**California State University, Long Beach**

**General Education Governing Committee**

**Minutes of Meeting #5**

**October 27, 2008**

Attending: S. Berryhill (CNSM), M. Costa (CHHS), A. Essington (Lecture), K. Freesemann (CHHS), P. Laris (CLA), P. Lowentrout (CLA), L. Mahoney (Academic Affairs), L. Maxfield (GE Coordinator), M. McPherson (CLA), G. Picket (CNSM), H. Ramachandran (LIB), M. Samuelson (Academic Advising)

Excused: A. Doyle (COTA)

Absent: F. Fleming (COTA), T. Travis (LIB), and Y. Huynh (ASI)

Guests: J. Blutinger and M. Wiley (CLA)

1. Meeting called to order at 2:10 PM by Chair K. Freesemann
2. Approval of Agenda: m/s/p
3. Approval of Minutes of Meeting 4: m/s/p
4. Announcements:

1. Enrollment Services General Education web site.

The site has been modified and reflects three major changes: a) a new GE Introduction paragraph, b) Fall 2008 GE Pattern - Category C unit requirements have been clarified, and c) the 1999 GE Pattern has been added online.

It can be accessed from the Enrollment Services home page (under the Registration section) - [www.csulb.edu/enrollment](http://www.csulb.edu/enrollment)

It can also be accessed from the Registration menu - <http://www.csulb.edu/depts/enrollment/registration/>

If you would like to link directly to the GE home page, use <http://www.csulb.edu/depts/enrollment/registration/ge_courses/index.html>

The GE link is up on the G index page, as well as the main menus for academics and students.

2. The Academic Senate Office has been notified of the vacancies in GEGC representatives for appointment by the Nominating Committee: CBA, CBA, CED, COE, and Fall Interim COE.

3. The GEGC Executive Committee meets the 1st and 3rd Monday from 1-2 p.m. in the Faculty Center for Faculty Development (Lisa Maxfield’s Office). Next meeting is November 03, 2008.

4. The GE SCO is officially available for use and distribution.

5. Next GEGC meeting is November 10, 2008.

Dr. Ken Curtis will be attending the GEGC meeting on November 10, 2008 to talk about Global Pathway. The Global Pathway is under section 12. Chair Freesemann encourage the members to read the Pathway and the students learning outcome.

1. 2:15 p.m. Time Certain on HIST 141, Jewish Civilization, Category D.2
   * 1. New to General Education.
     2. Request for Category D.2
     3. Request for Global status
     4. m/s to approve.
     5. Discussion: 1) Really like the course 2) Assimilation over a course and how Jewish community adopted and adaption – the impact of non-Jewish 3) Instructors will prepared the assessment for each time the class is taught 4) Professor Jeffrey Blutinger very pleases with the SCO-Global Competencies (Benchmark) 5) Very uplifting – the new culture and change.
     6. m/s/p to approve for Category D.2 and Global status as presented.
2. Old Business
3. PS 08-00: General Regulations – Recommendation to GEGC/CEPC

-AVP Lynn Mahoney gives an example: Joint oversea program with CSU Fullerton with course that is capstone and global. The 1999 pattern will not give students capstone, unless they petition. Whereas, the 2008 pattern, students will get capstone credit.

- The compromise solution is the student who takes the in 2008 will get credit. If they take before 08-00, they can do petition.

-Abilities to take the course at Fullerton and be able to transfer over to CSULB.

-M/S/P in support of conceptual theory.

1. Benchmark Letter to Colleges

To: College Curriculum Committees

From: The General Education Governing Committee

Dear Colleagues:

Over the past year, the GEGC has been drafting a 21st century vision for student achievement in .

general education. The purpose of this vision is multi-pronged. For students, we want to provide coherence to the curriculum and guidance about how to navigate the overwhelmingly large set of courses to meet specific, important learning goals. For faculty, the GEGC is re-energizing the governance processes toward the goal of creating a community in which faculty can share their expertise about enhancing students’ mastery of essential skills.

A primary component to the learning-centered GE culture is to provide the vehicle for sustainable, collaborative assessment of student performance on essential GE skills. This ongoing endeavor, facilitated by GEGC, begins with shared Student Learning Outcomes and the development of common language about what students are expected to be able to achieve upon completion of their GE program.

As a critical foundation for developing this curricular coherence and vision for student achievement in general education, CSULB has adopted a set of essential student learning outcomes, largely based on AAC&U’s *Liberal Education and America’s Promise* initiative (see [www.aacu.org](http://www.aacu.org) for more information).

Each course certified for General Education will be expected to advance students’ mastery of *at least* one of the *shared* Student Learning Outcomes (SLOs) that describe the universal purposes of general education. The Shared SLOs of General Education are:

**Intellectual and Practical Skills**, including

* Written Communication
* Oral Communication
* Critical Thinking
* Quantitative Reasoning
* Information Literacy and Technology Literacy
* Teamwork
* Creativity, Inquiry, and Discovery

**Personal and Civic Responsibility,** including

* Global Competencies
* Intercultural Competence (cultural values/traditions-U.S.)
* Ethical Reasoning and Social Responsibility
* Self-Understanding
* Foundation and Skills for Lifelong Learning

**Integrative Learning, including**

* Synthesis and Interdisciplinary Methods of Inquiry

Note that we are identifying skills that are universal to GE, skills that all students should master regardless of which specific courses they take in the GE program. By describing such universal skills, we are attempting to begin the process of infusing the skills into a wide variety of GE courses.

The current project outlined herein is to engage the campus community in a consideration of how these SLOs should be expressed as statements of student abilities. More precisely, **GEGC would greatly appreciate your input about what all students should be able to do at the completion of their GE program.** The goal is to have a set of Student Performance Benchmarks for each of the SLOs. **It is expected that the GE program will be responsible for achieving all benchmarks, while individual courses will advance ONLY a subset of the benchmarks for a particular SLO.**

Drafting the Student Performance Benchmarks

Last year, the GEGC asked campus members to self-identify as “resident experts” for each of the SLOs. Each expert group gathered for a few meetings to draft a set of Student Performance Benchmarks for one particular SLO. **These benchmarks are being sent with this letter as a separate Word document.**

To date, benchmark drafts for 8 of the 13 GE SLOs have been completed, including:

* Written Communication
* Oral Communication
* Critical Thinking
* Quantitative Reasoning
* Information Literacy and Technology Literacy
* Global Competencies
* Intercultural Competence (cultural values/traditions-U.S.)
* Ethical Reasoning and Social Responsibility

Questions you might like to consider are:

* How appropriate are the benchmarks for the GE program?
* Are there any aspects of the benchmarks that are not appropriate for the GE program?
* Are there skills that we neglected to include in the draft statements?

You will likely note that Student Performance Benchmarks for different SLOs are formatted differently. Each expert group fashioned its own unique presentation of their benchmarks. We are sending them forward at this point ‘as is’, so that the campus community sees the drafts unedited and as submitted by the experts. Following campus input, GEGC will provide a uniform format that should best suit the final product.

Please note that these statements should not be tailored directly to a subset of disciplines. Rather, although we expect each discipline to infuse its unique flavor and interpretation to each SLO, these student performance benchmarks are meant to provide the entire campus community, including our students, with statements that reflect our common goals for our GE program.

The Process  
The GEGC is asking the college curriculum committees to act as liaisons between the GEGC and their departments. We are asking the college committees to forward this request for input as they see fit. It will be up to the college committee to determine how the Student Performance Benchmark drafts are disseminated to their departments. The GEGC is asking the college committee to coordinate and gather the input from their departments and provide the GEGC with a “college response” to the drafts. The GEGC will then carefully consider the input of the colleges in the finalization of the benchmarks. **We ask that the college provide this input to Kiry Meng (kpoeun@csulb.edu) by December 15, 2008.**

This is a very important endeavor in the significance of our students’ learning. GE comprises approximately 40% of a formal university education. We recognize that our campus community has a great deal to offer to our students and the promise of their future. The GEGC looks forward to working with the campus community to build a powerful vision for our GE program.

If you have questions or concerns, please feel free to contact:

Keith Freesemann, GEGC Chair at [kfreesmn@csulb.edu](mailto:kfreesmn@csulb.edu)

Galen Pickett, GEGC Vice Chair at [gpickett@csulb.edu](mailto:gpickett@csulb.edu)

Lisa Maxfield, GE Coordinator at [maxfield@csulb.edu](mailto:maxfield@csulb.edu)

or your college’s GEGC representatives.

Please note that GEGC representatives would be more than happy to attend a college curriculum committee meeting, or to offer help in any other way necessary. Please don’t hesitate to contact us. M/S/P

1. Table of General Education Transfer Course Equivalencies – Document being shared with Enrollment Services for comment prior to CEPC consultation.

4. Developing and Implementing Meaningful Assessment – The S.A.G.E.

a. Commitments from GE Course Faculty to advance the (Shared) SLOs.

b. SAGE Track Selection Form

c. Outreach to the campus community: CLA and CNSM, HHS, followed by other colleges

d. Pilot the Faculty Learning Community track of GE Course Recertification.

- It is ready to have it launch. It is send to the AA webmaster to make sure it is ADA compatibility.

5. Benchmark Groups

- Faculty learning community.

- The process is ongoing.

- Each year they pick any number of SLO to deal with.

- They at least have three (3) in the Fall and three (3) in the Spring meetings.

- The group has to submitted a report

- The hook is recertification

- Moving forward with the process

1. New Business
2. Timeline for GE Course Recertification
   * + - Last year need the timeline
       - Fall 2009 is approaching
       - -priority are set, SLO are done
       - The new GE course will comply with the new SLO
       - By submission coincide with curriculum calendar
       - In policy come back in 5 years, no guidance.
       - Laying out plan of how we shall proceed.
       - Skills and learning outcome as a group.
3. Timeline for New GE Courses
   * + - The same discussion
4. Electronic Archive of GE SCO
   * + - Talked about process.
5. GEGC Question and Answer

-AVP Lynn Mahoney announced that the Chancellor’s Office picked US History Survey and Microeconomics for the Transforming Course Design (TCD). Assumed it does not create on line or mandate.

-Bring together faculty creating community

-Send to ATAC for approval.

1. The meeting adjourned at 4:02 PM.

Respectfully Submitted,

Kiry Meng