WHEREAS: The General Education (GE) governance structure changed in spring, 2010, such that the GE Governance Board became an Academic Senate Board, rather than a board that reports directly to the Provost; and,

WHEREAS: Cal Poly's GE underwent program review in 2006; and,

WHEREAS: The new GE Governance Board will be established by fall, 2011; and,

WHEREAS: The Academic Senate established a GE Task Force to review the GE program, the 2006 GE program review, and make recommendations for the new GE Governance Board; and,

WHEREAS: The GE Task Force has developed a set of recommendations at three levels based on its review of the GE program and the 2006 GE program review; and,

WHEREAS: The recommendations include: one recommendation regarding GE for Cal Poly Leadership, five sets of recommendations for the GE Governance Board, and two recommendations for the Academic Senate; and,

WHEREAS: The GE Task Force maintains that by endorsing and acting on the recommendations in the attachment, Cal Poly students will benefit from an even richer general education; and,

WHEREAS: Acting on the recommendations of the GE Task Force does not involve increasing the overall unit count of any degree program at Cal Poly; therefore be it

RESOLVED: That the Academic Senate endorse the attached report from the Academic Senate 2010-11 GE Task Force.

Proposed by: Academic Senate 2010-11 GE Task Force
Date: April 28, 2011
General Education Task Force Recommendations

Opening Statement:

The GE Task Force appreciates the continued support from Cal Poly administrative leadership and faculty to view GE not as separate and distinct from education in the major, but instead as integral to the development of the "whole system" thinkers we want our students to become. The GE Task Force recognizes the commitment from Cal Poly administrative leadership and faculty to continually improving our whole curriculum in part by relying on GE as a crucial resource for students to learn and develop foundational skills.

Section 1: Recommendation regarding General Education (GE) for Cal Poly Leadership:

1. GE and Advising

   Background:

   GE, as a program, ought to have an interactive relationship with advising in order to keep abreast of student advising issues, solve problems, and create opportunities for student success. From 1999 to 2010, GE staff voluntarily attended Advising Council meetings without an official appointment. This resulted in many informational exchanges and problem solving opportunities, as well as development of many collaborative outreach projects. Due to a change in leadership on the Advising Council, along with the unofficial status of the GE appointment to the Advising Council, the GE staff member was removed from the council.

   At the President's discretion, he or she could appoint either the GE staff member to the Advising Council, or someone from the GE Governance Board. Alternatively, the President could delegate this responsibility to the GE Governance Board.

   The GE Task Force respectfully requests that the President establish an official GE appointment on the Advising Council.

Section 2: Recommendations regarding GE for the GE Governance Board:

2. Writing and GE

   Background:

   GE 2001 was designed to introduce and develop students' writing skills through a writing requirement of 10% in all GE courses, and a writing-intensive component (3,000 words of writing, with faculty
providing steady and meaningful feedback to students, and 50% of grade) spread out through six lower and upper division GE courses. Faculty teaching writing intensive courses were to be supported through resources and training through Writing in Generally Every Discipline (WINGED; see Appendix One and http://ge.calpoly.edu/facultyandstaff/winged/workshops.html).

The GE Task Force consulted with the Chair of the English Department, the director of the writing program in English (Area A course series; she also happens to be the University Learning Objective Writing Consultant), the coordinator of the Writing and Rhetoric Center, and the WINGED coordinator about GE and writing intensive courses.

The GE Task Force considered data regarding the frequency over the past four years of large section offerings of writing intensive classes. Some departments have been offering some large sections of writing intensive classes due to budget conditions. It is challenging for faculty to provide steady and meaningful feedback of student writing in large section classes. The data shows an increase in large section writing intensive courses in the following areas:

- GE Area C1 and C2 classes have enrollment in some sections from 120 to 137.
- Most C4 (Arts and Humanities - upper-division writing intensive-elective) have class sections with enrollments of 35 students or less; however there are large sections with enrollment from 80 to 218 in HUM 320, MU 324, and PHIL 339.
- D5 courses (Society and the Individual - upper-division writing-intensive elective) have section enrollments from 30 to 230. (ECON 303 runs as large as 230, POLS 325 runs as large as 135-210).

Recommendations for the GE Governance Board regarding writing and GE:

A. Develop an annual plan to encourage freshmen students to take the GE Area A: Communication course series (A1, A2, and A3) by the end of their first year. The plan should include interaction with faculty, advisors and students. The GE Area A1, A2, and A3 learning outcomes should be shared with faculty in all disciplines, so that faculty will understand what communication/writing skills students are expected to learn in these introductory courses, skills that should prepare students for their major courses.

B. Develop an annual plan to encourage junior students to fulfill or at least attempt the Graduation Writing Requirement (GWR) by the end of their junior year. This would allow students to see the assessment of their skills sufficiently early in their university experience, to afford them more time to improve their skills if they need to retake the test.

C. Work with major programs to develop flow charts that integrate lower-division GE writing-intensive courses into the freshmen/sophomore curriculum, and integrate upper-division GE writing intensive courses into the junior/senior curriculum.

D. Develop a plan for an annual series of workshops, as well as a communication plan to reach faculty who teach writing-intensive courses. The plan would be coordinated with the Center for Teaching and Learning (CTL), WINGED, and the Writing and Rhetoric Center. The workshops would provide opportunities for joint discussions and provide an assortment of tools to assist faculty with teaching
and grading writing.

E. The GE Program staff should recreate a new WINGED web site linked to the GE web site, offering online web site resources, sample writing assignments, rubrics, and workshop dates.


G. As long as Cal Poly remains committed to the value of GE writing intensive courses, it needs to ensure that enrollment in writing intensive courses does not exceed manageable class sizes relative to the responsibility faculty have to give regular and meaningful feedback to students about their writing in these courses (see Appendix Two, regarding three university wide learning objectives faculty across the campus identified as priorities for their programs, one of which was written communication). The GE Task Force recommends that the GE staff member monitor the frequency and range of large section offerings of GE writing intensive classes. When appropriate, based on accurate data, the GE Governance Board should encourage the administration to provide adequate support and resources to ensure that writing intensive requirements are met. Alternatively, it may also be appropriate to explore whether Cal Poly wants to build an infrastructure that allows for large section writing intensive alternative courses. If Cal Poly cannot or will not provide adequate resources to support current GE writing intensive offerings for large sections, the GE Governance Board should consider whether those courses should continue to be certified “writing intensive” courses.

3. GE Assessment

The GE Task Force refrains from making recommendations about assessment until the Academic Senate Assessment Task Force completes its assessment report.

Summary GE Assessment since 2006 GE Program Review:

GE utilized a collaborative strategy in GE assessment, one that would integrate with academic program reviews and align its goals with the university learning objectives. A summary of progress is listed below:

A. Mapping of the GE Learning Objectives in the GE curriculum has become a key point of integration in academic program review.

B. A full scale integrated program review pilot was successfully implemented with the College of Business in 2007.

C. GE utilized "ULO consultants" from 2008 through 2011 to assess specific GE/ULO learning objectives. The consultants led committees in assessing GE courses in writing proficiency, lifelong learning/information literacy, oral communication, diversity, and ethics. Results are available on ulo.calpoly.edu
4. GE Credit for Courses in Intermediate Level Courses in a Foreign Language

Background:

In article 4 of EO 1033: Subject Area Distribution, it states the following in reference to Area C Arts and Humanities courses in "Languages Other than English":

"Students may take courses in languages other than English in partial fulfillment of this [Area C] requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content."†

Currently at Cal Poly, students can receive Area C1 course credit by taking one of Spanish 233, German 233, or French 233. Courses in C1 must cultivate "language skills that are advanced rather than basic" (see Area C Educational Objectives and Criteria, CR1, at: http://www.ge.calpoly.edu/facultyandstaff/ge_objectivesandcriteria.html#C)

The GE Task Force Chair consulted with Professor Keesey (GE Director), CLA Dean Halisky, CLA Associate Dean Valencia-Laver, Professor Thompson (Modern Languages and Literature Department Chair), and Ms. Tool (GE assistant in Academic Programs and Planning).

All parties consulted agreed that it is important to cultivate students' language skills that go beyond skill acquisition by determining a way that Cal Poly students could receive credit toward the degree for courses at the intermediate level. GE Area C may provide that possibility if students could earn GE credit in courses in languages other than English that are at the intermediate level, not just at the advanced-intermediate level.

Increasing opportunities: Students who participate in the CEA Study Abroad Program and the University Studies Abroad Consortium (USAC) receive GE Area C credit for taking intermediate level (not just advanced-intermediate) courses in languages other than English that have a substantial cultural component, providing they take those courses as part of their study abroad program. By contrast, students who participate in a Cal Poly led and developed study abroad program, such as the Cal Poly Spain and Cal Poly Peru programs, do not receive GE Area C1 credit for taking intermediate level (not advanced-intermediate) courses in languages other than English that have a substantial cultural component.

Cal Poly does have some approved courses in languages other than English in the 121/122 MLL courses that are at the intermediate level courses and have a substantial cultural component. However, Cal Poly students who take courses in the 121/122 series do not receive GE credit for those courses.

The Cal Poly GE template specifies that all courses in C1 should be literature-based, and the GE Task Force does not believe at this time that Area C1 needs revising. However, the GE Task Force maintains that it is important to increase opportunities for students to develop intermediate level language skills within the parameters of EO 1033 and the Cal Poly GE template, such that no student sees an overall increase in his or her total unit count for degree. One possible route is to create a new area in Area C, such as Area C5 as an option for students required to take the "C Elective."

† Article 4: Subject Area Distribution: CSU EO 1033 (http://www.calstate.edu/EO/EO-1033.pdf)

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.
Additional Background regarding the Area C Elective for CAFES, CAED, CSM, and OCOB Students:

Within the required 72 unit template of General Education, students in the colleges of CAFES, CAED, CSM, and OCOB are required to take 4 extra units in any GE Area C area. Similarly, students in CLA, LS, and LAES are required to take 4 extra units in any Area B area. In GE Area B, students in CLA, LS, and LAES can satisfy the extra 4 units in Area B by taking any course in the B1-B4 series or, by taking a course in the specific B5 designation for CLA, LS, and LAES students only. B5 provides for an additional selection of Area B non-foundational course offerings for CLA, LS, and LAES students.

The GE Task Force believes it would be beneficial to pursue developing a comparable area, called C5, which could serve to provide additional course options for students in CAFES, CAED, CSM, and OCOB (who are already required to take 4 extra units in any GE Area C). These students could satisfy the extra GE Area C requirement either by taking any course in the C1-C4 offerings as they currently do, or by taking a course in the proposed C5 offerings (see Appendix Three, Current GE Template and Possible Revision to GE Template).

Proposed Benefits of a C5 area include:

A. Cal Poly faculty who lead Cal Poly Study Abroad courses would have an opportunity to propose new "intermediate level" language courses in consultation with faculty from Modern Languages and Literature that could be used to satisfy the extra Area C elective course for CAFES, CAED, CSM, and OCOB students. Additionally, Cal Poly faculty who lead Cal Poly Study Abroad programs would have an opportunity to develop new GE language courses in consultation with faculty from Modern Languages and Literature.

B. Cal Poly students could receive GE Area C elective credit by taking courses in the 121/122 MLL series.

The GE Task Force recommends that the GE Governing Board leave C1 as it is, unless it uncovers issues the GE Task Force did not consider that suggest revision of this area is advisable. The GE Task Force does recommend that the GE Governance Board consider options for maximizing opportunities regarding GE credit for intermediate level courses in languages other than English that have a substantial cultural component. One option might be to create a "C5 elective" designation within the existing GE Area C elective option for CAFES, CAED, CSM, and OCOB students only. This C5 GE area would provide for an additional selection of Area C non-foundational course offerings. The criteria and objectives for an additional selection of Area C5 non-foundational course offerings would be subject to the CSU EO 1033 Area C Arts and Humanities guidelines, and would be expanded within the current parameters of Cal Poly's GE Area C objectives and criteria by the GE Governing Board. Other possibilities could also apply. The GE Governing Board is charged with pursuing possible options and bringing what it believes is the best option to the Academic Senate for discussion and/or approval.

5. Area F Courses

Background:
Because of the interdisciplinary nature of these courses, all colleges have courses in Area F. Prior to AS 713-10: Resolution on the Establishment of an Academic Senate General Education Governance Board, the Area B/F Chair would monitor the supply and demand of Area F courses. The monitoring of supply and demand of Area F courses was especially helpful in advance of quarters for which it appeared there might not be enough courses to meet demand.

The GE Task Force recommends that the GE Governing Board work with the GE staff member to monitor the supply and demand of Area F courses.

6. Ad hoc committees: Area Experts to Assist with GE Curriculum Review During Catalog Cycle Review

According to the "Resolution on the Establishment of an Academic Senate Governance Board" (AS-713-10), the General Education Governance Chair may "Establish ad hoc committees if the GEGB Chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review."

The GE Task Force maintains the importance of ensuring that experts in specific GE areas are involved in the process of GE Curriculum Review. During heavy review periods, such as a catalog cycle, it would be prudent if the GEGB Chair were to establish an ad hoc committee comprised of an area expert from each GE area whose sole task is to attest to the appropriateness of course proposals for the areas in which faculty desired them to be certified.

The GE Task Force recommends that during heavy GE curriculum review periods, the GEGB Chair establish a GE Area ad hoc committee to attest to GE area appropriateness of courses proposed for GE.

Section 3: Recommendations for Academic Senate

7. Sustainability requirement

Background:

The GE Task Force supports a "Sustainability" requirement, similar to the USCP requirement, for all Cal Poly Students. In 2009 the Academic Senate adopted the "Sustainability Learning Objectives" for the university (AS-688-09). The GE Task Force maintains that is it possible and, in light of the Sustainability Learning Objectives, desirable, to add a Sustainability requirement for all Cal Poly students in such a way that no student sees an increase in his or her overall degree unit count. Just as USCP spans the curriculum, GE and non-GE, so too could a Sustainability requirement. Just as USCP is a "tag" on USCP certified courses from across the curriculum, so too would Sustainability be a "tag" on Sustainability certified courses from across the curriculum. Cal Poly faculty already have numerous approved courses in the major and GE curriculum in which important issues pertaining to sustainability are addressed. Consequently, students could satisfy the Sustainability requirement by taking courses they are already taking. Furthermore, faculty members would have new opportunities to develop courses in which they explore sustainability issues while they help students to meet GE or major requirements.

The GE Task Force recommends that the Academic Senate Chair work with the Academic Senate Curriculum Committee and the GE Governance Board to write a resolution requiring that all Cal Poly
students satisfy a Sustainability requirement by taking one Sustainability certified course. In consultation with the chair of the Academic Senate Sustainability Committee, the resolution should provide criteria courses need to satisfy to be certified as "Sustainability" courses. The Sustainability requirement would become an official requirement for Cal Poly students starting with the 2013 Cal Poly Catalog.

The GE Task Force further recommends that the Academic Senate establish a Sustainability Task Force in spring, 2012, whose sole charge is to certify existing and new courses for the Sustainability requirement, well in advance of the 2013 catalog.

8. USCP Review

Background:

Over the past three years, Cal Poly has been conducting a pilot assessment project, the "ULO Project." Among the assessment activities, the pilot project involved assessing for diversity learning. As a result of the diversity learning assessment activities, the Diversity Learning Assessment teams recommends that the university do a review of all USCP courses to ensure that they are aligned with the USCP criteria the Academic Senate adopted in 2009 (Resolution on United States Cultural Pluralism Requirement: AS-676-09; see Appendix Four, from the Diversity Learning Assessment Report).

Some USCP courses are not GE courses, however, many USCP courses are also GE courses, so the GE Task Force spent some time discussing the recommendation from the Diversity Learning Assessment team.

Many courses certified as USCP were so certified before the adoption of the 2009 criteria. It is important that future courses certified as USCP courses receive adequate review to ensure they meet USCP criteria, too.

The GE Task Force recommends that the Academic Senate establish a USCP Task Force in spring, 2012, whose charge is to review existing USCP certified courses to ensure that they meet the criteria described in AS-676-09. The USCP Task Force is also charged with giving faculty members meaningful feedback regarding any USCP courses in need of updating to meet USCP criteria. It is important that this review take place well in advance of the 2013 catalog.

For subsequent years, the GE Task Force recommends that the Academic Senate keep active the Academic Senate Curriculum Committee USCP sub-committee for on-going review of USCP proposed courses.
APPENDIX ONE

WINGED - Writing In Generally Every Discipline

The GE Program is committed to support both the GE required writing component and the writing-intensive coursework. This writing support is coordinated through the Center for Teaching and Learning (CTL) workshops. (756-7002)

WINGED Coordinator: Deborah Wilhelm - English Department (756-7032)

Workshop Goals and Content

The goal of the WINGED workshops is to promote better learning and receive better work from one's students and to join colleagues from across disciplines. Participants have the opportunity to discuss ideas and strategies that are all designed to make classes more effective and the instructor's life simpler. Topics include:

- How to get students to complete and understand assigned readings
- How to encourage students to think critically about course content
- How to design lectures, assignments, rubrics, and exams that meet program goals and produce high-quality student work

At the conclusion of WINGED, participants have access to a variety of ready-to-go strategies to try in their classes and an arsenal of practical ideas and skills, including at least one fully developed and "work shopped" assignment.

WINGED – Sample Schedule of Annual Workshops

Fall Series 2011: Three day workshop series from 9 to 12 noon, generally the weekend following Labor Day.

Winter Series 2011: Four two-hour workshop series (format sometimes varies)

Spring Series 2011: No workshops, but Deborah Wilhelm available for consultation
APPENDIX TWO

WASC/Senate Assessment Activity Summary 2010-2011
Colleges

Number of Times Selected

First Choice
Second Choice
Third Choice

ULO Component (see below)

QUESTION
What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components
1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 54 programs
### GE Requirements (existing template)

<table>
<thead>
<tr>
<th>Most Majors = Colleges of Agriculture, Food &amp; Environmental Sciences, Architecture &amp; Environmental Design, Business, Science &amp; Mathematics. CLA, LS &amp; LAES = College of Liberal Arts, Liberal Studies and LAES majors. ENGR = Engineering Programs. Some programs indicate specific GE courses to fulfill major and support course requirements. Courses from student's Major department may not be used to fulfill Areas C4 or D5. All GE courses are 4 units unless otherwise indicated. ✓ non-unit requirement.</th>
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<td>GE Upper Division Units Required</td>
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<td>AREA A COMMUNICATION</td>
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<td>A2 Oral Communication</td>
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<td>A3 Reasoning, Argumentation, and Writing</td>
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<td>Area C Elective (One from C1-C4)</td>
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<td>D4 Self Development (CSU Area E)</td>
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### GE Requirements (with C5 proposed change)

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APPENDIX FOUR

USCP: Excerpts from the Diversity Learning Report (DLO) - March 2011
Chaired by Dan Villegas, ULO Consultant

- The 2009-2011 Cal Poly catalog lists seventy-one courses that fulfill the USCP requirement. These courses address many different dimensions of diversity and employ many different discipline-specific principles and perspectives for advancing the particular learning objectives designated for each course. The focus of the Diversity Learning Objective (DLO) assessment project is to evaluate the overall contribution of the USCP program to student attainment of the Cal Poly diversity learning objectives.

- The overall assessment results did not reveal a large positive contribution to the diversity learning objectives from the USCP program. The analysis provides a very general assessment of the USCP program, and is not a reflection of the quality of diversity learning that takes place in individual USCP courses. Although diversity learning should be infused throughout the Cal Poly curriculum and in co-curricular activities, the reality is that the USCP program plays a critical and prominent role in the diversity learning of Cal Poly students. The overall assessment results related to the USCP program support the need for strengthening the connection between USCP courses and the Cal Poly diversity learning objectives.

- Diversity should be infused throughout the student’s curriculum, including the GE program, the USCP program and major courses.

- A program review of the U.S. Cultural Pluralism (USCP) program should take place “to discern if courses are meeting the USCP criteria and objectives, as well as reflect the intent of the diversity learning objectives.”

- In addition, the USCP program review should determine if each of the seventy-one USCP courses are effectively aligned with the Cal Poly diversity learning objectives. All USCP course instructors should be encouraged to address the four Cal Poly diversity learning objectives in their course content.

- The diversity learning objectives should be included in a review of the Cal Poly general education program and infused throughout the GE program (DCTF)