The Senior Director of Undergraduate Studies and General Education is responsible for the oversight of General Education (GE), Graduation Degree Requirements (GDR) and the General Studies Program (GS). The background information below provides a summary of these programs, gives context to their interrelationship, and informs the discussion of the five criteria for program review.

BACKGROUND INFORMATION

General Education Program

Requirements: The General Education program at CSUEB has essentially the same requirement set as all other CSU campuses because Title V, as well as Executive Order 1065, outlines the core requirements for all students in the CSU. While there are some requirements in our program that are not necessarily found in other CSUs' programs, the CSUEB GE program contains the minimum number of quarter units required by EO 1065.

Early History of the current program: The last major overhaul of East Bay's GE program occurred in 1996-97. The freshmen learning communities were created and first offered in fall, 1998. Freshman learning communities at the time consisted of three disciplinary courses (science and/or humanities and/or social science classes) with linked "skill" courses: English composition, oral communication, critical thinking, information literacy, and freshman seminar (a one unit academic skills course taught each of the three quarters of the year). We also had required learning communities in sophomore year that completed lower division GE requirements. In 2004-5, the sophomore clusters were eliminated and critical thinking was "unlinked" from the freshman clusters. We disconnected critical thinking because of the large number of freshmen taking developmental composition who were not ready for the amount of writing required in the critical thinking courses. Also in 2004-5, faculty committees were created to develop program and student learning outcomes all GE areas. The Academic Senate approved all GE outcomes during the academic years 2005-6 and 2006-7.

When the learning communities were first created, the Provost at the time (Frank Martino), provided faculty who would be teaching in the clusters with summer stipends to come together and develop integrative curriculum, activities, and meetings.

The Middle Years: In 2005-6 the CSU experienced one of the too frequent budget cuts that resulted in the elimination of funding for faculty working in the clusters. That is, faculty were no longer compensated for summer work with their colleagues to create integrating learning experiences for the students. This was a significant loss as much of the power of the learning communities is the integrative learning that was fostered by the thematically integrated curriculum designed by the faculty. At the same time we began to lose full-time tenured or tenure-stream faculty from the program. Part of that was likely due to the lack of university support for the program while some faculty felt daunted by the challenges of teaching freshmen when more than 60% of them were taking pre-college developmental courses in quantitative reasoning and composition. As part-time faculty became the most frequent teachers in the learning communities, the connections that had been forged among the tenured faculty began to loosen. Our highly integrated freshman experience became more of a cohort program than a true learning community.
Shortly before the loss of funding for the learning communities, our program became the focus of a national study that examined freshman programs that led to the greatest retention and graduation rates for students needing developmental instruction in their first year. The study conducted by Vincent Tinto, a renowned researcher in student success, followed 50 of our freshmen through 5 years of enrollment. The students were interviewed each quarter during the 5-year period. Cal State East Bay was one of 25 campus programs in the study and one of the 5 intensive case-studies undertaken by the researchers. At the end of the study, Tinto called CSUEB’s freshman learning communities a “national model for student success.”

The last 5 years: In 2008, we enrolled the largest class of freshmen in the university's history. Unfortunately, that size included approximately 40% exception admits. That is, 40% of the freshmen did not meet standard CSU admission requirements. As a result, about 80% of the freshmen required some level of remediation. Many required more academic support than the university was prepared to provide in order to bring those students to college-level. While the number of freshmen is now approximately the same as those who entered in 2008, this year (2013-14) only 10 of the freshmen (not 10% but a total of 10 individuals) were exception admits. Our enrollment these days comes from students who meet the admission requirements for the CSU, and our retention rates are beginning to look more like those in the early 2000s when we retained 80% to 82% of our freshmen.

In addition, Provost Houpis, understanding the power of interdisciplinary learning, has agreed to begin funding the faculty once again to support them in creating integrated curriculum during the summer in preparation for teaching in their freshman learning community. This significant improvement is likely to increase student learning and may well help us match or exceed the retention rates that we had in the first third of the program’s history.

**General Education** requirements for students total 72 units, the minimum stipulated by the CSU’s Executive Order 1065, the latest version of the GE requirements. The distribution of requirements and the number of courses approved to meet each requirement follows:

### Area A: Communication in English (12 units minimum)

1. **Composition**: ENGL 1001
2. **Oral Communication**: COMM 1000 or 1004
3. **Critical Thinking**: PHIL 1000, 1001, 3002, 3010, or PSYC 1100

### Area B: Scientific Inquiry and Quantitative Reasoning (16 units minimum)

1. **Physical Science**:¹ CHEM 8 courses, GEOL 6 courses, PHYS 9 courses = 23 total
2. **Life Science**: ANTH 1 course, BIOL 11 courses, ENSC 1 course, KIN 1 course, PSYC 2 courses, SPPA 1 course = 17 total
3. **Science Lab**: BIOL 8 courses, CHEM 7 courses, ENGR 1 course, ENSC 1 course, GEOL 4 courses, PHYS 8 courses = 29 total
4. **Quantitative Reasoning**: MATH 4 courses, STAT 3 courses = 7 total

¹ Departments offer some “duplicate” courses that vary by course number (e.g. Chem 1601/1605) for courses in the learning communities to distinguish “freshman only” sections. The number of courses in parentheses do not include those duplicated courses.
5. **Science elective**: all courses in 1 & 2 above and ENGR 1 additional course, ENSC 1 additional course, GEOG 1 course, GEOL 1 additional course, HSC 2 courses = 46 total

6. **Upper Division Science**: ANTH 2 courses, BIOL 2 courses, CHEM 2 courses, ENGR 1 course, ENVT 1 course, GEOG 2 courses, GEOL 8 courses, HSC 2 courses, KIN 1 course, PHYS 4 courses, PSYC 10 courses, STAT 2 courses = 37 courses

**Area C: Arts and Humanities** (16 units minimum)

**Arts**: ART 2 courses, DANC 3 courses, ES 1 course, MUS 8 courses, THEA 10 courses = 34

1. **Letters**: ENGL 4 courses, ES 4 courses, HIST 4 courses, MLL 2 courses*, PHIL 14 classes, THEA 4 classes = 32
2. **Humanities**: all courses listed in 1 and 2 above.
   - MLL 14 language sequences are approved for completion of lower division Area C requirements

**Total Lower Division courses in Humanities**: 80

3. **Upper Division Humanities**: ART 1 class, DANC 3 classes, ENGL 9 classes, ES 7 courses, HIST 59 courses, HUM 1 course, KIN 1 course, MGMT 1 course, MLL 3 courses, MUS 2 courses, PHIL 44 courses, POSC 8 courses, SCI 1 course, THEA 14 courses

**Total Upper Division Courses**: 154

**Area D: Social Sciences** (16 units minimum)

1-3. ANTH 5 courses, COMM 1 course, CRJA 1 course, ECON 4 courses, ESPY 1 course, ENTR 1 course, ES 5 courses, GEOG 3 courses, HOSP 2 courses, KIN 3 courses, POSC 3 courses, PSYC 3 courses, REC 2 courses, SOC 1 course, WOST 4 courses = 39

**Total lower division courses in Social Sciences**: 39

4. **Upper Division Social Sciences**: ANTH 19 courses, ECON 16 courses, ENGR 2 courses, ES 18 courses, FIN 1 course, GEOG 9 courses, HIST 1 course, HDEV 1 course, INTS 1 course, KIN 3 courses, LAST 2 courses, MGMT 1 course, POSC 26 courses, PUAD 1 course, REC 2 courses, SOC 9 courses, STAT 2 courses, WOST 2 courses

**Total Upper Division Courses**: 116

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2 All first and second year language course sequences may be used in to clear all Area C requirements IF the student completes a three quarter sequence without taking any course in the sequence credit-by-exam. The fine arts are integrated into each quarter of language study.
Area F: Performing Arts and Activities (4 units)

There are 13 departments who offer courses for this requirement; the number of courses is very large. [http://www.csueastbay.edu/ge/gerequirements/areaF.htm](http://www.csueastbay.edu/ge/gerequirements/areaF.htm)

Area G: General Studies and Information Literacy (for native students only) (4 units)

1. GS Freshman Seminar: 3 one-unit courses attached to each freshman learning community. The Spring term course is a service learning course that counts for Area F.
2. Information Literacy: 2 courses

Area E: Lifelong Learning (for transfer students only)

This course is completed at a prior university. If it is not transferred in, the students meet the 72 unit requirement through Area F.

Graduation Degree Requirements (GDR)

In addition to the 72 unit GE program, all students must complete an additional 12 units for graduation:

1. US History, Constitution & American Ideals Code CSU Requirement (8 units minimum)
2. Second Composition: English 1002 (4 unit minimum)
   - Both requirements are usually completed by transfer students before transfer and for most transfer students the Code courses double count in GE. This is not an option for native students.
   - Second composition is often taken with a critical thinking course at a California Community College so this requirement is often counted both for graduation requirements and for GE. Again, completing the two requirements in a single course is not an option for native students.
3. Cultural Groups and Women (3 units minimum) This course is meant to be an “overlay” requirement, that is, it is not intended to be an additional course but may be met with an approved course in the students’ major or in GE.

General Studies Program

The Department of General Studies is a service department that provides courses for non-departmental needs: courses for students in the Honors Program, continuation courses for graduate students, and etc. The courses and their use are as follows:

- GS 1011, 1012, and 1013 are Freshman Seminar courses required as a part of the freshman learning communities;
- GS 1021 and 1031 are reserved for students who at the time of applying for graduation must complete these for graduation and GE units. These courses are make-up courses that cover content better suited to the graduating student than that
in the freshman seminars (resume building, job searches, reflective essays on goals and aspirations, etc.)

- GS 1099 Academic Decathlon is for California high school students preparing to compete in the Academic Decathlon;
- GS 2500 Peer Mentoring Practicum provides peer mentors with training essential to their work in the freshman seminar;
- GS 3000 McNair Scholars Research Seminar (no longer offered since we lost the program)
- GS 3998 Honors Research, 3999 Honors Seminar, and 4999 Senior Honors Thesis are required for students in the university’s Honors Program
- GS 4010 Tutoring for Learning is required of students who are hired to work as tutors in the Student Center for Academic Achievement
- GS 6990 is a continuation course that allows graduate students access to the Library, parking, and other systems while working on their projects or theses but not taking classes. It is offered through extension.

Criteria for Program Review

1. **Consistency with CSUEB Shared Strategic Commitments and Institutional Learning Outcomes**

**Shared Strategic Commitments**

Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship

- Thematic freshman learning communities provide an innovative curricular structure that fosters innovative teaching and engaged integrated learning. Many of the learning communities are completely interdisciplinary. Beats, Physics, and the Mind, for example, offers students courses in Music composition, the Philosophy of aesthetics, and the Physics of sound. In all learning communities, the cluster is completed with linked courses in composition, public speaking, information literacy and a freshman seminar (an academic support course that assists students in becoming skilled independent learners) where students write and speak about what they are learning in their discipline courses, conduct research related to the theme under the guidance of a librarian in the information literacy class, and learn or strengthen their skills as learners in the Freshman Seminar. All levels of English composition, from remedial to baccalaureate, are linked to the learning community. Students take their cluster courses as a cohort throughout the academic year. We offer 20 learning communities, some designed for specific majors, most with general interest themes.
- The yearlong structure of the freshman program allows great flexibility for faculty to work in new ways. For example, in the cluster Viewing Diversity, the faculty meet all 90 freshmen in lecture once a week and each of the three discipline faculty participate: one serves as the primary lecturer while the other two serve as
critic/respondents. During the second class meeting of the week, students are in
disciplinary sections of 30 each to discuss the lecture/responses in the prior class
meeting and the relevant readings. The faculty create their own reader for students
pushing them to read original texts.

• The science clusters tend to be more traditional in structure and instruction.
• Service learning is a required component built into the third term of the freshman
seminar. The Freshman Day of Service in spring 2013 placed 1,325 freshmen in 77
projects for 24 community partners. A good number of upper division GE courses
also include service learning as a part of their curriculum and pedagogy.
• Peer mentoring was introduced to the freshman program in the last four years.
Students are recruited from their freshman seminar classes, participate in a rigorous
vetting and then are enrolled in Leadership classes. They work with the freshman
seminar faculty in the class to help build community, model good student behaviors,
sponsor study groups, and assist the faculty.
• The general education program requires key academic skill instruction and practice
(oral and written communication, critical thinking, quantitative reasoning and
information literacy) in specific courses in the lower division and includes advanced
skill development in all upper division general education courses.
• Faculty are currently developing a spring quarter freshman seminar for freshmen
eligible for or likely to be eligible for joining the University Honors Program.
• Many upper division GE courses are designed to pique student interest in an aspect
of the world around them, e.g. Introduction to World Music and Culture (MUS 3014).
• Upper division GE courses are as varied as the departments that teach the courses.
Most academic departments participate in general education offerings, providing
students with a wide range of choices of topics and pedagogies to select among.

Enhance our inclusive campus, responding to the backgrounds and interests of our
diverse community and promoting their academic, professional and personal
development

• The 20 freshman learning communities are each integrated by a theme that provides
the faculty and students with a common focus upon which to build knowledge and
competencies and begin to understand how different disciplines approach the same
issue, question or problem. The themes vary widely allowing students to select those
of greatest interest to them.
• Many science, humanities, and social science classes (discipline areas) are offered in
GE to meet the educational needs or interests of the students. The distribution of
courses across the three broad disciplinary areas are divided into specific
requirements as seen in the list at the beginning of this report. Local rules require
students to take courses within GE discipline areas from three different departments
in each discipline area to assure a wide exposure to meet and extend student
interests.
• Stand-alone lower division and upper division GE courses speak to a wide variety of
historical and contemporary topics, e.g. GEOL 3100  Geology of Western National
Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner

- Competencies developed through GE courses throughout the academic career are the skills contemporary employers list as most important in new hires: communicating in written and oral form, critical thinking, quantitative reasoning, working in teams with diverse membership, integrated thinking, problem-solving, and the like.
- Both lower and upper division GE focus on developing the competencies of life-long learning: experiences in the arts and humanities, social sciences and sciences help develop a strong knowledge base that complements the major. A life-long learner needs to be able to communicate effectively, know who to work with others, understand how to ask and answer questions not currently known, process accurately quantitative information, and think critically. These are the skills and behaviors necessary for a life of continual learning.
- The employer data can be read at the following link: http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm

Foster a vibrant community through enriched student services and student life that support student engagement and learning

The GE Office that oversees freshman learning communities and peer mentor offices and provides training for professional advisors on the campus, works with students and colleagues to help create and support student engagement and learning.

- While students have faculty to assist them in their chosen major, the Office of General Education and the Academic Advising and Career Education center provide advising in GE and graduation degree requirements to support students’ graduation.
- Peer Mentor Services places second year students in the freshman seminar in the learning communities to provide a peer perspective on what it takes to be a successful student and to listen to freshmen issues while helping them use campus resources to address those issues. The peer mentors are often the first to know a freshman is in trouble emotionally, financially, socially, etc., and they work closely with their faculty and share appropriate information to assist the freshmen in achieving success.

Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University

Because all students must satisfy GE and GDR requirements in order to graduate, we need to have positive working relationships with our colleagues in the colleges and university administrative offices. Listed below are some examples of that collaboration.
• General Education and Graduation Degree Requirements are posted on the web through the GE homepage and the university's catalog; freshmen receive a copy of the GE worksheet in their freshman textbook. Faculty in the General Studies classes require students to keep track of which of their classes meet specific GE or GDR requirements.

• The GE subcommittee of the Committee on Instruction and Curriculum has created an assessment plan that has been approved by the Academic Senate. Last year (2012-13) we began assessing both lower and upper division critical thinking competencies. The data will be reviewed in 2014-15 by the committee to determine what changes may be appropriate based on the student data.

Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

While much of the work in the community is related to students' majors and most service learning courses are in the majors, the community engagement aspect of this strategic commitment speaks to the responsibilities of all citizens to take responsibility for their communities. All freshmen are required to complete a day of service learning during the third term of freshman seminar. See below under new initiatives for plans to expand the commitment to service in the General Education program.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)

The freshman clusters include six clusters specifically designed for STEM majors; an additional five clusters are mixed science, humanities and/or social science courses dealing with current topics. For the non-science major, these clusters provide exposure to scientific reasoning, the role of science in culture, and the value of the humanities and social sciences to the sciences and the reverse. The clusters for science majors assure that qualified students begin with the correct curriculum to pursue their STEM education during their freshman year. Studies indicate that students who delay enrolling in introductory science courses in their first year are less likely to continue in the discipline to become science majors.

Institutional Learning Outcomes and GE

1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems

Critical (A3) and creative thinking (C1) & quantitative reasoning (B4) are lower division course requirements while critical thinking and quantitative reasoning are built into the requirements for upper division GE areas.

• A3 is the lower division required course that introduces students to the skills of critical thinking.
C1 is a fine arts requirement that requires students to examine significant artistic expressions of the creative intellect. While such courses may focus on history, theory, aesthetics, and criticism to further a student’s understanding of the creative process, they are simultaneously calling on the student’s own creative processes while studying the manifestation of others’ creativity. The creative impulse is also supported by requirements in Performing Arts and Activities where students can select courses in producing art, music, theater, dance, and the like.

B4 is the quantitative reasoning requirement, met by a number of different courses in Math and Statistics and by the newest course approved for quantitative reasoning: Finance 2300: Personal Finance.

Advanced critical thinking and numeracy skills are required in upper division GE.

- Upper division science courses must “build upon scientific principles and quantitative skills gained in lower division science and quantitative reasoning courses.” SLO #2: “Students must apply advanced quantitative skills to scientific problems.”
- Upper division humanities courses must include opportunities for students to develop and communicate advanced critical thinking skills: SLO # 3: “Be able to discuss and deliberate about opposing viewpoints in an insightful and logical manner. Be able to present an opposing side fairly and to criticize the argument rather than attacking the person.”
- Upper division social science courses require that students “develop advanced skills in oral and written argument in the social or behavioral sciences.”

2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Both written communication (A2) and oral communication (A1) are required courses in lower division GE and advanced written and oral communication skills are required components of upper division GE in humanities and social science.

A1 is met by Communication 1000: Introduction to Public Speaking or by Communication 1004: Interpersonal Communication.

A2 is met by English 1001: College Writing I. Graduation requires an additional composition course: English 1002: College Writing II.

The competencies are further developed in upper division GE courses that support writing, speaking, and listening skills.

- Upper division Humanities courses must “emphasize an advanced writing component and include significant oral or manual communication (sign language) and advanced critical thinking skills.” The learning outcomes for advanced writing and speaking address development of the ability to “listen openly to diverse opinions and behaviors.”
• Upper division Social Science courses must “apply research finding of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.” SLO #4: Develop advanced skills in oral and written argumentation in the social or behavioral sciences."

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities

Cultural groups and women is a course requirement for graduation, often taken as an overlay course with upper division social science or humanities. This is also a content requirement in the freshman GS seminar, and many upper division humanities and social science courses examine issues and perspectives of living and working with a diversity of people. Upon completion of the Cultural Groups/Women requirement, students will have developed the following competencies: (1) knowledge of, and respect for, one or more of the groups and their contributions to U.S. society, including, but not limited to, three or more of the following aspects-historical, linguistic, cultural, economic, political, literary; (2) ability to analyze critically the relationships between the groups and the dominant society, between the groups themselves, and between members of the same group; (3) working knowledge of the groups' histories and contemporary experiences as subjects (as opposed to objects or victims) and of their voices and expressions, including, but not limited to, oral traditions, writings, and art forms; (4) comprehension of the origins and functions of discrimination, exploitation, and oppression of the groups, both historically and in the present, and ability to identify various patterns of discrimination.

The relevant learning outcomes from GE areas are:

• Upper Division Humanities: SLO #2: Demonstrate an understanding of the cultural endeavors and legacies of human civilizations."
• Social Science: SLO #3: “Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.”

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

• Working in diverse teams is an instructional component, content area, and practice in the freshman seminar.
• Students interested in becoming peer mentors take a Leadership course in the spring of their freshmen year that focuses on collaboration and communication skills needed to assist freshmen students. If students are selected as peer mentors for their second year, they continue in Leadership training and must work in collaborative teams to achieve their goals and meet their responsibilities.
• A number of freshman clusters speak to the wide cultural, national, racial, and religious diversity found in the world and foster conversations and sometimes difficult dialogues among students about the issues of difference. Examples include: Viewing Diversity, Asian Pacific Islander, Spirituality Meets the Creative Spirit, Making a Difference, Bodies at Play, and Thinking Globally.
5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels

- Many learning communities address these issues: Thinking Globally, Energy & the Environment, Earth Crisis!
- The third quarter of the freshman seminar is built around a “Freshman Day of Service” required of all freshmen. The first year we re-instituted service learning (it was part of the spring requirements from 1998-2004), 2011-12, approximately 920 students participated in 42 projects for 18 community partners. Last year (2012-13) approximately 1,325 freshmen provided a day-long service in 77 projects with 24 different community partners. These students served in projects in Contra Costa County (for the Concord freshmen and freshmen living in the county) and throughout Alameda County.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

The General Education freshman program is designed for all freshmen, those who enter knowing what they want to major in and those who are undecided. There are several ways in which the program supports students’ majors, even when all courses count for General Education.

First, the learning communities are designed to support high unit majors:

- Freshman learning communities support integration of ideas and the ability to see issues and questions from multiple perspectives, both as a life skill and as support for their major. A number of freshman learning communities are designed for specific majors: Atoms are Everything (Physics), Biology of Humans (Kinesiology, Nursing, Health Sciences), Diversity of Life (Biology), Engineering, Healthier Living (Nursing), Molecules, Energy, and Living Things (Chemistry), Structure and History of Music (Music). These learning communities were designed to get students in high unit majors enrolled in freshman year requirements in the major while completing a minimum of 17 units in General Education as well as three major requirements.

Second, all learning communities are designed to provide students with courses that meet graduation and General Education requirements.

- Students may double-count one course from the three discipline courses in their learning community for their major, if appropriate. That is, if a course in the cluster meets a major requirement as well as a GE requirement, the students who select that major can count the course for both requirements.
- Students taking clusters not specifically designed for their major may complete 25 units in General Education as well as double counting one course in the major.

2. Internal and External Demand: The demand for GE and GDR courses rises and falls with our enrollments. Native students, that is those who start as freshmen, are required to complete all 84 units of GE and GDR before graduation. Transfer students have mostly completed lower division requirements and most often need to complete the upper division
and Cultural Groups requirement, 12 to 16 units. Regardless, all students must take these requirements to graduate. And yet, academic departments that teach GE courses schedule the courses on their own. That can lead to an imbalance in offerings as more students need particular course types and too few sections or courses are offered. The GE office has worked with Institutional Research to try to model student course taking patterns to inform the departments about demand but we have yet to find a model that works to make such predictions. Please also note comments in the “Unique Issues and Future Directions” section for greater explanation of some of the choke points for students meeting the requirements.

- In an ideal campus world, the GE and GDR requirements would be shaped to complement the major so to reinforce the need to look at any single issue from multiple perspectives. Most majors have not used GE and GDR that way yet. None the less, the GE program provides support for the majors more indirectly. Most all majors include effective communication skills and critical & quantitative thinking and research skills as part of their program outcomes. GE provides the base upon which the majors can build those skills. With lower division courses in oral and written communication, critical thinking, quantitative reasoning, and the skills taught in the information literacy courses and the additional support given in the upper division GE courses for those same skills, we should be providing a solid beginning of skill development that needs to be honed in the major.
- Students are often can use GE to assist them in completing minors or even second majors.
- Philosophically, those of us who believe in a liberal education would argue that a university education is comprised of more than a major and our role is to provide students with a well-rounded university education that helps them act as responsible, capable members of their communities.

The provided GE workbook (GE enrollments-PFD.xlsm) has 3 years of GE enrollment data (2009-2012). The GE by Course tab can be filtered by academic year and course prefix (department) to examine the GE areas and total enrollments in each course for one or more of the years. The GE by Year tab allows you to select a specific prefix (department) and examine specific GE area enrollments for one or more of the years. Note that many courses satisfy more than one GE area, many courses are both GE and majors courses, and Area F courses are too numerous and thus are not included in these figures. In summary, total enrollment in GE courses (excluding Area F) was 63,056 in 2009-10; 58,927 in 2010-11; and 59,530 in 2011-12. See GE workbook for details.

3. **Program Quality:**

The CSUEB freshman Learning Community program, first offered in Fall 1998, has been the focus of local review and national study. The campus continues the program because, when supported by the university, our retention rates have been among the highest in the CSU. As mentioned earlier, the freshman program has also been recognized for innovation and success in supporting student success, especially for students needing developmental classes in math and composition and for the support provided by the learning communities, the freshman seminar, and the peer mentors for first generation and under-represented minority students. In addition, the inclusion of service learning opportunities in spring term
has added richness to students’ understanding of the role of general education in their university experience.

The Academic Senate has approved the GE Subcommittee’s plan for assessing GE areas to see if our students are learning what we hope for them to learn. Last year we began by reviewing student work in a freshman-level critical thinking course. This year we will be assessing student work collected from upper division GE courses where “advanced” critical thinking is to be taught. Assessment of critical thinking in its initial cycle will be completed this academic year and our intent is to submit a report to CIC during the spring term. In spring we will prepare to do assessment of another GE outcome and continue the assessment cycle until assessment of all GE areas has been completed. Then we will start the cycle over again.

4. **Costs and Productivity:**

It is mostly impossible for me to judge the cost or productivity of the GE and GDR programs. Courses that meet these requirements are offered by departments as part of their course offerings, often with courses that double count—for majors and for students taking the course for GE.

The number and frequency of course offerings in any GE or GDR area are decisions of the departments with the exception of the freshman learning communities. In regard to freshman learning communities, the GE office actively organizes and works with departments to assure that a sufficient number of clusters is provided, that all the parts of the cluster are offered each term when required, and that a sufficient number of remedial courses in mathematics at each level is provided for the demand. Yet, the only cost that the GE office incurs is the cost of the freshman seminar, GS 1011, 1021, 1031. The GS office hires 19 instructors to teach the required number of sections. Clusters enroll a maximum of 90 students (in most cases) and GS classes are capped at 30 students. So, for each cluster there are at least 3 sections of GS. In AY 2011-12, we offered 56 sections; two sections were linked to the Concord campus clusters.

As noted above in the description of the GS course offerings, there are GS classes that serve other specific populations. For 2011-12, the enrollment is as follows:

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<th>COURSE</th>
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<th>SPRING 2012</th>
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<td></td>
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<td>62</td>
<td>217**</td>
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</tr>
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</table>

* The declining number reflects both a loss of students and those students who realized they could register without taking the freshman seminar (see below for block scheduling).

**This is the term we offer the Academic Decathlon course for high school students

5. **Unique Issues and Future Directions:**
GE is dependent on cooperation of academic departments to offer a sufficient number of GE courses for the demand from students. Although we have tried to find a way to estimate future demand for courses in various GE and graduation requirements, we have not yet been successful. We are able to determine what the average demand is but that fluctuates widely depending on various factors.

We are chronically low on particular courses to meet the following GE areas:
  o A3: critical thinking
  o English 1001 (for students not in freshman clusters),
  o English 1002 (second composition)
  o English 3000/3001 and 3003 classes for completion of the University Writing Skills Requirement
  o C1: fine arts

We have a plethora of Area F, Performing Arts and Activities courses.

The on-line campus is another area of concern. Courses with GE approval are required to submit their plans for an on-line version of a course to the GE Subcommittee for review BEFORE offering the course on-line. This is a little known or frequently ignored requirement of the Academic Senate. Efforts are underway to raise the consciousness of departments about this requirement.

Another on-line issue is offering a sufficient number of on-line GE courses for the on-line degree programs. Online programs have been slow to recognize that their on-line students cannot find sufficient offerings of upper division classes and some lower division classes (there are few lower division GE courses offered on-line). As more majors move on-line, there needs to be more careful planning with departments offering GE courses to meet the needs of the on-line students OR they will not be able to graduate because they cannot complete their GE requirements on-line.

The GE office needs to recognize the need for better communication with Colleges and Departments that participate in the freshman learning communities. Department chairs and associate deans often do not understand the interaction between freshman admission practices and the effects on cluster offerings. Significant and late changes in the numbers of freshmen create significant problems in mounting the freshman learning communities to meet student needs without under- or over-enrolling some clusters as the freshman enrollment shifts.

Faculty Senate committees and subcommittees need to evaluate the GE program in preparation for a possible move to semesters. The move will affect the number of sections students take as there is not a direct equivalency in the units required to meet system requirements at quarter and semester campuses. For example, a year’s worth of science is a two course requirement under semesters but a three course requirement currently completed in B5, science elective. This requirement will change with the conversion. We need to understand the implications of the move to semesters in order to prepare departments for the effects of the change on their enrollments.