CSULB Spring 2018

**GE SURVEY RESULTS**

The *lowest* number means the *highest* ranking, i.e., the *lower* the number is, the *more* participants in the survey liked the model.

**Table 1: Ranking of GE Models**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Total # | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 |
|  |  | Current Model | Current Model Revised | Concentration Model | Values Model | Discipline Model |
| Tenure-line faculty | 225 | 2.92 | 2.66 | 2.90 | 3.37 | 3.15 |
| Lecturer faculty | 95 | 2.93 | 2.62 | 2.91 | 3.29 | 3.45 |
| **All faculty** | **320** | **2.92** | **2.65** | **2.90** | **3.35** | **3.24** |
|  |  |  |  |  |  |  |
| **All students** | **829** | **3.28** | **2.90** | **2.65** | **3.32** | **2.89** |
|  |  |  |  |  |  |  |
| **Total** | **1149** | **3.18** | **2.83** | **2.72** | **3.33** | **2.99** |

**Table 2: Responses to Descriptive Prompts**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Strongly agree = 1  Somewhat agree = 2  Neither agree nor disagree = 3  Somewhat disagree = 4  Disagree = 5 |  | CSULB's current general education goals are clear for students and faculty | Co-curricular experiences should be an important part of general education (service learning, internships, research, etc.) | The general education requirements should align with the University's mission and strategic priorities | General education should present coherent and interconnected curriculum | CSULB's general education curriculum should differentiate the University from its competitors | The campus should continue to have a focus on writing development as a graduation requirement | The campus should continue to have global issues as a graduation requirement |
|  |  |  |  |  |  |  |  |  |
| Tenure-line faculty | N=231 | 2.83 | 2.10 | 1.85 | 1.98 | 2.79 | 1.55 | 2.04 |
| Lecturer faculty | N=98 | 2.49 | 1.70 | 1.69 | 1.66 | 2.52 | 1.20 | 1.78 |
| **All faculty** | **N=329** | **2.73** | **1.98** | **1.80** | **1.88** | **2.71** | **1.44** | **1.96** |
|  |  |  |  |  |  |  |  |  |
| **All students** | **N=660** | **2.27** | **1.87** | **2.14** | **1.75** | **2.38** | **2.19** | **2.32** |
|  |  |  |  |  |  |  |  |  |
| **Total** | **N=989** | **2.43** | **1.91** | **2.04** | **1.80** | **2.50** | **1.95** | **2.21** |

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**GUIDING QUESTIONS for GE FORUMS**

Please feel free either to jot down responses now and leave them with the leaders of the forum,

or send responses later to norbert.schurer@csulb.edu

1. Regardless of what model we end up with, what can we do to help students understand GE better *from a pedagogical point of view* (i.e., how and why GE is important)?

2. Regardless of what model we end up with, what can we do to help students understand GE better *from a procedural/technical point of view* (i.e., when and what GE classes they should take)?

3. What form(s) could our focus on writing development in our curriculum take, either within the GE program or as a campus-specific graduation requirement?

4. Currently, we have requirements for global issues and for human diversity in the US in our GE program. Do we want to keep such requirements, in what form, and how do they relate to diversity more generally, ethnic studies and/or inclusive excellence?

5. Currently, our GE model includes a large number of required and/or possible co-curricular experiences:

* capstone
* advanced skills
* service learning
* interdisciplinary
* integrative learning
* research
* internships

Which of those experiences do we want to integrate in the future (either as GE requirement or as campus-specific graduation requirement), and how do we integrate them?

6. *If we went with the concentration model*, what might some possible concentrations be?