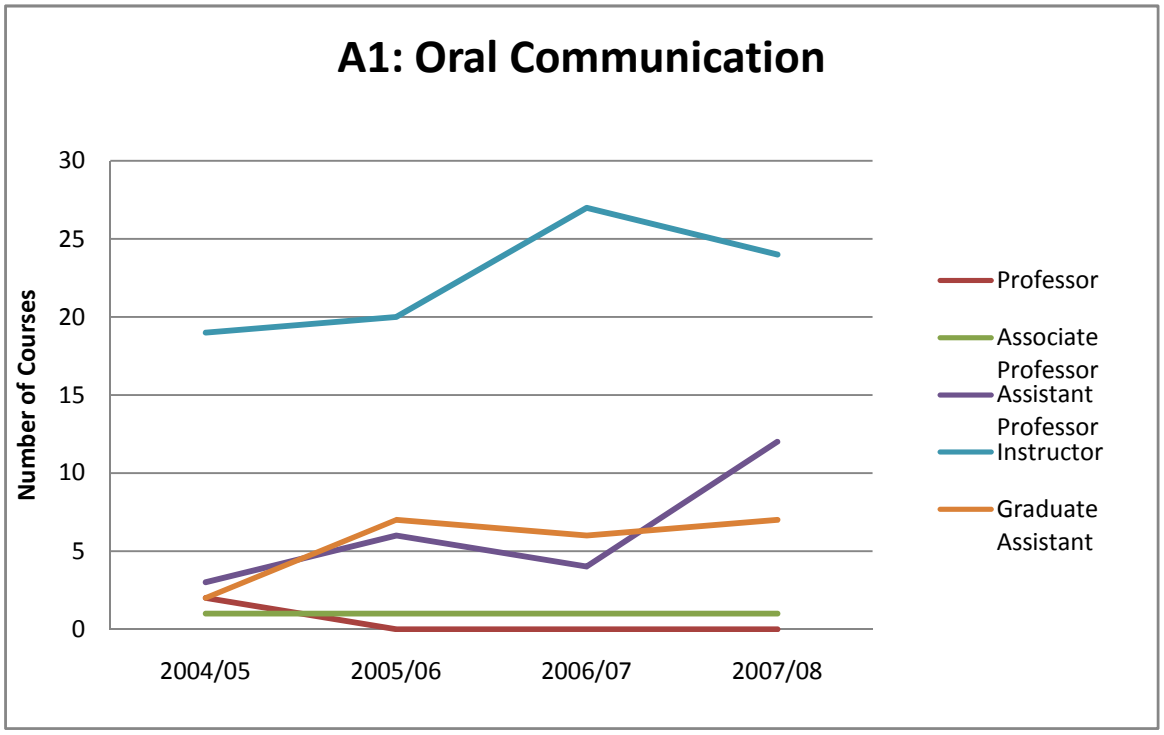
Appendix H
California State University, Stanislaus

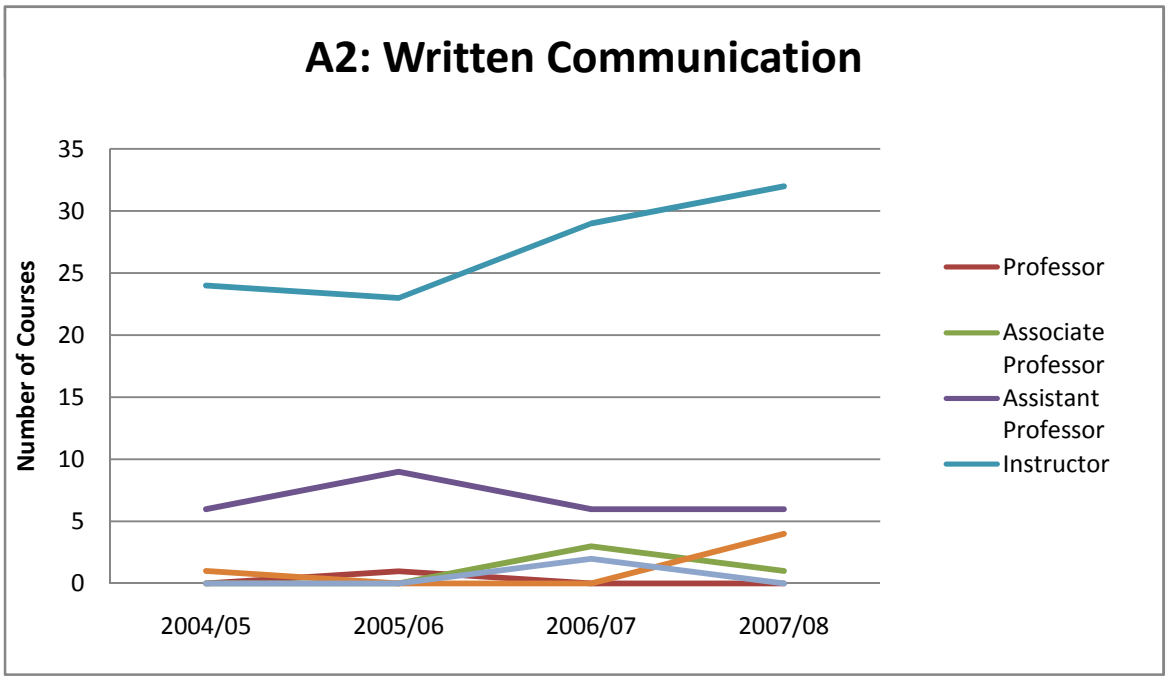
Percent of Area Total

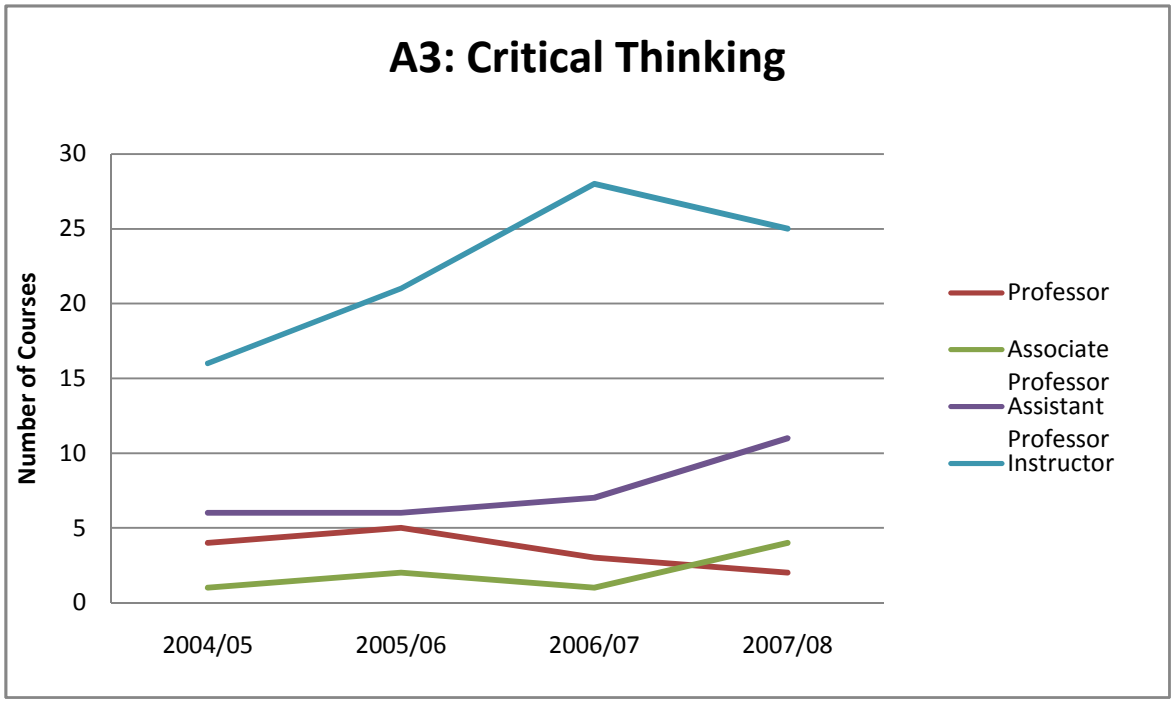
	2004/05	2005/06	2006/07	2007/08
	Percent	Percent	Percent	Percent
A1: Oral Communication	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	7.1%	0.0%	0.0%	0.0%
Associate Professor	3.6%	2.9%	2.6%	2.3%
Assistant Professor	10.7%	17.6%	10.5%	27.3%
Instructor	67.9%	58.8%	71.1%	54.5%
Graduate Assistant	7.1%	20.6%	15.8%	15.9%
Unknown	3.6%			
A2: Written Communication	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	0.0%	3.0%	0.0%	0.0%
Associate Professor	0.0%	0.0%	7.5%	2.3%
Assistant Professor	19.4%	27.3%	15.0%	14.0%
Instructor	77.4%	69.7%	72.5%	74.4%
Teaching Associate	3.2%	0.0%	0.0%	9.3%
Graduate Assistant	0.0%	0.0%	5.0%	0.0%
A3: Critical Thinking	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	14.3%	14.7%	7.7%	4.8%
Associate Professor	3.6%	5.9%	2.6%	9.5%
Assistant Professor	21.4%	17.6%	17.9%	26.2%
Instructor	57.1%	61.8%	71.8%	59.5%
Unknown	3.6%			
B1: Physical Sciences	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	31.6%	17.4%	23.0%	23.5%
Associate Professor	13.9%	8.1%	3.0%	12.2%
Assistant Professor	46.8%	69.8%	59.0%	43.9%
Instructor	2.5%	2.3%	13.0%	20.4%
Teaching Assistant	0.0%	2.3%	2.0%	0.0%
Unknown	5.1%			
B2: Biological Sciences	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	33.3%	33.3%	18.8%	21.6%
Associate Professor	20.8%	3.7%	12.5%	5.4%
Assistant Professor	8.3%	29.6%	40.6%	40.5%
Instructor	33.3%	33.3%	25.0%	21.6%
Graduate Assistant	0.0%	0.0%	3.1%	10.8%
Unknown	4.2%			
B3: Mathematics	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	30.0%	31.3%	28.8%	28.0%
Associate Professor	5.0%	3.1%	3.0%	2.7%
Assistant Professor	30.0%	37.5%	37.9%	44.0%
Instructor	30.0%	28.1%	30.3%	25.3%
Unknown	5.0%			
Biology Lab only	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	14.7%	16.7%	11.1%	24.2%
Associate Professor	11.8%	2.8%	5.6%	0.0%
Assistant Professor	58.8%	55.6%	44.4%	57.6%

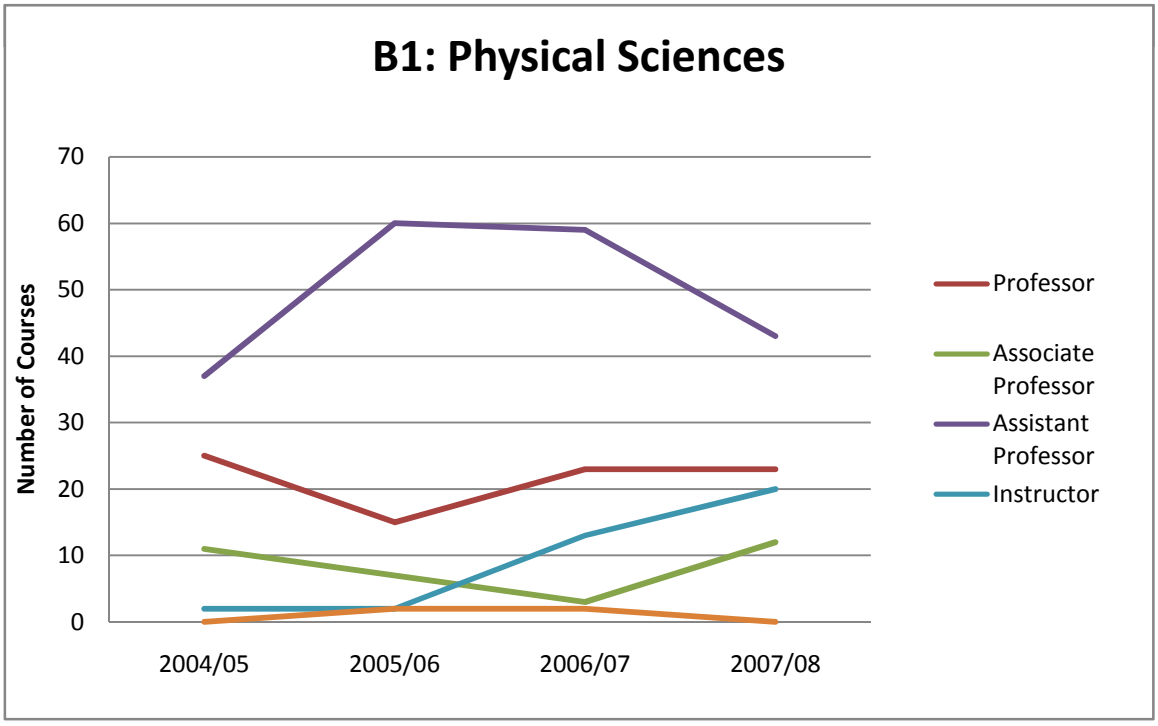
Instructor	5.9%	19.4%	16.7%	9.1%
Graduate Assistant	0.0%	5.6%	11.1%	0.0%
Teaching Associate	0.0%	0.0%	11.1%	9.1%
Unknown	8.8%			
C1: Arts	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	31.7%	28.8%	30.8%	27.1%
Associate Professor	25.0%	22.0%	29.2%	30.0%
Assistant Professor	26.7%	27.1%	18.5%	18.6%
Instructor	15.0%	22.0%	21.5%	24.3%
Unknown	1.7%			
C2: Literature / Philosophy	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	20.7%	24.2%	15.4%	15.6%
Associate Professor	6.9%	6.1%	15.4%	13.3%
Assistant Professor	62.1%	51.5%	35.9%	48.9%
Instructor	6.9%	18.2%	33.3%	22.2%
Unknown	3.4%			
C3: Foreign Language	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	28.6%	19.6%	25.5%	26.8%
Associate Professor	4.1%	4.3%	5.9%	3.6%
Assistant Professor	18.4%	17.4%	13.7%	8.9%
Instructor	46.9%	58.7%	47.1%	55.4%
Assistant	0.0%	0.0%	7.8%	5.4%
Unknown	2.0%			
D1A: U.S. History & Constitution	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	46.7%	36.4%	31.8%	34.6%
Associate Professor	6.7%	0.0%	0.0%	0.0%
Assistant Professor	46.7%	40.9%	31.8%	11.5%
Instructor	0.0%	22.7%	36.4%	53.8%
D1B: U.S. Constitution and California State and Local Government	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	53.8%	33.3%	28.6%	18.8%
Associate Professor	7.7%	41.7%	42.9%	31.3%
Assistant Professor	38.5%	25.0%	28.6%	37.5%
Instructor	0.0%	0.0%	0.0%	12.5%
D2A: Human Institutions	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	23.1%	17.5%	19.6%	19.2%
Associate Professor	10.3%	12.5%	5.9%	5.8%
Assistant Professor	51.3%	50.0%	31.4%	36.5%
Instructor	5.1%	12.5%	37.3%	38.5%
Assistant	7.7%	7.5%	5.9%	0.0%
Unknown	2.6%	0.0%		
D2B: Culture & Society	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	37.0%	36.1%	32.4%	29.3%
Associate Professor	3.7%	2.8%	8.1%	7.3%
Assistant Professor	44.4%	41.7%	29.7%	29.3%
Instructor	14.8%	19.4%	27.0%	34.1%
Teaching Assistant	0.0%	0.0%	2.7%	0.0%

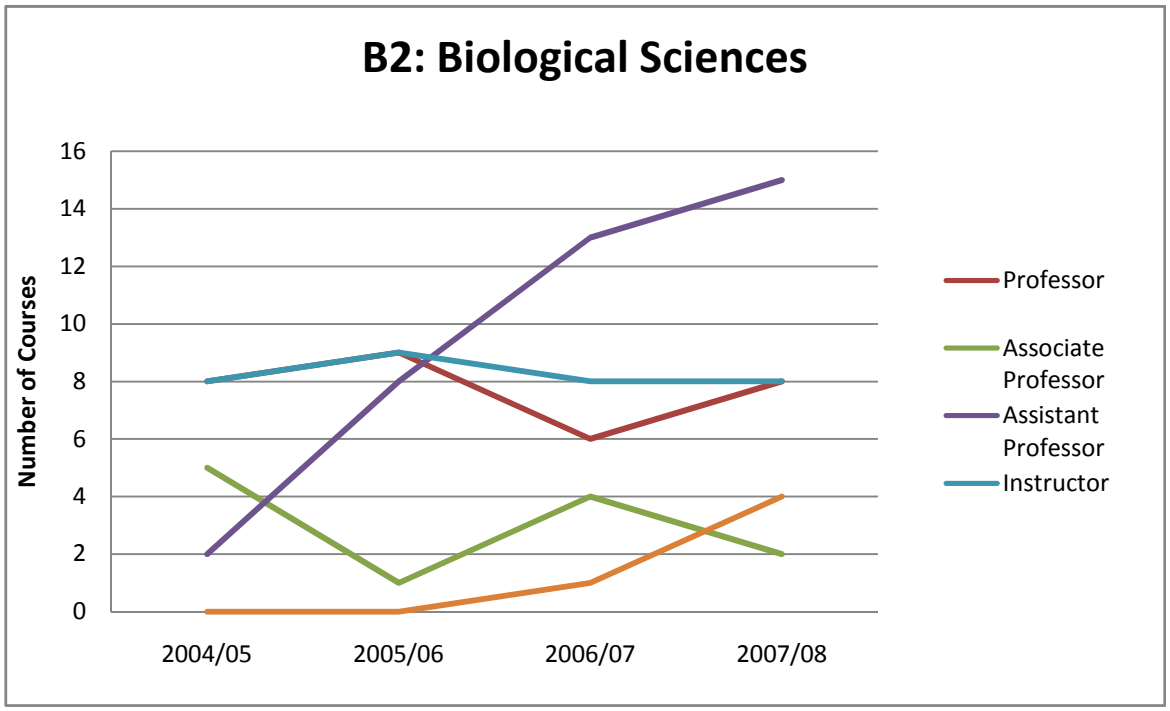
E1: Individual Resources for Modern Living	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	9.8%	7.4%	10.3%	7.9%
Associate Professor	3.9%	1.9%	5.2%	4.8%
Assistant Professor	21.6%	20.4%	29.3%	22.2%
Instructor	19.6%	42.6%	20.7%	52.4%
Assistant	41.2%	25.9%	29.3%	9.5%
Administrator	0.0%	1.9%	3.4%	0.0%
Graduate Assistant	0.0%	0.0%	1.7%	3.2%
Unknown	3.9%			
E2: Physical Education Activities	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	5.9%	5.9%	4.2%	4.0%
Associate Professor	0.0%	2.9%	0.0%	10.0%
Assistant Professor	8.8%	2.9%	12.5%	6.0%
Instructor	50.0%	52.9%	58.3%	68.0%
Assistant	23.5%	26.5%	25.0%	12.0%
Coach AY	11.8%	8.8%		
F1: Natural Sciences & Mathematics	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	16.7%	12.7%	13.8%	14.1%
Associate Professor	10.3%	8.9%	8.8%	11.8%
Assistant Professor	16.7%	12.7%	17.5%	16.5%
Instructor	5.1%	10.1%	6.3%	22.4%
Assistant	42.3%	53.2%	51.3%	35.3%
Teaching Assistant	0.0%	2.5%	2.5%	0.0%
Unknown	9.0%			
F2: Humanities	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	23.6%	21.9%	20.3%	17.9%
Associate Professor	1.8%	1.6%	3.1%	19.4%
Assistant Professor	40.0%	46.9%	42.2%	28.4%
Instructor	27.3%	28.1%	34.4%	34.3%
Unknown	7.3%	1.6%		
F3: Social, Economic, and Political Institutions & Human Behavior	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	32.5%	34.4%	31.8%	28.4%
Associate Professor	15.0%	15.6%	12.5%	14.8%
Assistant Professor	20.0%	25.6%	31.8%	27.3%
Instructor	25.0%	22.2%	21.6%	27.3%
Teaching Associate	1.3%	2.2%	2.3%	2.3%
Unknown	6.3%			
G: Multicultural Requirement (not cross-referenced with another GE area)	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Professor	25.0%	17.9%	34.4%	37.5%
Associate Professor	12.5%	17.9%	3.1%	20.8%
Assistant Professor	40.0%	32.1%	37.5%	41.7%
Instructor	17.5%	32.1%	25.0%	0.0%
Unknown	5.0%			
Grand Total				

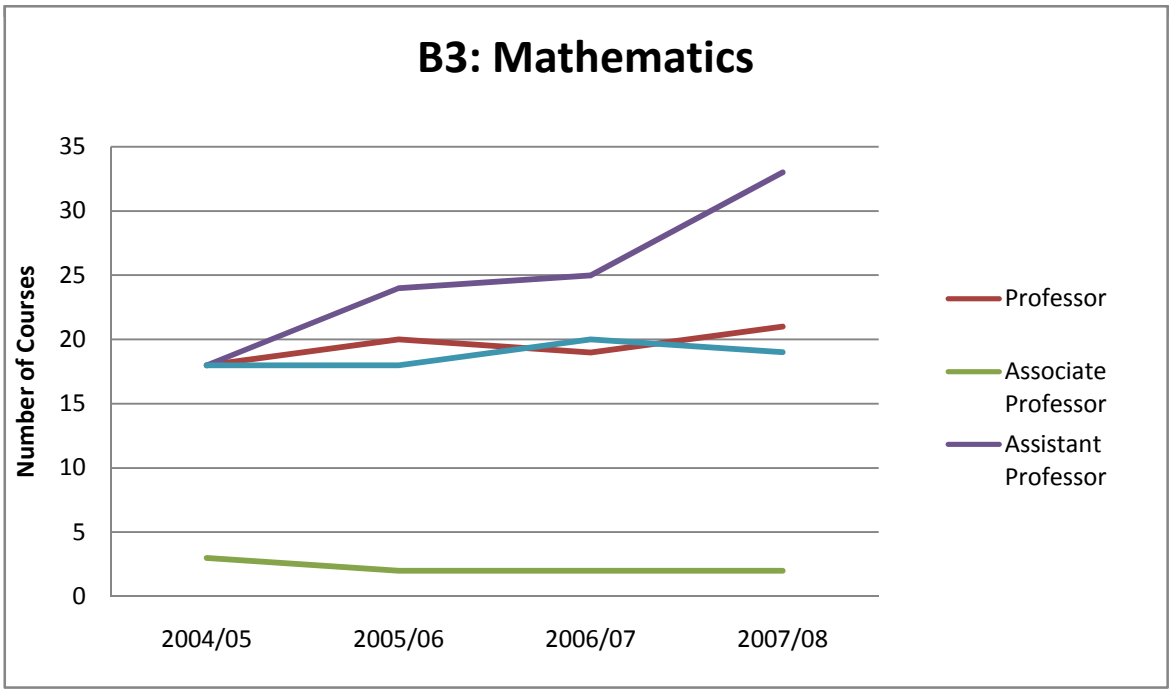

A1: Oral Communication
Number of Courses
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Graduate Assistant

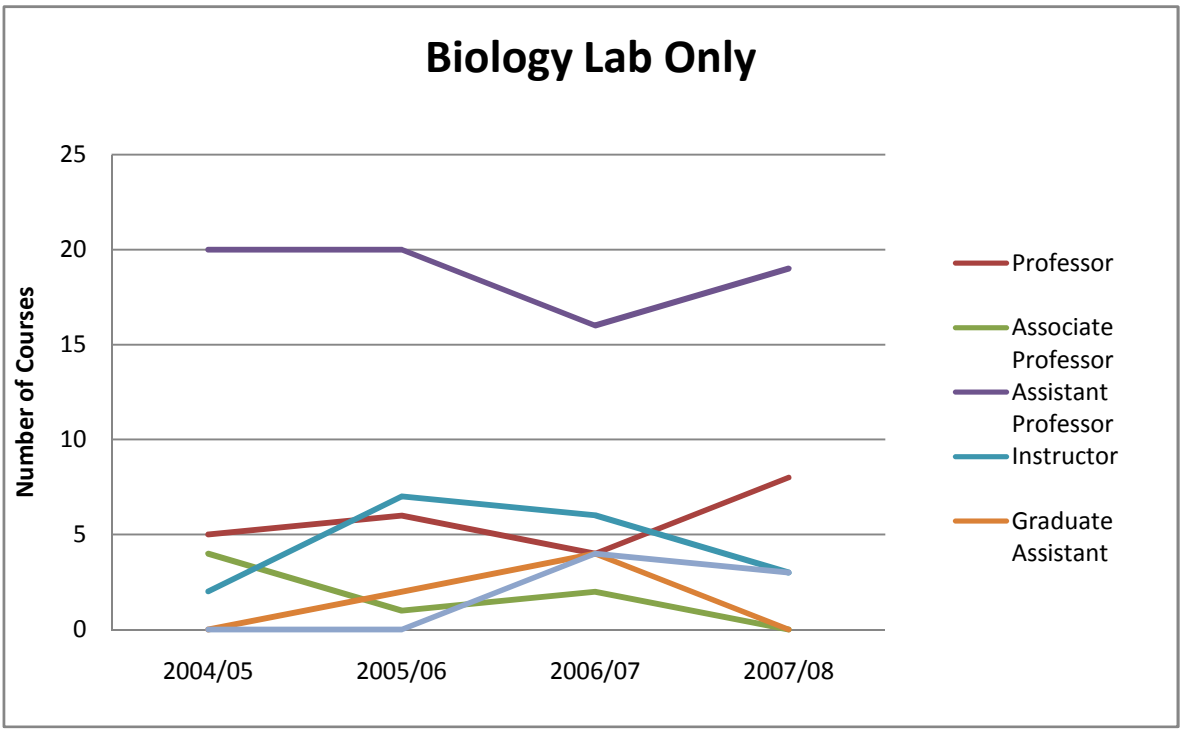

A2: Written Communication
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

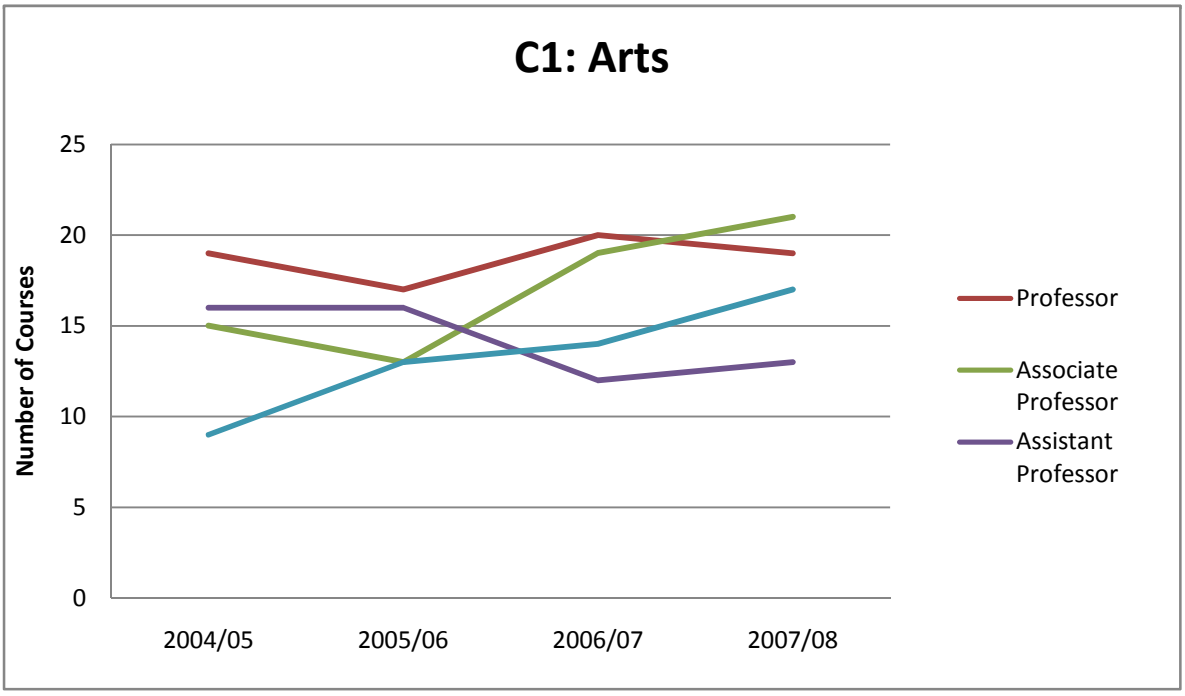

A3: Critical Thinking
Number of Courses
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

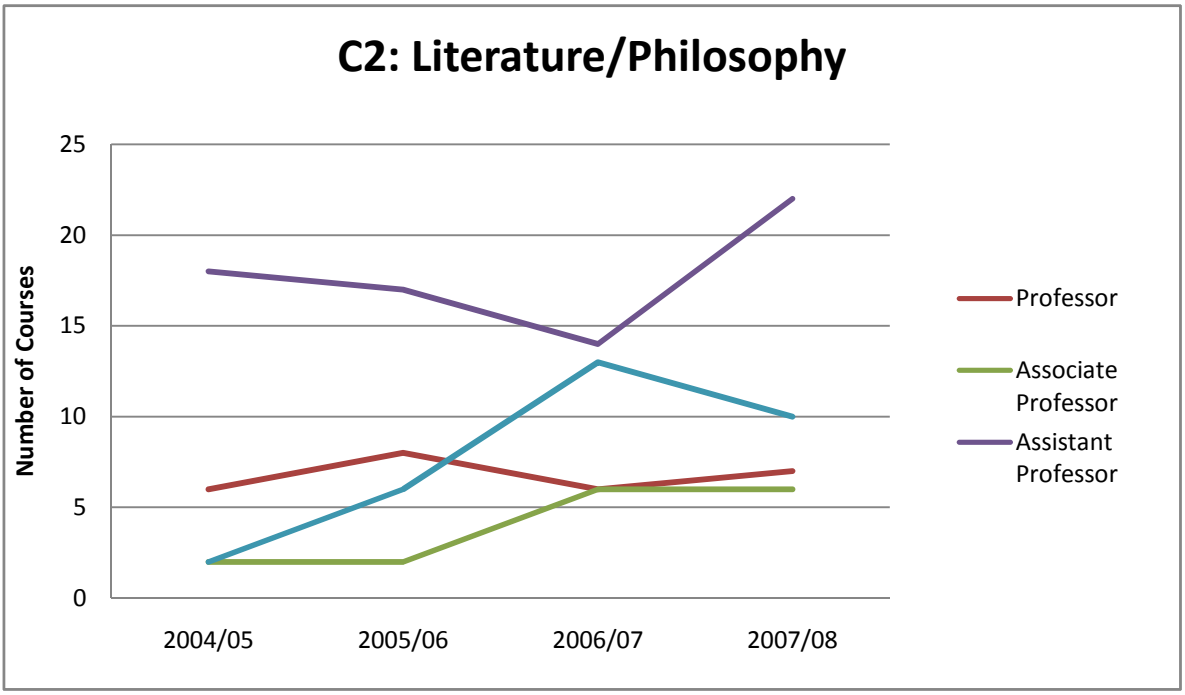

B1: Physical Sciences
Number of Courses
70
60
50
40
30
20
10
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

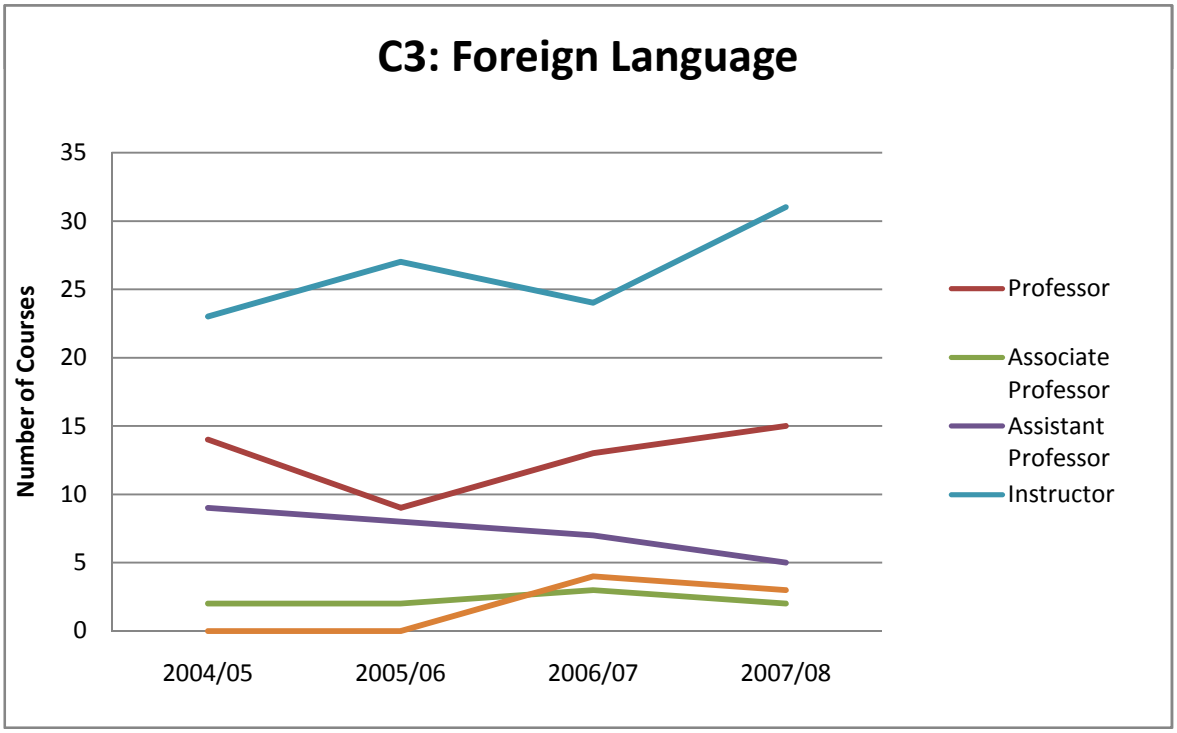

B2: Biological Sciences
Number of Courses
16
14
12
10
8
6
4
2
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

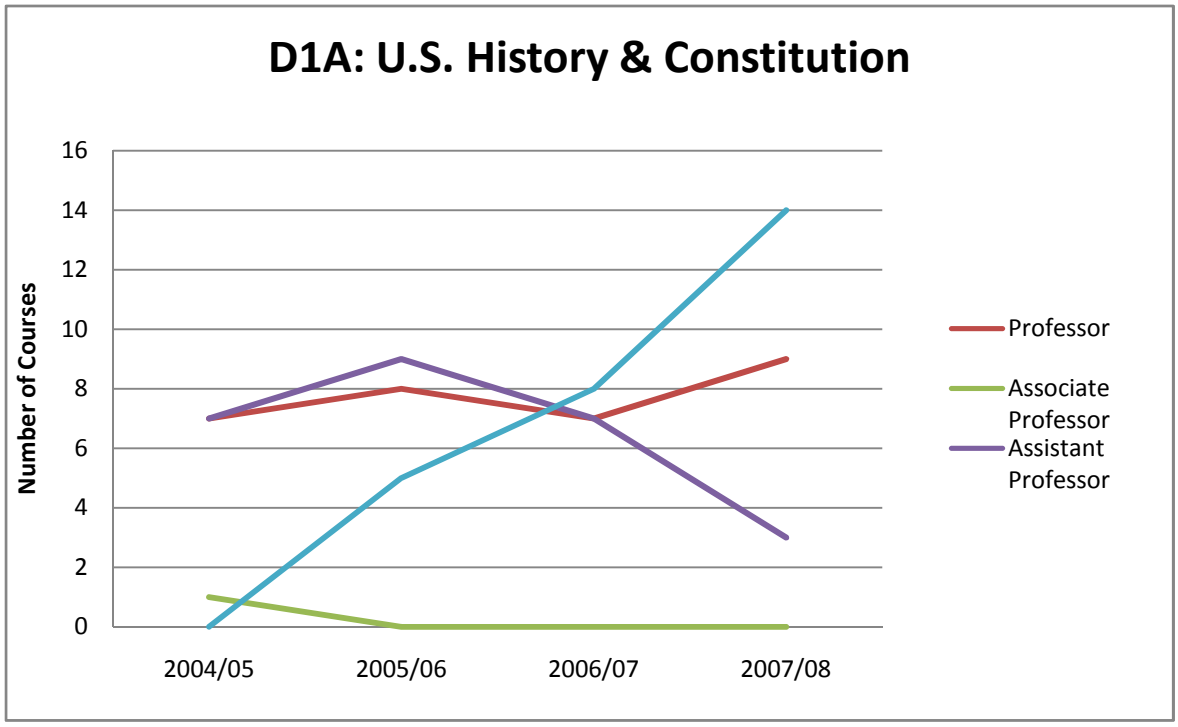

B3: Mathematics
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

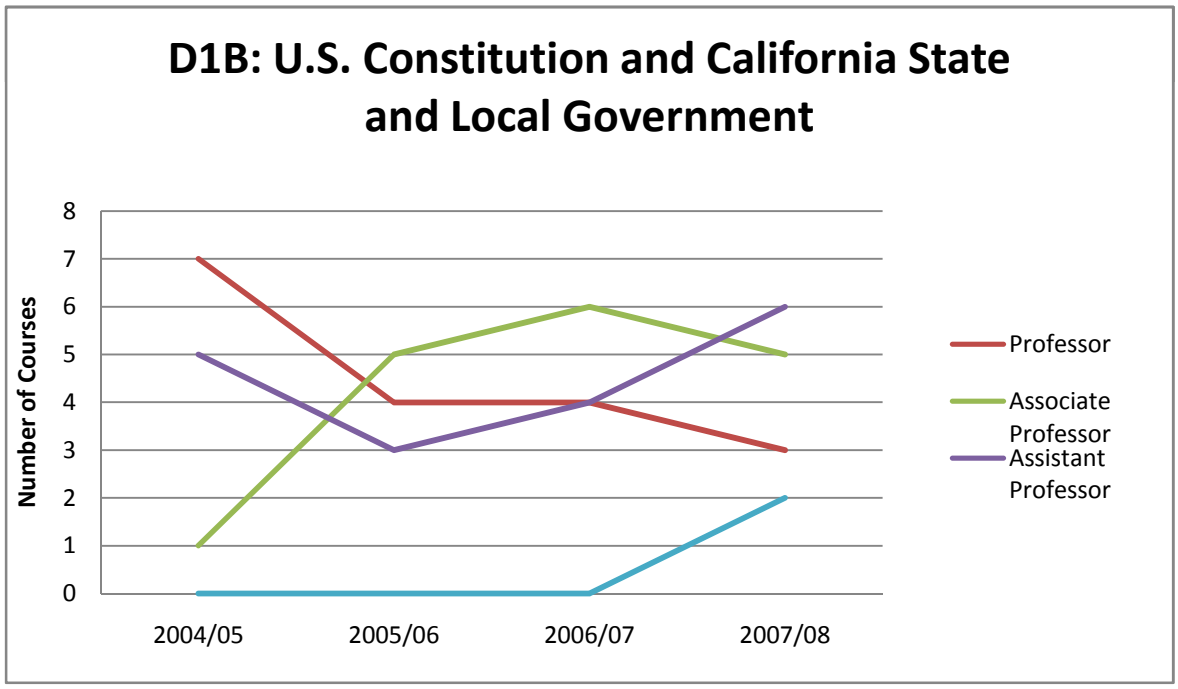

Biology Lab Only
Number of Courses
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Graduate Assistant

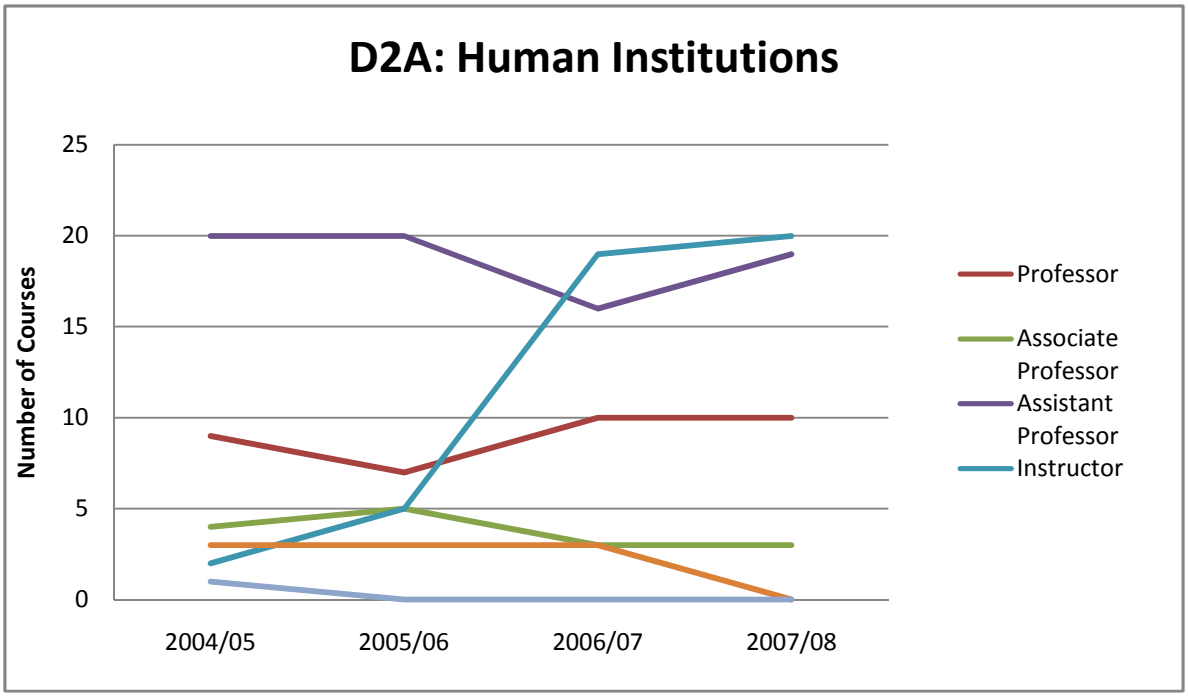

C1: Arts
Number of Courses
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

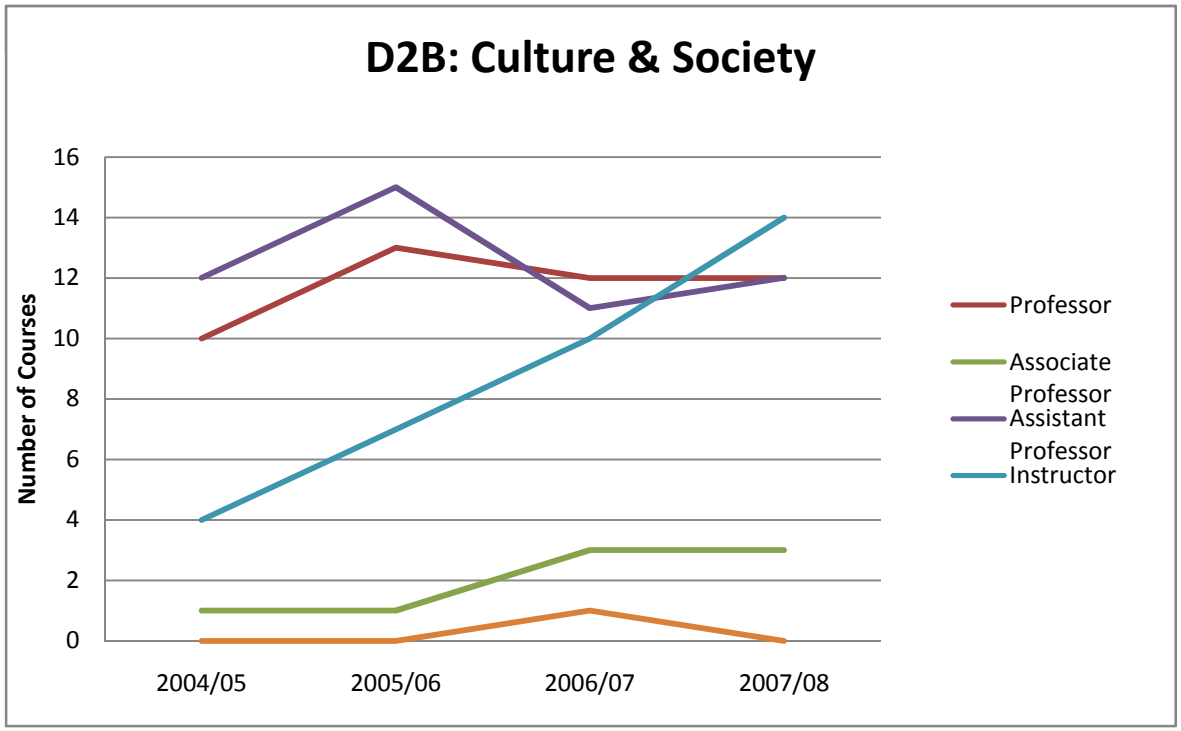

C2: Literature/Philosophy
Number of Courses
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

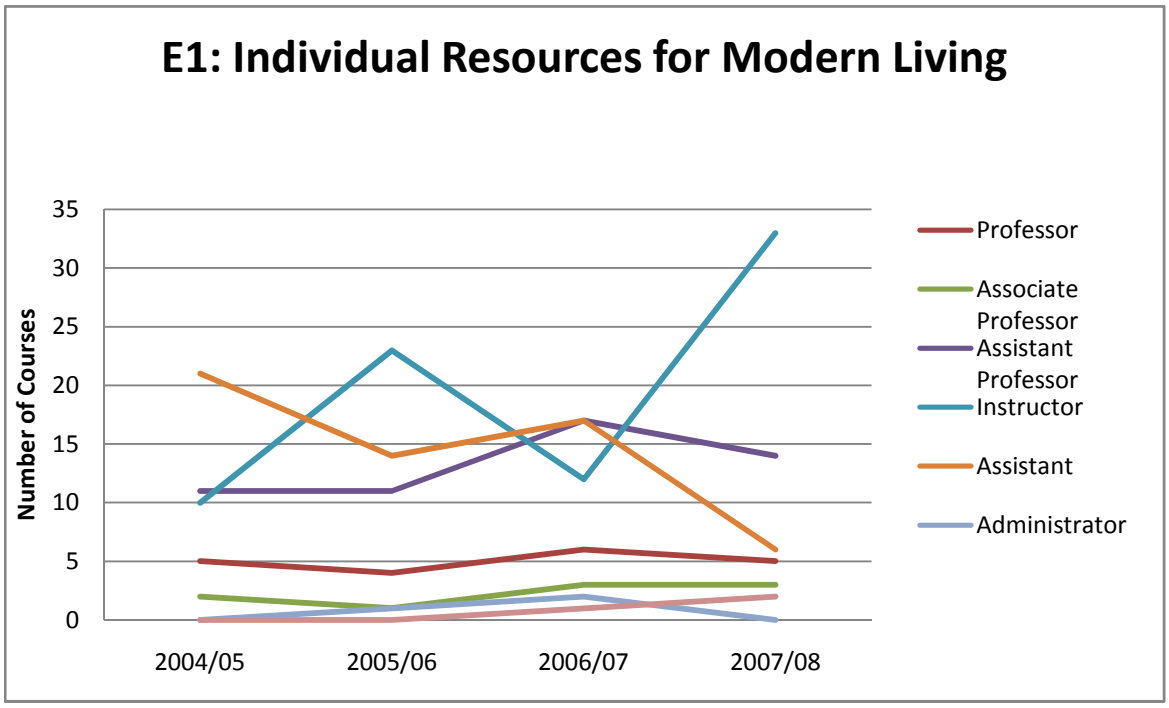

C3: Foreign Language
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

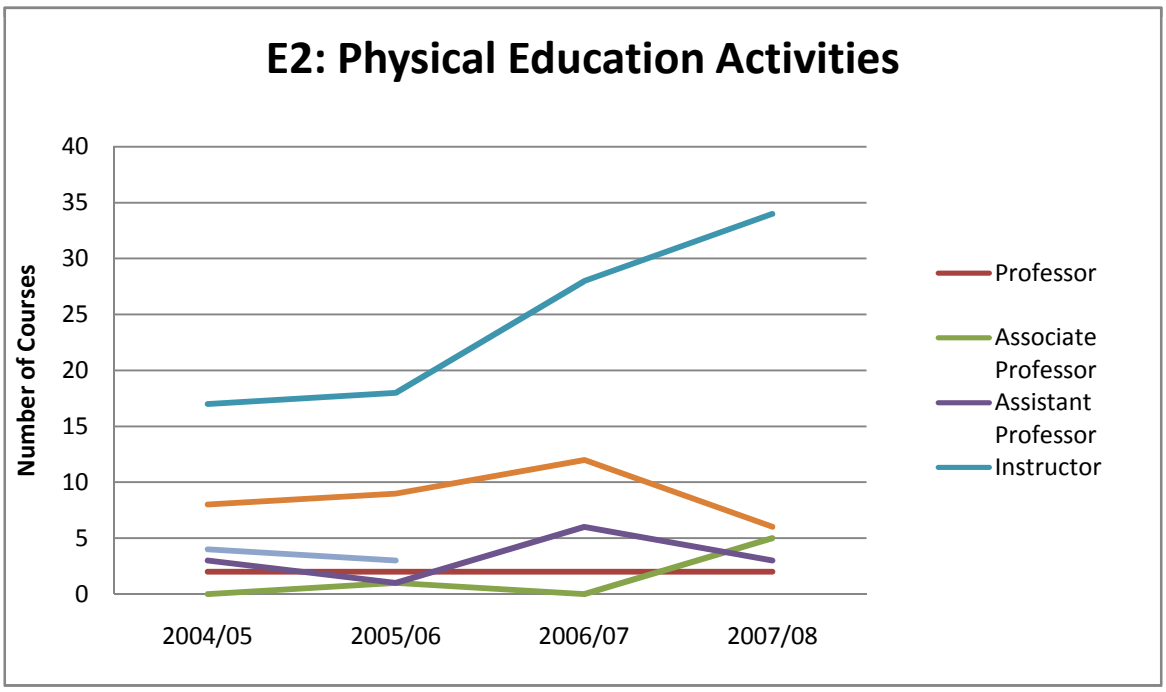

D1A: U.S. History & Constitution
Number of Courses
16
14
12
10
8
6
4
2
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

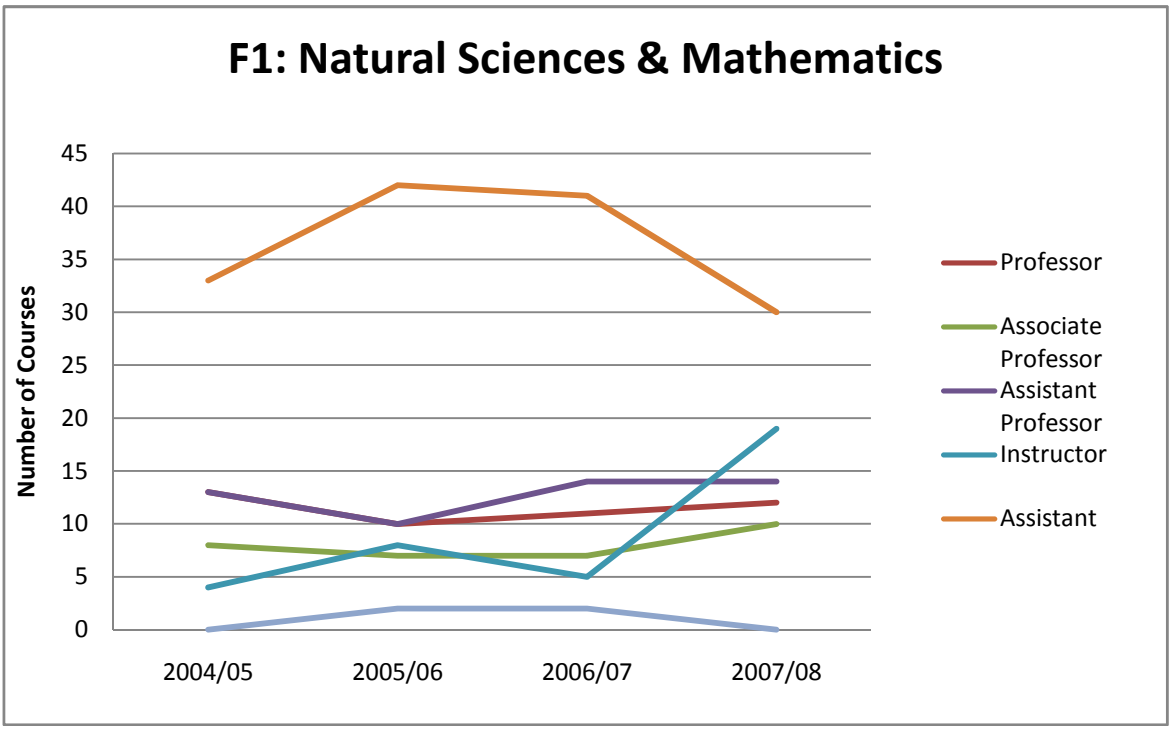

D1B: U.S. Constitution and California State and Local Government
Number of Courses
8
7
6
5
4
3
2
1
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

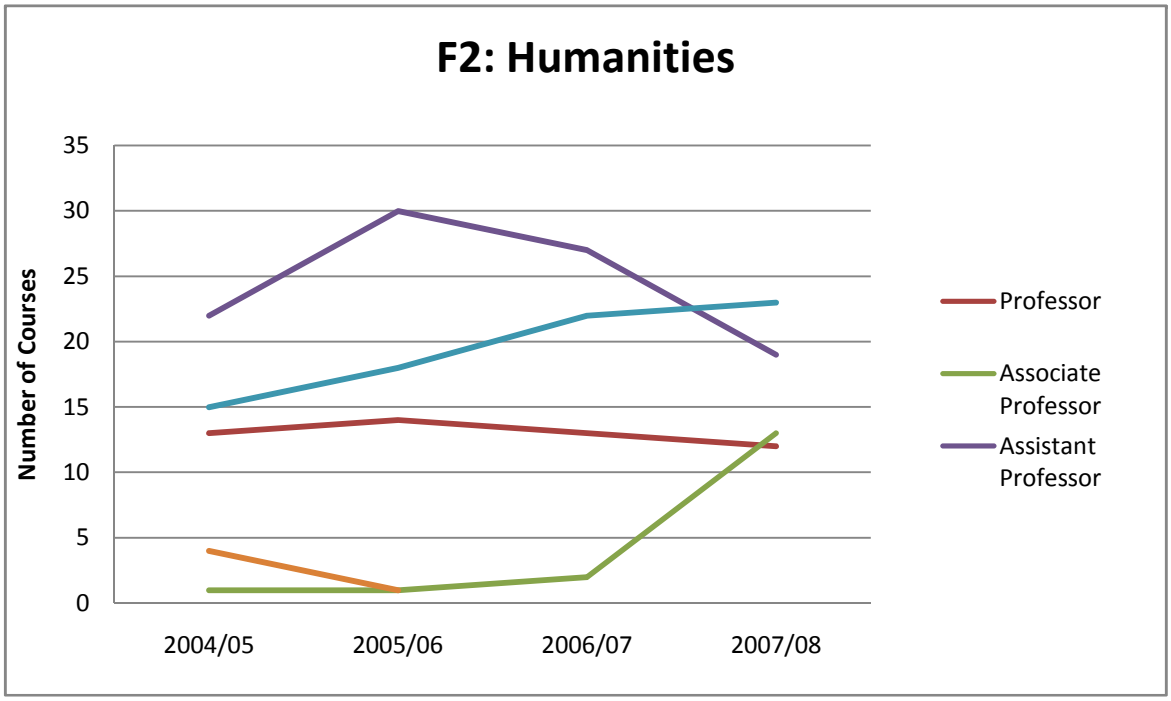

D2A: Human Institutions
Number of Courses
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

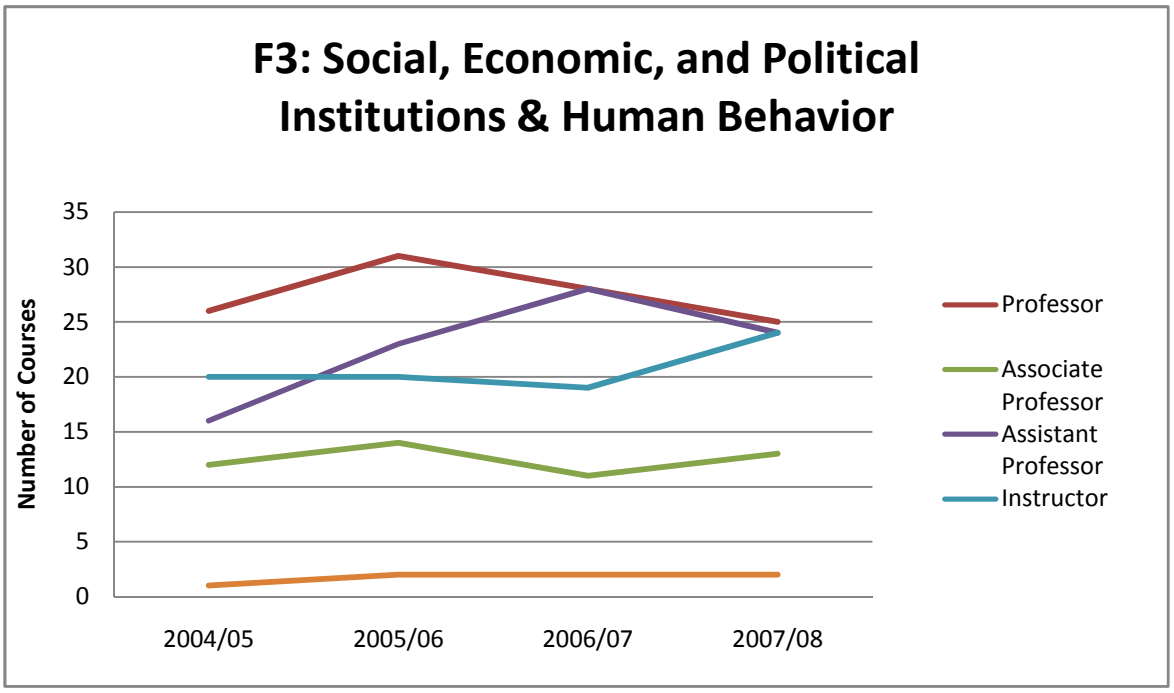

D2B: Culture & Society
Number of Courses
16
14
12
10
8
6
4
2
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

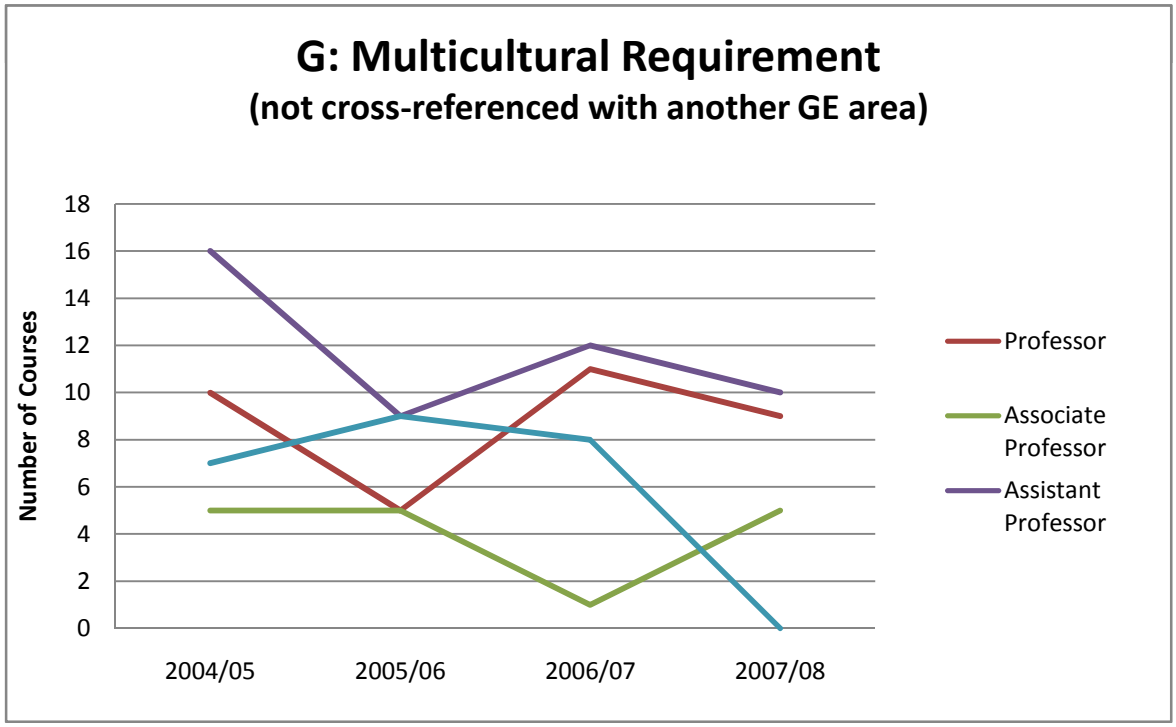

E1: Individual Resources for Modern Living
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant
Administrator

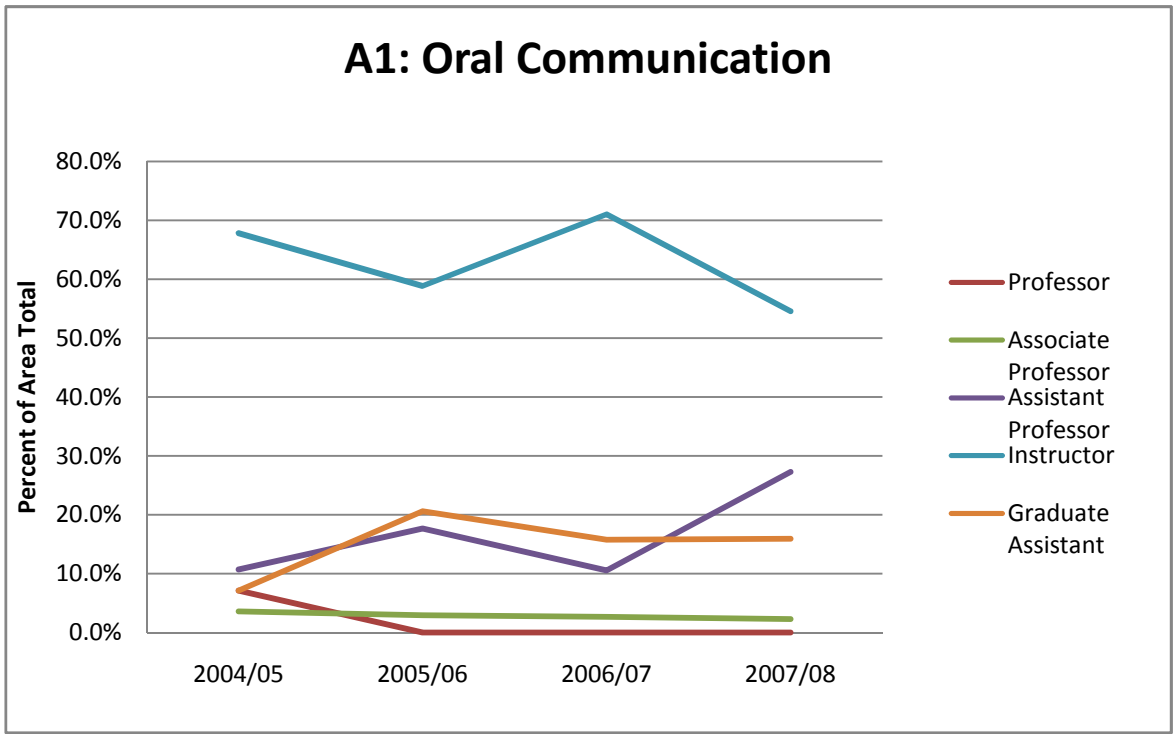

E2: Physical Education Activities
Number of Courses
40
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

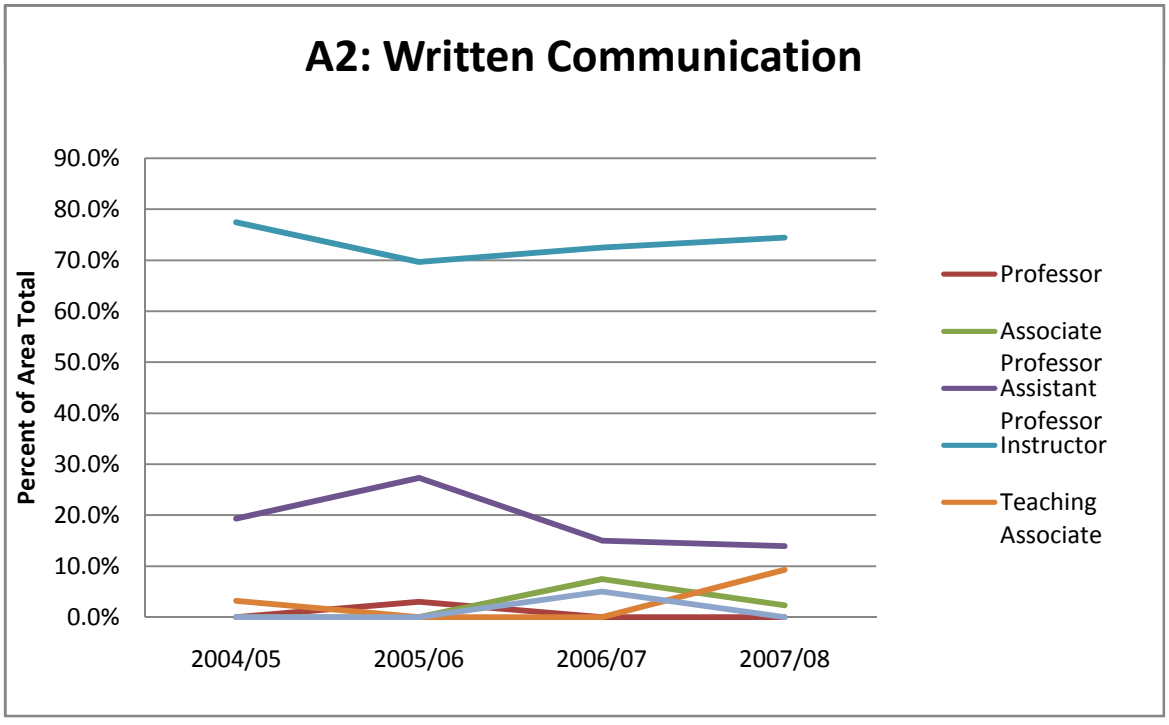

F1: Natural Sciences & Mathematics
Number of Courses
45
40
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant

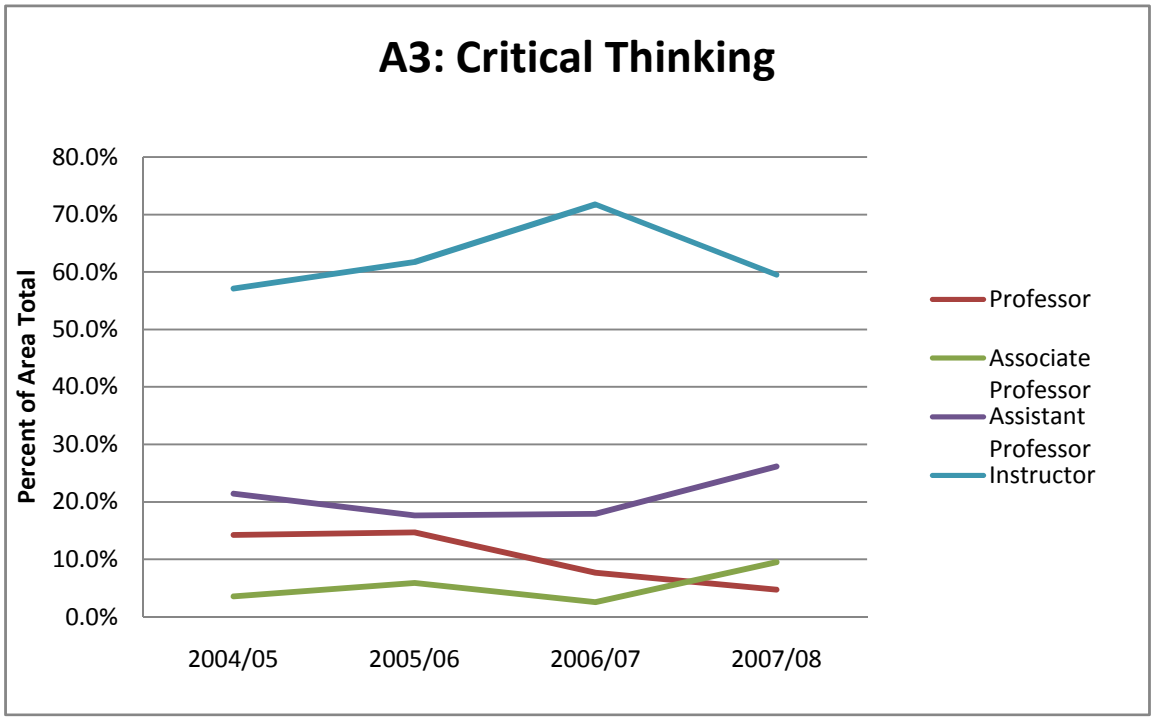

F2: Humanities
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

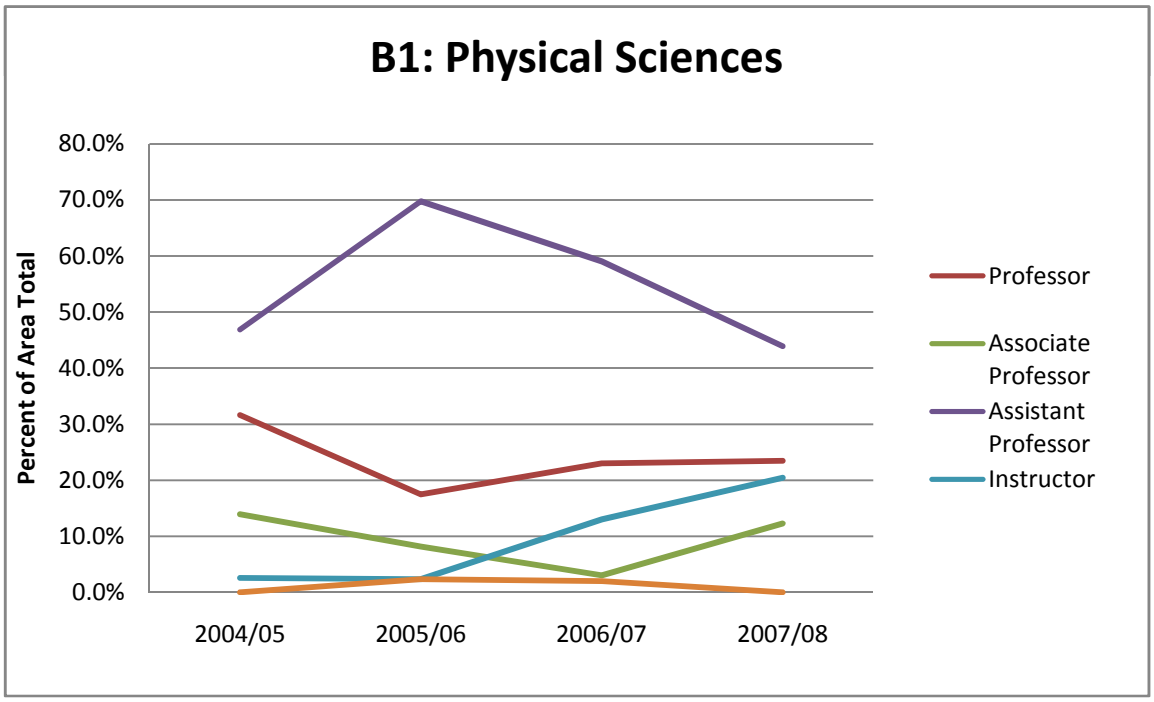

F3: Social, Economic, and Political Institutions & Human Behavior
Number of Courses
35
30
25
20
15
10
5
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

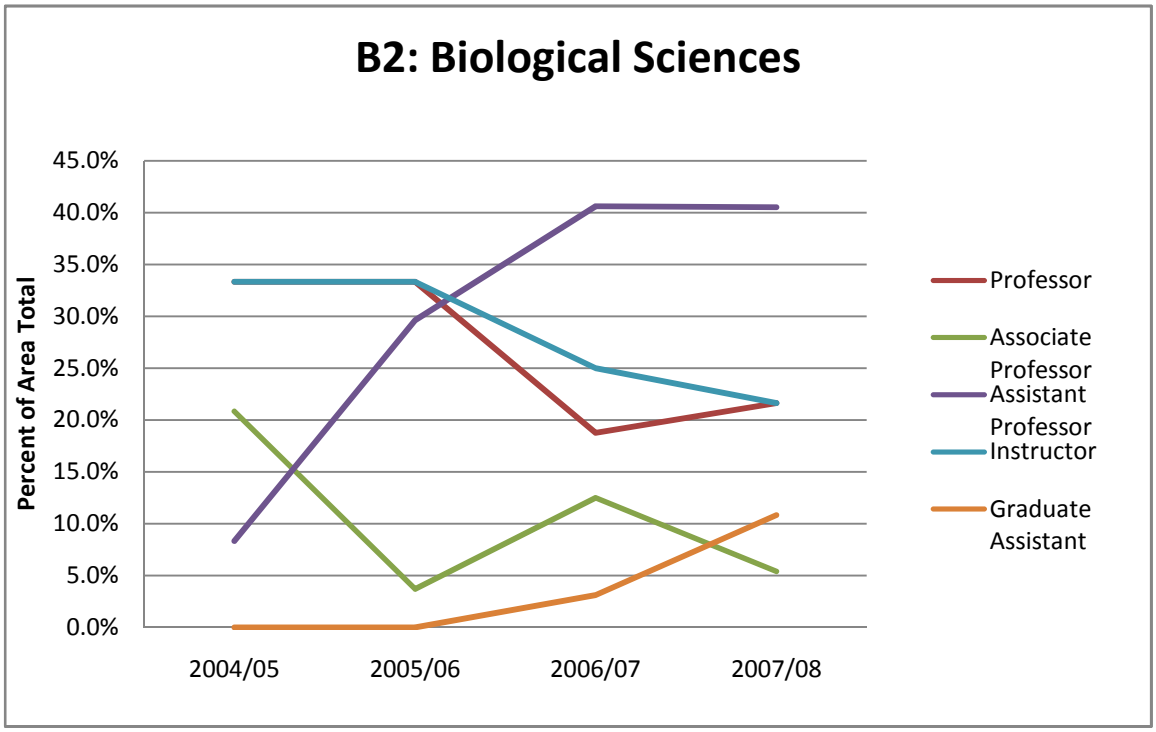

G: Multicultural Requirement
(not cross-referenced with another GE area)
Number of Courses
18
16
14
12
10
8
6
4
2
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

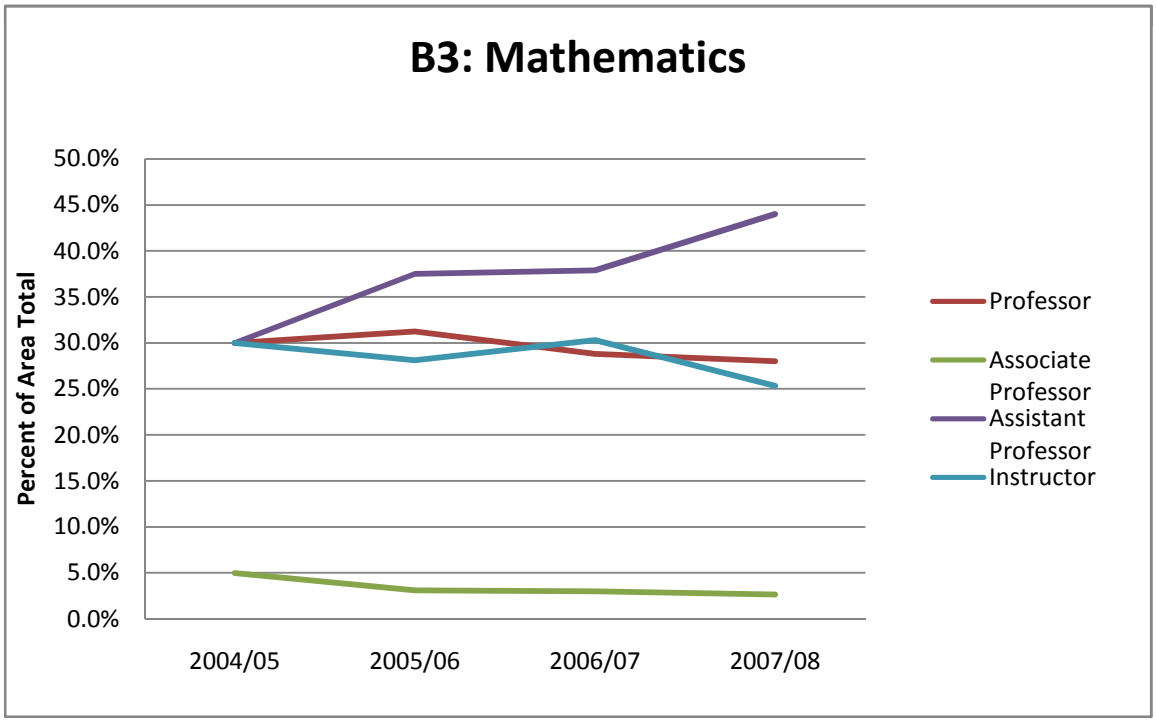

A1: Oral Communication
Percent of Area Total
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Graduate Assistant

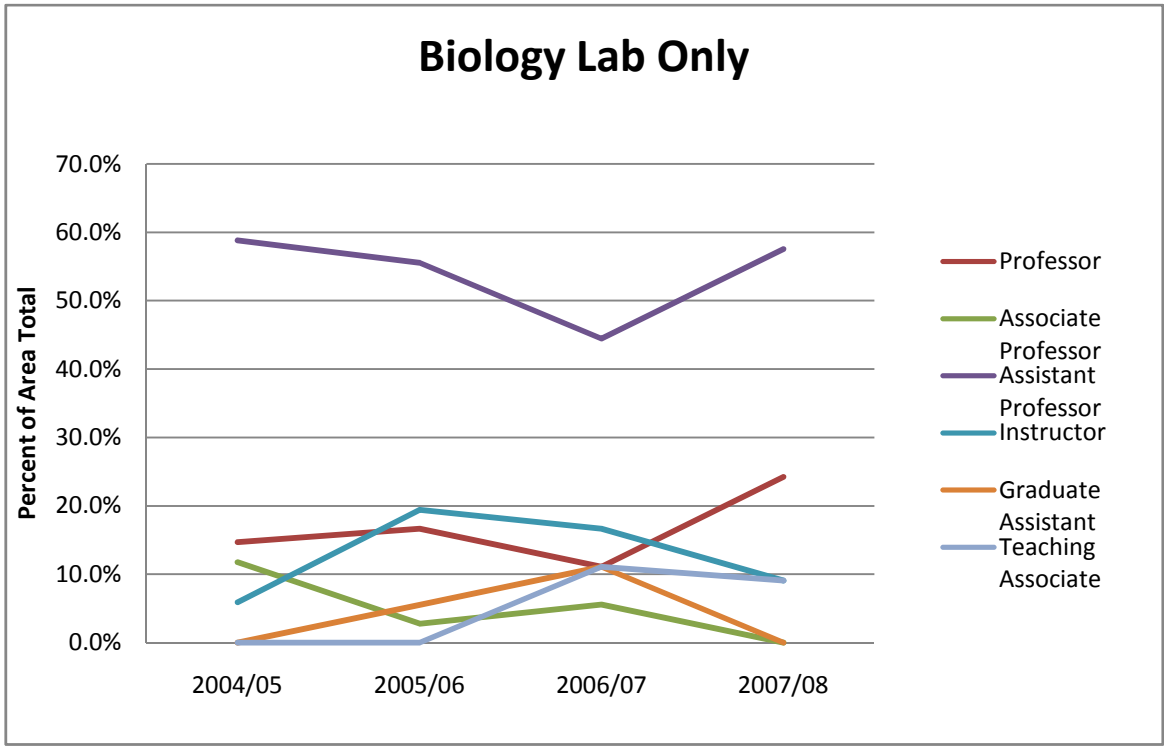

A2: Written Communication
Percent of Area Total
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Teaching Associate

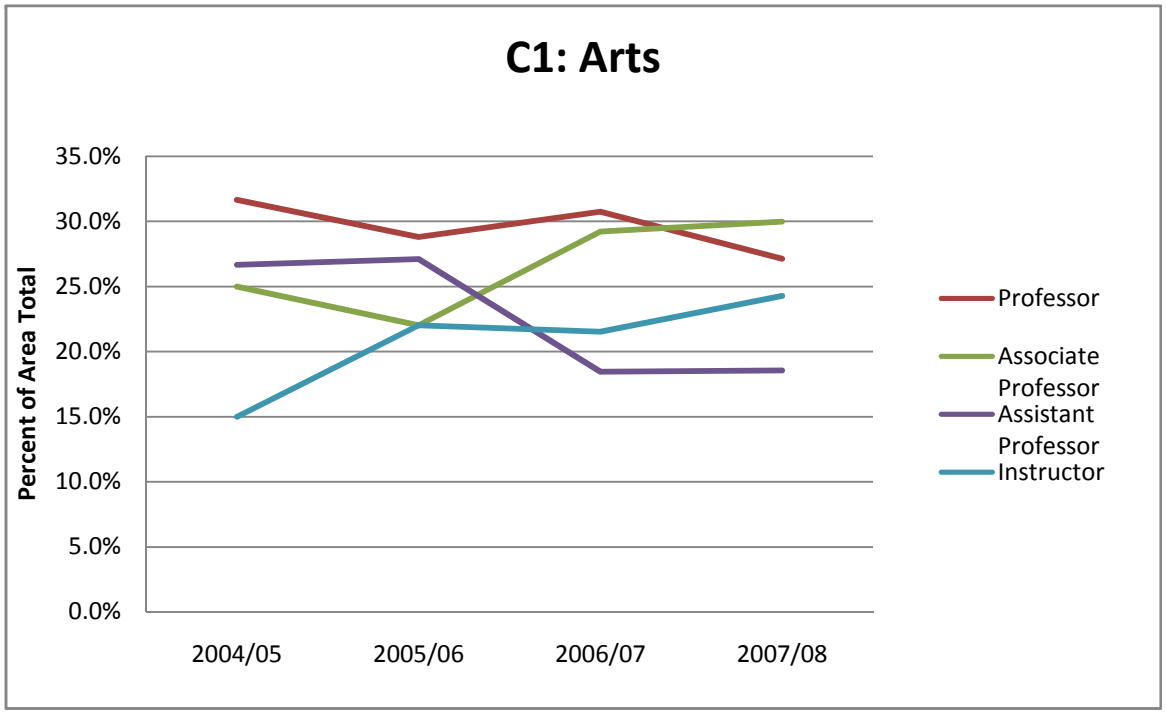

A3: Critical Thinking
Percent of Area Total
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

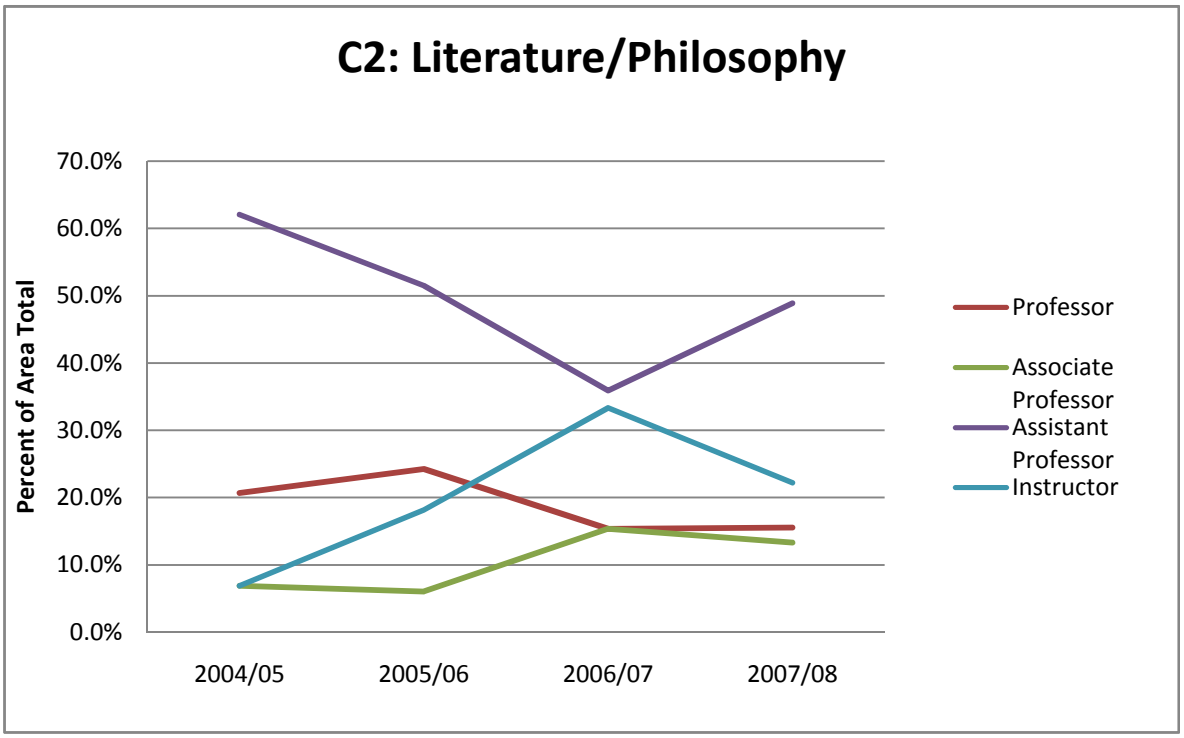

B1: Physical Sciences
Percent of Area Total
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

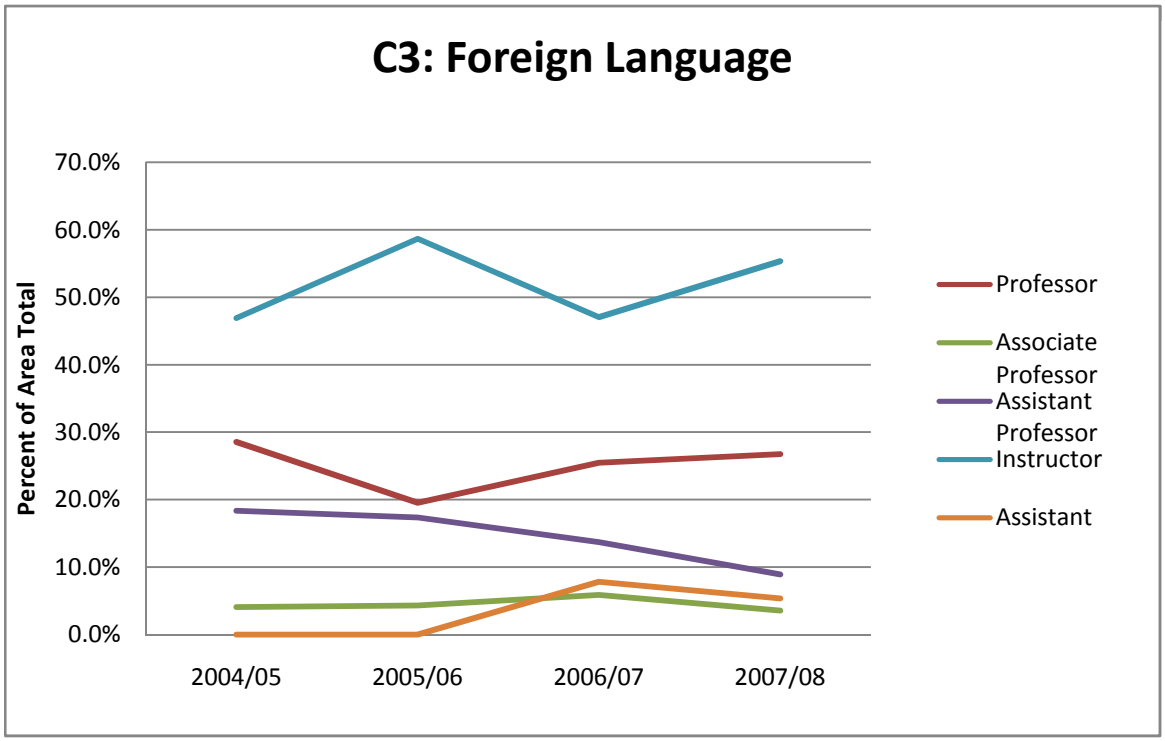

B2: Biological Sciences
Percent of Area Total
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Graduate Assistant

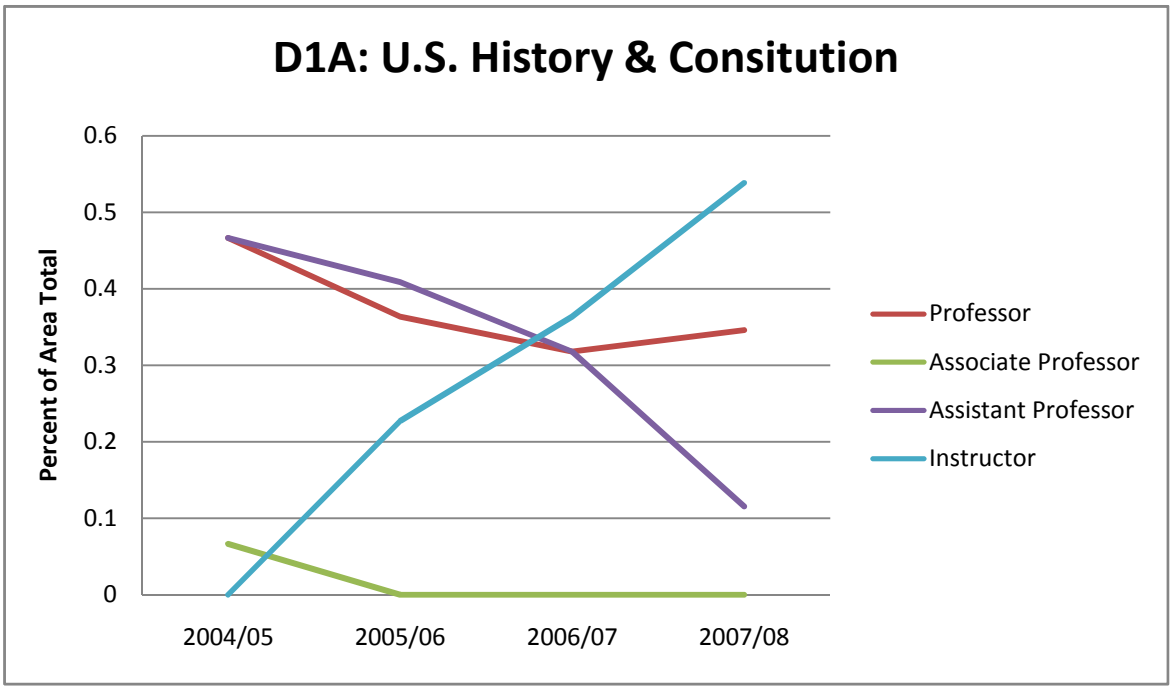

B3: Mathematics
Percent of Area Total
50.0%
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

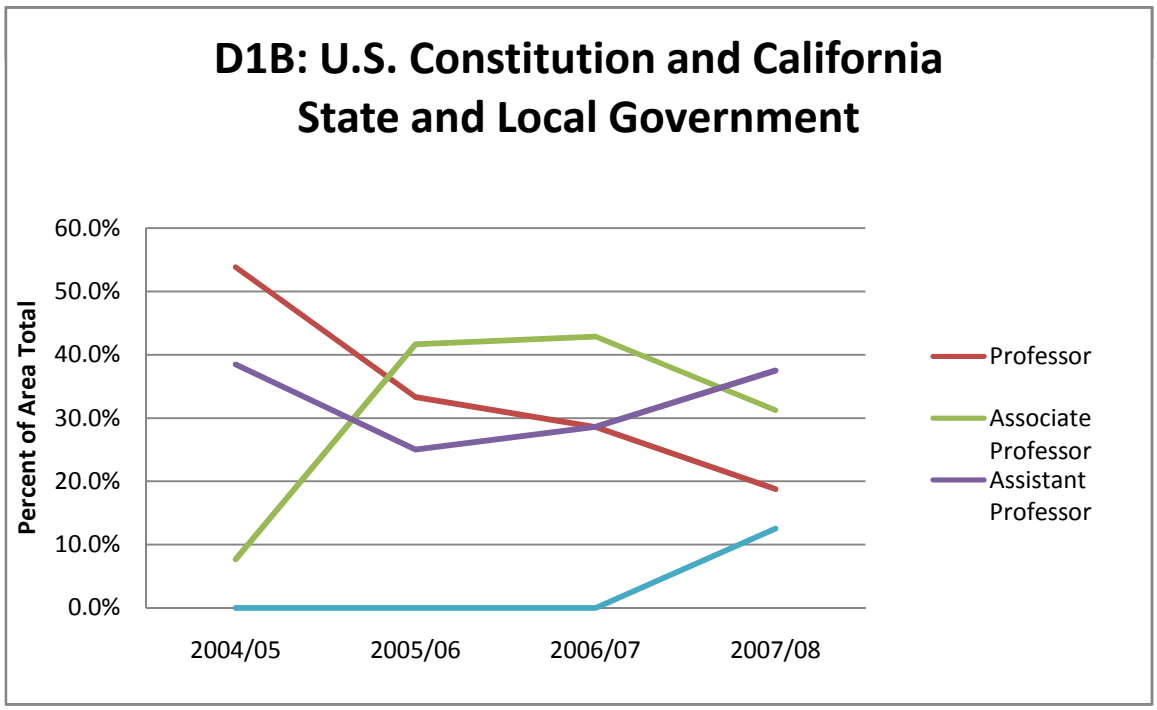

Biology Lab Only
Percent of Area Total
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Graduate Assistant
Teaching Associate

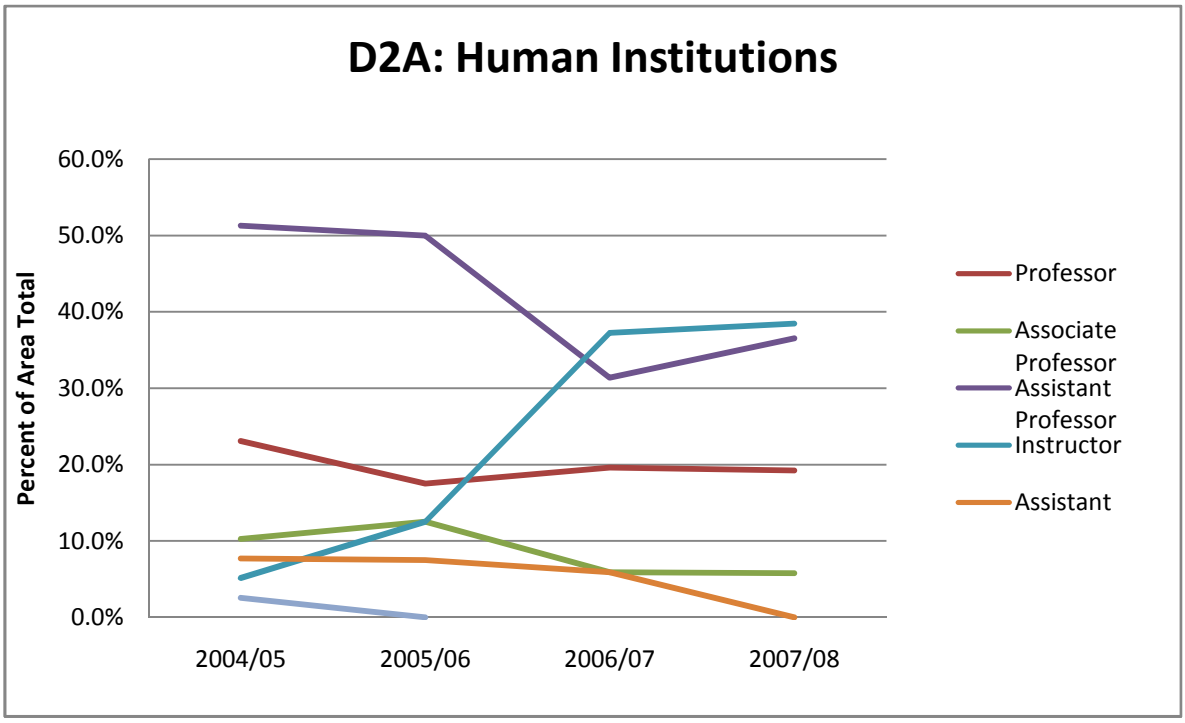

C1: Arts
Percent of Area Total
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

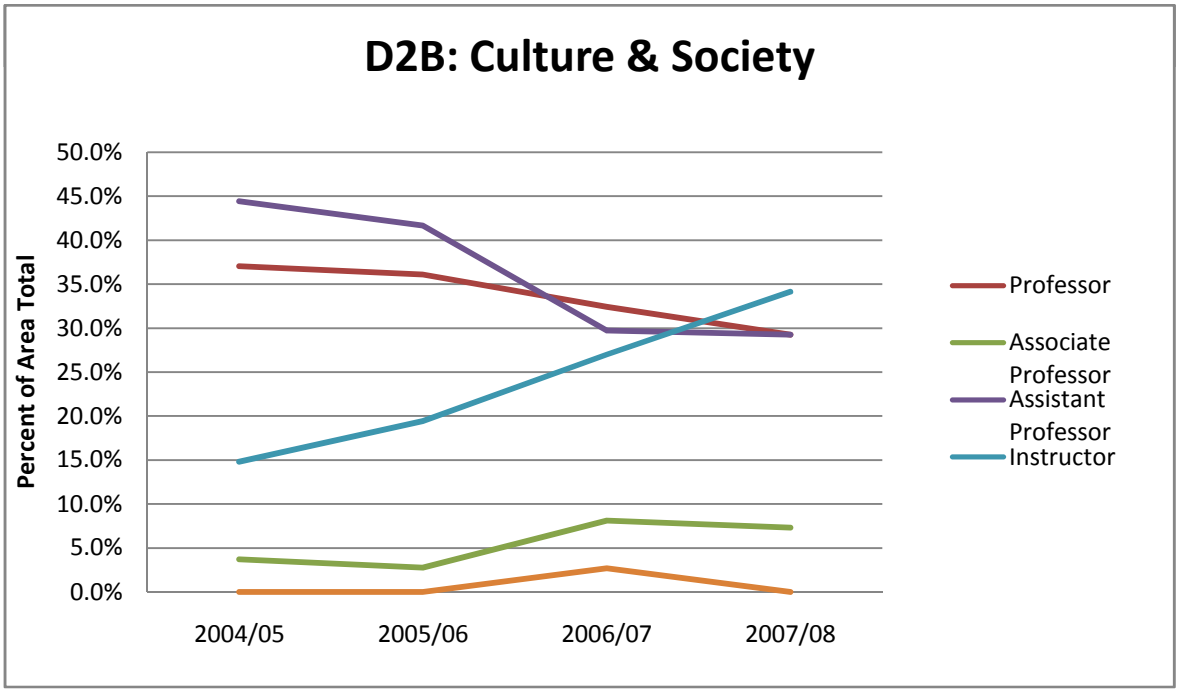

C2: Literature/Philosophy
Percent of Area Total
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

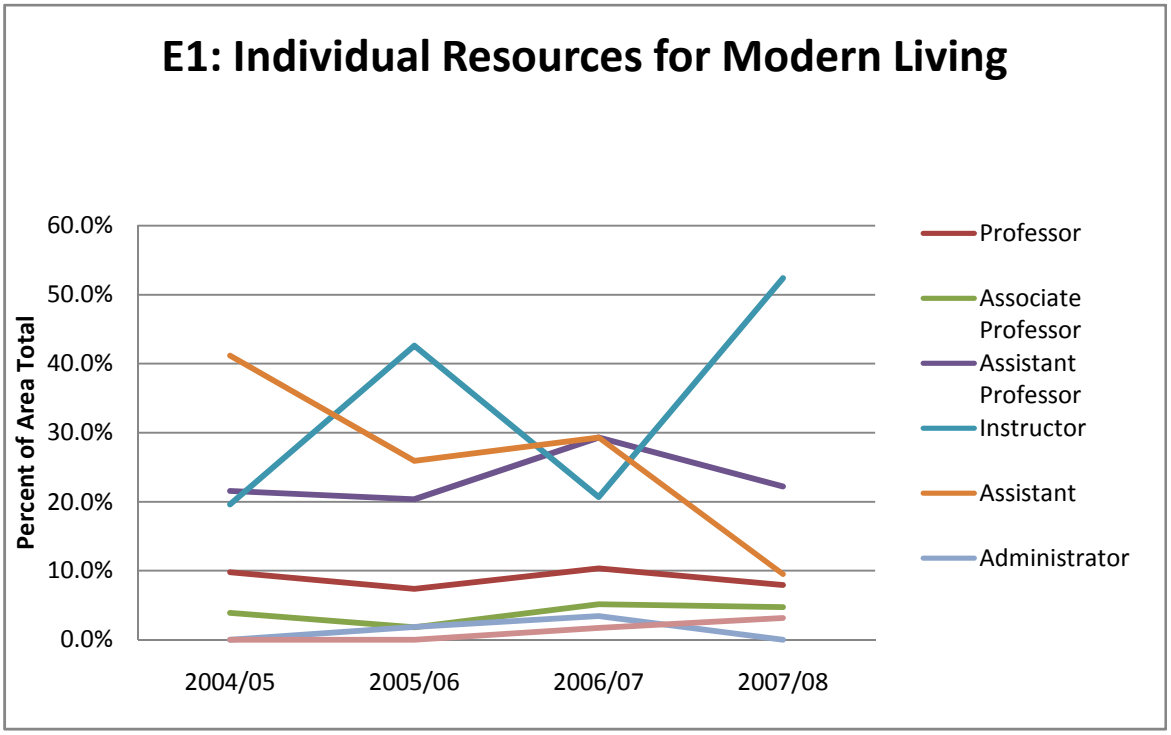

C3: Foreign Language
Percent of Area Total
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant

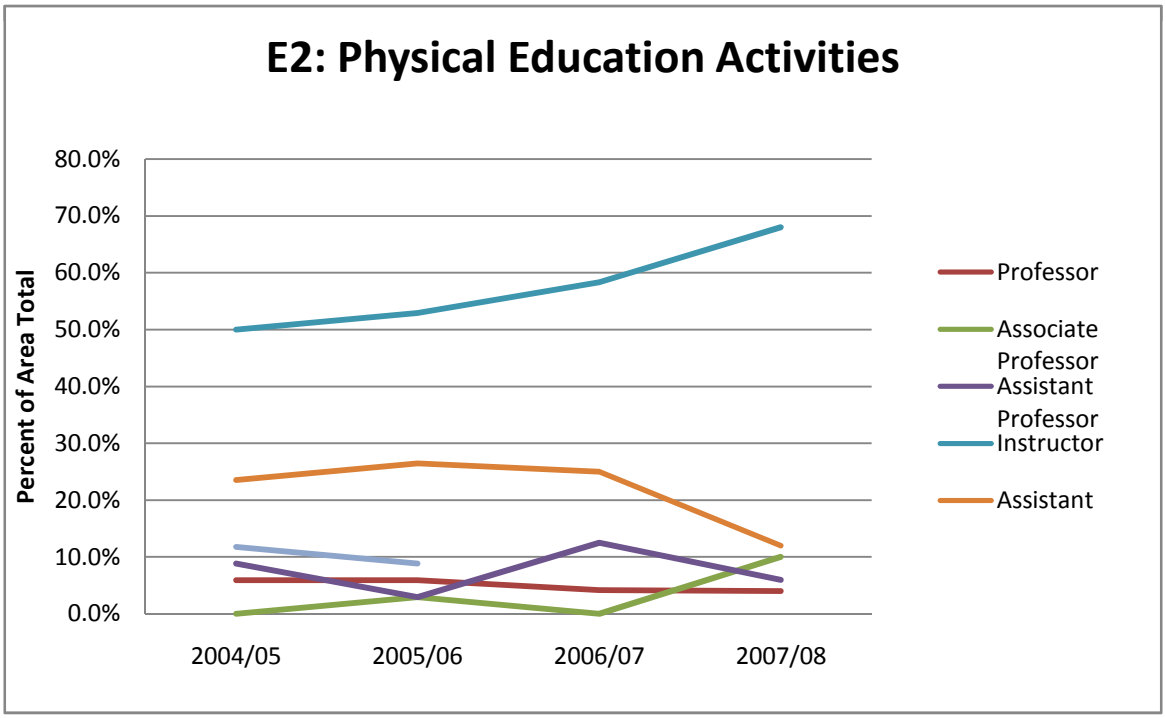

D1A: U.S. History & Consitution
Percent of Area Total
0.6
0.5
0.4
0.3
0.2
0.1
0
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

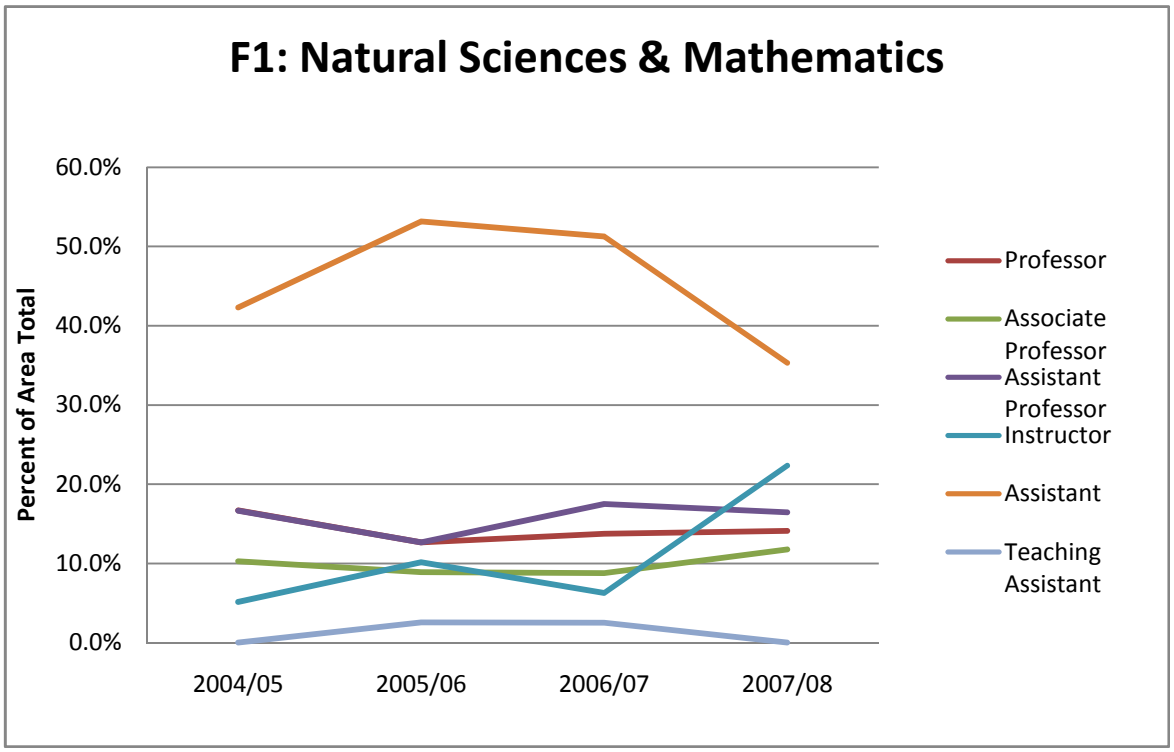

D1B: U.S. Constitution and California State and Local Government
Percent of Area Total
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor

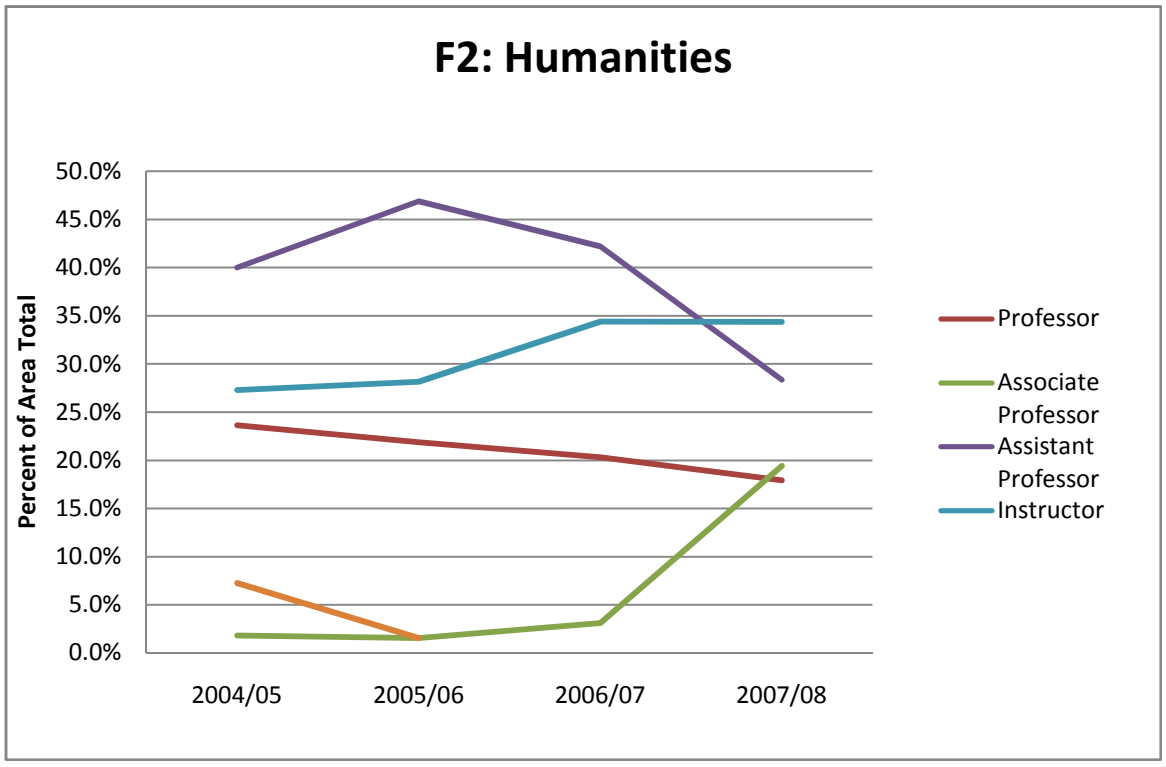

D2A: Human Institutions
Percent of Area Total
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant

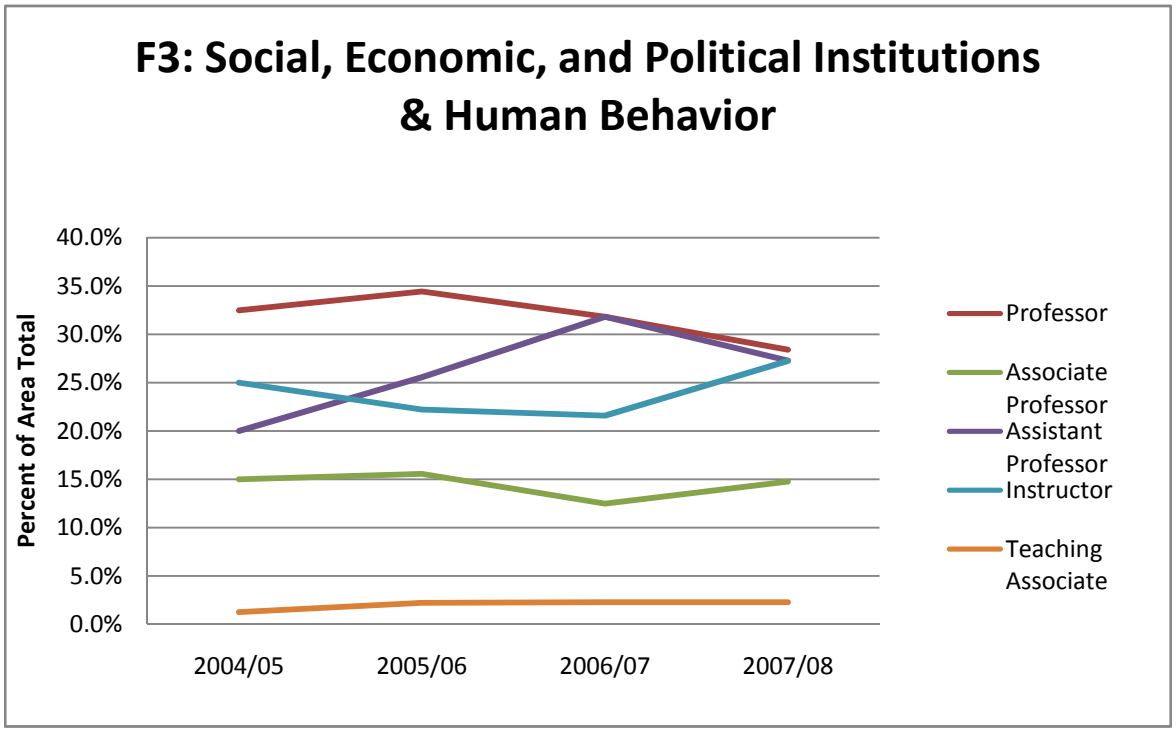

D2B: Culture & Society
Percent of Area Total
50.0%
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

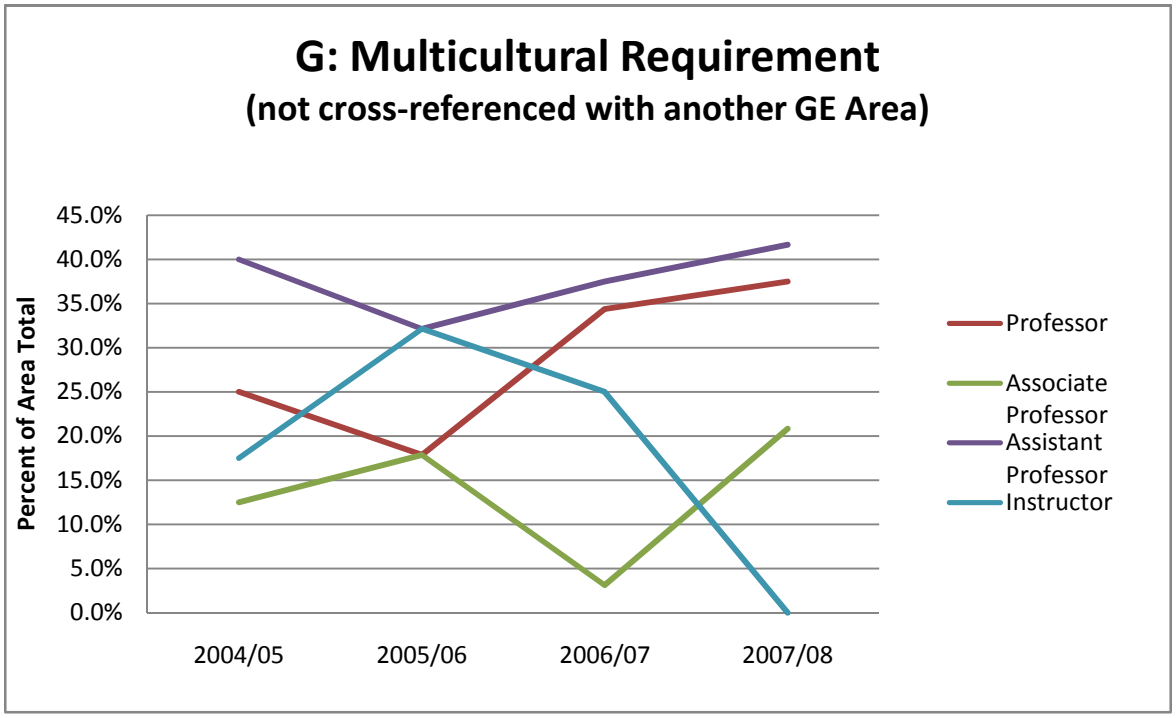

E1: Individual Resources for Modern Living
Percent of Area Total
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant
Administrator


E2: Physical Education Activities
Percent of Area Total
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant


F1: Natural Sciences & Mathematics
Percent of Area Total
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Assistant
Teaching Assistant


F2: Humanities
Percent of Area Total
50.0%
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor


F3: Social, Economic, and Political Institutions & Human Behavior
Percent of Area Total
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor
Teaching Associate


G: Multicultural Requirement
(not cross-referenced with another GE Area)
Percent of Area Total
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2004/05
2005/06
2006/07
2007/08
Professor
Associate Professor
Assistant Professor
Instructor

Appendix I
California State University, Stanislaus
General Education Program Charter
DRAFT

This Charter is prepared in accordance with directives for the General Education Academic Program Review conducted 2007/09 and defines the Program's mission, structures, and processes. It should be approved and adopted by the Faculty through the Academic Senate.

MISSION

The Program of General Education supports the Mission of the University by emphasizing an explicit commitment to a quality liberal arts education. Regardless of which approved courses are taken, the combination of the Program's seven areas (A-G) combined with the major course of study cultivates the knowledge, skills, and values that are characteristic of a learned person. Neither subordinate to the major field of study nor independent of it, the General Education program provides a common experience for students. The Program of General Education supports this curriculum by establishing goals and objectives; certifying courses within areas; assuring continuing quality; promoting curriculum; and monitoring course offerings.

PROGRAM GOALS

The following program goals for General Education are effective fall 2000. These goals will be revisited in light of CSU Executive Order 1033, which took effect fall 2008.

Each GE course must demonstrate how it will meet Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7.

1. **Subject knowledge**. To provide an educational experience that will enhance students understanding of the disciplines' basic principles, methodologies, and perspectives.
2. **Communication**. To provide an educational experience that will enhance the ability to communicate.
3. **Inquiry and Critical Thinking**. To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. **Information Retrieval and Evaluation**. To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. **Interdisciplinary Relationships**. To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. **Global or Multicultural Perspectives**. To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the disciplines impact on or connection to global issues, AND/OR
7. **Social Responsibility**. To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

In addition, courses that meet the requirements for General Education Area G, Multicultural requirement, are those classes of 3 or more units that address multicultural issues, ethnic studies, gender issues, or non-western cultures as follows:

* Multicultural courses should discuss more than one culture but include the study of one culture in some depth.
* Multicultural courses should show that there are differences between cultures, show ways to study such differences, and stimulate students to do additional studies.

STUDENT LEARNING OBJECTIVES

University-wide

The General Education Program is designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, it will assure that graduates have made noteworthy progress toward becoming truly educated persons. In particular, graduates:

- Will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- Will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- Will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Area Specific

Specific learning objectives are defined, maintained, and assessed by discipline appropriate faculty. The sub-areas in the Program are as follows:

Lower Division Requirements:

A. Communication Skills (9 units)
   1. Oral Communication
   2. Written Communication
   3. Critical Thinking (not really named in catalog)

B. Natural Sciences and Mathematics (9 units)
   (Must include a lab course in either sub-area 1 or 2)
   1. Physical Sciences
   2. Biological Sciences
   3. Mathematics

C. Humanities Requirement (9 units)
   1. Arts
   2. Literature/Philosophy
   3. Foreign Language

D. Social, Economic and Political Institutions and Human Behavior (12 units)
   1. United States History and Constitution/California State and Local Government
      (a) United States History
      (b) American Government
   2. A minimum of one course from each of the following:
      (a) Human Institutions: Structures and Processes
      (b) Society and Culture

E. Individual Resources for Modern Living (3 units)
      (a) One course from a list including Business, Computer, and Health options (2 units)
      (b) One course in Physical Education (1 unit)

F. Upper Division Requirements (9 units)

1. Natural Science and Mathematics (3 units)
2. Humanities (3 units)
3. Social, Economic, and Political Institutions and Human Behavior (3 units)

G. Multicultural Requirement (3 units)
Within General Education selections, students must complete at least 3 units of coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultural issues. Certain courses fulfill both the multicultural and another General Education requirement and are cross-referenced in the catalogue.

See "The General Education Assessment Plan" for further information.

PROGRAM DESCRIPTION/COURSES

Program Structure

CSU Stanislaus' General Education Program is guided by the University's Mission and Goals Statement and is committed to developing in its students not only a broad understanding of many subjects, but also the ability to see the essential connections between them. The General Education Program consists of the traditional General Education Program, and the alternative First-Year Experience Program and Summit Program. The traditional program has been offered in its current overall design since the early 1970's. Currently, the General Education Program requires students to complete 51 semester units—including nine upper-division units—of selected courses within seven broad areas (17 sub-areas).

The First-Year Experience Program provides opportunities for students to participate in learning communities with the same classmates for a cluster of 2 or 3 courses in the first semester of their first year. Similarly, the Summit Program provides an alternative upper division general education built around a cluster model. The Summit Program was approved in spring 2004, after a three-year pilot, and the First-Year Experience Program began offering courses in fall 2004.

Satisfaction of the Graduation Writing Assessment Requirement falls outside of the GE Program.

Policies

The following policies govern the General Education Program at CSU Stanislaus:
California Code of Education
Standards, Policies, & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.0 – April 30, 2008
EO 1033 CSU GE Breadth Requirements, 2008. (Prior to fall 2008, Executive Order 595 governed GE Breadth Requirements for the CSU.)
Summit Program Proposal (2/AS/04/UEPC)
First Year Experience Program (11/AS/03/UEPC)
Removal of Two-Course Cap for Upper Division GE (7/AS/02/UEPC)
AAHE Summer Academy Report (2000)
GERTF Recommendations (1999)
GE Goals (10/AS/99/UEPC)
GE Pilot Program (11/AS/99/UEPC)
Writing Requirements for GE Area Courses in Written Communication and Critical Thinking (17/AS/88/EPC)

Course Approval Criteria and Process

Traditional General Education Courses
Courses in the General Education Program are approved by review of the subcommittee in the course of the regular curricular review process. Typically, a new GE course is reviewed and approved by (in order) the department curriculum committee, department chair, college curriculum committee, college dean, GE subcommittee, UEPC, Academic Affairs. The subcommittee reviews course materials, including a statement of how the course participates in meeting the seven GE Goals and methods of the assessment of student learning in pursuit of these goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process.

First-Year Experience Program and Summit Courses and Clusters
First-Year courses and Summit Courses and Clusters are approved as individual courses and/or as part of a cluster by the Subcommittee. Courses must be certified on their own merit through the regular review process, and are accepted through the procedure identified in First-Year Experience Program (11/AS/03/UEPC) and the Summit Program Proposal package (2/AS/04/UEPC).

Course Ordering Requirements
Lower Division general education courses (Areas A-E) are foundation courses. Students learn fundamental principles, methodologies and perspectives of a discipline, as well as essential skills and breadth of knowledge.

Upper Division general education courses (Area F) provide breadth and depth to understanding and stress the inter-relationship among disciplines. Students at the upper division level are expected to enhance and hone their communication and critical thinking skills. Upper division courses taken by students before they have attained 60 units shall not count for the GE requirement.

Courses satisfying the Multicultural requirement (Area G) may be taken at any time.

LEADERSHIP/ORGANIZATION

Program Leadership
The Faculty Director for General Education is responsible for leadership and day-to-day coordination and implementation of the General Education program policies and processes.

Governance Structure and Responsibilities
The organization structure described here supports the General Education Program at CSU Stanislaus. The roles and responsibilities of each person and committee are specified and illustrate the support provided by administration and faculty. The key elements are:

- Office of the Vice Provost
- Office of Institutional Research
- College Deans
- Faculty Director of General Education
- Faculty Coordinator for Assessment of Student Learning
- General Education Subcommittee of the University Educational Policies Committee
- Assessment of Student Learning Subcommittee of the University Educational Policies Committee

Office of the Vice Provost

The Vice Provost has delegated responsibility from the Provost for overseeing the development and support of undergraduate and graduate curricula, including general education.

1. Serves as liaison for general education with the CSU Chancellor's Office.
2. Works with faculty governance committees to ensure policy development for general education remains consistent with CSU system and Title 5 regulations.
3. Facilitates the efforts of the University Educational Policies Committee for general education policy development and revision.
4. Works with college deans, the Faculty Director of General Education, the University Educational Policies Committee, and the General Education Subcommittee to ensure quality and the delivery of general education in accordance with campus and CSU system policies and procedures.
5. Assists the development and implementation of the assessment program for general education.
6. Works with the General Education Subcommittee to update general education information in university publications, including catalog and course schedule copy and the General Education website.

Office of Institutional Research

The Director of the Office of Institutional Research has responsibility to provide information necessary for the delivery and evaluation of the General Education Program.

1. Provides data and analysis in support of the General Education Program (e.g., data about general education in surveys for seniors, alumni, and employers; student enrollments; faculty demographics; course offerings; course scheduling).

College Deans

The College Deans oversee daily operations of General Education courses.

1. Works with faculty to promote knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).
2. Works in collaboration with university offices and programs to ensure that accurate information about the General Education Program is communicated to new and continuing students.
3. Manages the college general education budget.
4. In consultation with the Faculty Director for General Education schedules and tracks course offerings including Stockton, day/evening, on instructional television, across disciplines, across time modules, etc.

Faculty Director of General Education

The Faculty Director of General Education oversees university-level educational initiatives and programs related to the traditional General Education Program, the Summit Program, and the general education component of First Year Experience in consultation with relevant faculty committees and the Vice Provost. The Faculty Director serves as an advocate for students, faculty, and the health of the General Education Program.

Leadership, Coordination, and Policy

The Faculty Director is responsible for leadership and day-to-day coordination and implementation of the General Education program policies and processes.

1. Provides students, faculty, departments, and colleges with information about the General Education program.
2. Acts as a resource for colleges, departments, and faculty interested in developing courses for

general education.

3. Coordinates and analyzes general education course offerings and scheduling, including tracking course offerings in Stockton , and makes recommendations to the college deans and appropriate department chairs/program coordinators.
4. Provides support for the articulation of general education courses with community colleges.
5. Promotes wide knowledge and understanding of general education learning goals (e.g., incorporation into course syllabi, incorporation into new student orientation and new faculty orientation).
6. Consults with the General Education Subcommittee to maintain and update the university's General Education website to ensure currency of information.
7. Meets periodically with the Vice Provost to facilitate improvement of the General Education program and to monitor program implementation activities.
8. Works with faculty governance committees and the Vice Provost to ensure policy development for general education remains consistent with CSU System and Title 5 regulations.
9. Facilitates the efforts of the General Education Subcommittee for policy recommendations (development and revision) to the University Educational Policies Committee.
10. Attends General Education Subcommittee meetings and Assessment of Student Learning Subcommittee meetings as an *ex officio* (non-voting) member.

Assessment of General Education

In consultation with the University Educational Policies Committee, the General Education Subcommittee, the Assessment of Student Learning Subcommittee, and the Faculty Coordinator for Student Learning, the Faculty Director is responsible for coordinating assessment of the General Education program and student learning outcomes for general education, as prescribed by the University Educational Policies Committee.

1. Assesses the quality of the General Education program.
2. Facilitates and supports assessment efforts of the General Education Subcommittee, as prescribed by the University Educational Policies Committee.
3. Acts as a resource for the General Education Subcommittee's activities and works collaboratively with the chair in the assessment of the General Education program, as prescribed by the University Educational Policies Committee.
4. Works with the Vice Provost to ensure the design, implementation, analysis, documentation, and funding of general education assessment.

Communication and Reporting

The Faculty Director is responsible for communicating broadly the goals and accomplishments of the General Education program.

1. Prepares appropriate reports related to general education in concert with the General Education Subcommittee, including those for accreditation.
2. Collaborates with University offices and programs to ensure that accurate information about the General Education program is communicated to new and continuing students.
3. In consultation with the General Education Subcommittee, prepares and updates the general education and graduation requirements information for university publications, including catalog copy and website in accordance with University procedures.

Resources

The Faculty Director is responsible for:

1. Overseeing allocations in support of general education.
2. Submitting budgetary requests in accordance with the Academic Affairs budgetary process.

3. Advocating for fiscal support for the General Education program and other initiatives of the General Education Subcommittee, as prescribed by the University Educational Policies Committee.

Faculty Coordinator for Assessment of Student Learning

The Faculty Coordinator for the Assessment for Student Learning works with the Faculty Director of General Education and the Assessment of Student Learning Subcommittee in support of the General Education Subcommittee for the assessment of the general education student learning goals.

1. Serves as a resource to the General Education Subcommittee with regard to assessment of student learning outcomes.
2. Ensures the university's general education assessment efforts are consonant with the *Principles of Assessment of Student Learning,* 2004.
3. Honors faculty time and instructional priorities by working with the Faculty Director of General Education and the General Education Subcommittee to incorporate assessment directly into general education curriculum at periodic intervals.

General Education Subcommittee of the University Educational Policies Committee

The General Education Subcommittee is primarily responsible for overseeing the General Education program at CSU Stanislaus. The responsibilities of the General Education Subcommittee, as formulated by the UEPC, are as follows:

1. Establish meeting dates by semester, to be published to the campus community.
2. Submit agendas and meeting minutes to the Recording Secretary of the UEPC. Transmit all agendas and meeting minutes to the campus community via electronic networks.
3. Review, approve or disapprove requests from departments/programs for courses to be included into the General Education Program, and make decisions for continuance or discontinuance of General Education course designations.
4. Implement policies and procedures that are submitted to the General Education Subcommittee from the UEPC; make recommendations to the UEPC for changes in general education policies and procedures.
5. Provide support for the articulation of courses from the community colleges.
6. Oversee preparation of General Education catalog copy.
7. Review each department/program's General Education courses on a seven-year cycle in coordination with the department/program's seven-year academic program review. Solicit input from academic departments regarding General Education course offerings; evaluate courses according to CSU Stanislaus' articulated General Education program goals, objectives, and criteria and provide an assessment to the UEPC.
8. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for next steps.

Assessment of Student Learning Subcommittee of the University Educational Policies Committee

The Assessment of Student Learning Subcommittee provides guidance on the extent and type of academic assessment initiatives. The specific responsibilities of the Assessment of Student Learning Subcommittee, as formulated by the UEPC, are as follows:

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.
2. Consult with Program Assessment Coordinators, as requested, regarding the mission and scope

of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.
3. Advise the Coordinator for Assessment of Student Learning of any identified programmatic or resource needs.
4. Establish meeting dates by semester, to be published to the campus community. Submit agendas and meeting minutes to the Recording Secretary of the UEPC and transmit all agendas and meeting minutes to the campus community via electronic networks.
5. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for follow up actions.

Administrative Accountability
The Vice Provost has delegated responsibility from the Provost for overseeing the development and support of undergraduate and graduate curricula, including general education.

Process for Selection of Program Leader
The Academic Senate Committee on Committees (COC) appoints members of the GE Subcommittee to staggered two-year terms. Normally, no more than one member from any single college may be appointed, and a majority of members are tenured faculty. The Faculty Director of General Education (FDGE) is appointed to a three-year term through a process that includes preparation of a slate of candidates by COC, review of candidates by UEPC and GE Subcommittee, and a final interview by the chairs of UEPC and GE Subcommittee with the Vice Provost. The Vice Provost approves the director, subject to input from the chairs and members of UEPC and GE Subcommittee.

FACULTY

Program Faculty
The General Faculty of California State University, Stanislaus assumes collective responsibility for the design, delivery, assessment, and evaluation of the General Education Program. Rights and responsibilities for individual course delivery accrue to the individual faculty member of the department offering the course, including course design and delivery, and assessment of individual student learning.

ADVISING

Advising Structure and Responsibility
Advising responsibilities are shared between the Advising Resource Center and the department housing the major field of study pursued by the student. Students are encouraged to seek early advising, and are required to be advised after attaining 45 units. In addition, departments have their own requirements for advising, and departments assume responsibility for GE advising of students within their major fields of study. The Advising Resource Center assumes responsibility for advising undeclared students. The *Policy on Undergraduate Academic Advising* (2008) defines the shared responsibilities of students, academic departments, and support units.

FISCAL

FTES from GE are allocated to the colleges that offer the courses; funding of GE enrollments is included in the fiscal allocations to the colleges. The Faculty Director of General Education is funded at 15 units of released time, and allocations made by the Provost and Vice Provost support travel, operations, and staffing. Funding for this position was initiated in 2000 by a half-time associate dean's position in the former College of ALS. The campus GE leadership allocates a portion of the workload of the Faculty

Coordinator of Student Assessment to GE, and maintains a small library of books and other materials on GE and assessment.

ASSESSMENT OF STUDENT LEARNING AND PROGRAM EFFECTIVENESS

The curriculum map below illustrates GE Area priorities for General Education Learning Goals. Direct and indirect assessment methods have been identified and will be used for assessment of student learning and program effectiveness.

Table 2: University-Wide Assessment Methods and General Education Learning Goals

	California State University, Stanislaus General Education Learning Goals						
University-Wide Assessment Methods	Goal 1: Subject Knowledge	Goal 2: Communication	Goal 3: Inquiry and Critical Thinking	Goal 4: Information Retrieval and Evaluation	Goal 5: Interdisciplinary Relationships	Goal 6: Global/ Multicultural Perspectives	Goal 7: Social Responsibility
Direct Methods							
Collegiate Learning Assessment		X	X	X			
Writing Proficiency Screening Test		X				X	
Course embedded assessment	X	X	X	X	X	X	X
iSkills				X			
Indirect Methods							
Graduating Senior Survey	X	X	X	X	X	X	X
Individual Development and Educational Assessment: Aggregate Data	X	X	X	X			X
National Survey of Student Engagement		X	X	X	X	X	X
Faculty Survey of Student Engagement		X	X	X	X	X	X

SD 8/18/08
SD & SM:llp 4/21/08
SM:rle 2/11/09
:rle 3/05/09
:rle 3/26/09

Preliminary Recommendations:

Curriculum

1. Review GE Goals and bring into alignment according to EO 1033.
2. Adopt student learning outcomes in all sub-areas according to EO 1033.
3. Formalize campus course certification and recertification processes.
4. Consider bringing Graduation Writing Assessment Requirement (GWAR) into GE structure, or revising baccalaureate goals so that GWAR is officially a part of them (e.g., baccalaureate consists of major field of study, general education, and writing proficiency within the discipline). Or consider incorporating GE goals and GWAR into Baccalaureate goals required of every student.
5. Consider revising area G (Multicultural): a) as upper-division only and/or b) according to ACE Global Learning for All recommendations.
6. Institute universal First Year Experience Program, potentially with service learning component.
7. Move toward more integration within the general education program (EO 1033) including theme-related clusters or courses at the upper division level.

Organization and Structure

8. Clarify lines of communication and distinguish roles and responsibilities among GE Subcommittee, Faculty Director of General Education (FDGE), University Educational Policies Committee (UEPC), chairs/deans, Faculty Coordinator for the Assessment of Student Learning (FCASL), Assessment of Student Learning Subcommittee, and Vice Provost.
9. Formalize membership in "Faculty of General Education" to restrict by actual teaching participation in program and to allow effective representation of lecturers. Formalize a set of recommendations for departments to observe when staffing their GE courses. Update appointment process for GE Subcommittee and GE Advisory Group as appropriate.
10. Revise Academic Program Review Procedures to include GE review and assessment.
11. Either enhance GE Subcommittee with more members or create new committee structure that would have oversight of GE by areas. GE Subcommittee could possibly include a dean, a member from enrollment services, a member from advising, plus members by area/college. Consider longer terms for continuity.

University Support

12. Provide faculty development for instructors of GE courses; also consider a University award for best innovations in teaching GE, and encourage department/college recognition at RPT level, particularly for taking on FYE, Summit, or new curricular challenges.
13. Consider removing FTES-WTUS from departments and pooling within a separate system for GE.

Assessment

14. Update GE Assessment Plan according to any changes made above. Move towards embedded assessment in courses or assessing in capstones—more direct rather than indirect measures.
15. Augment assessment support to include short term (maybe a full-time appointment for a year or two) plus long-term commitments. Continue fiscal support from the University for GE assessment.

SM/SD:rle 3/26/09