



SACRAMENTO STATE

General Education and Graduation Requirements: Update and Critical Questions

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General Education and Graduation Requirements: Update and Critical Questions

Table of Contents

Topic	Pages
I. Introduction.....	1-2
II. What is required?.....	2-5
III. What additional requirements do we have for graduation?.....	5-8
IV. Are there opportunities for challenges or proficiency testing to fulfill graduation requirements? If so, how many students take advantage of such examinations?	9-11
V. What are the goals and outcomes for GE and GR requirements?.....	11-13
VI. How are GE/GR requirements assessed?.....	13-14
VII. Estimated Costs and Enrollments for graduation requirements 2010-2011.....	14-18
VIII. What is currently happening on our campus re: GE/GR requirements?.....	19
IX. Summary	19-20

Introduction

As a Department Chair, I felt quite confident about my ability to steer students through the requirements for our major and graduate programs. But, as familiar as I was with some aspects of GE, and despite twenty years of teaching at Sacramento State, like so many faculty members, I typically recommended that students visit Academic Advising for GE/GR requirements. In fact, when my husband decided to complete his degree at Sacramento State, at first, I found myself unable to talk him through GE/GR. Now, after a year as Associate Dean for Undergraduate Studies, research through our Faculty Senate archives, policies, catalogs, and lots of conversations with faculty and Student Affairs staff members, I can find my way through our confusing Alphabet Soup of GE Areas and sub-areas as well as the additional requirements.

Something is terribly wrong, however, if motivated faculty, staff and most importantly, students cannot see the proverbial forest for the trees. Furthermore, if the faculty who created the curriculum cannot easily chart the “what,” “how,” and “why” of our GE/GR program for our students, can we really claim to be surprised when many of our students wander around for years before graduating and others fail to emerge from the forest with a degree in hand?

The purpose of this document, therefore, is to provide an informative context for discussions regarding General Education and Graduation requirements across the campus. To that end, I have tried to be as clear and concise as possible despite the often confusing complexity of the material. The fact that this is still a lengthy and sometimes densely packed report speaks directly to the problem. Much of the information contained in this report is available elsewhere; however, one goal of this report is to collate material from diverse sources into a single document to help us view General Education more holistically.

Some overarching questions to consider as you review this information include:

- Why do we require the courses and distribution of units we do?
- What are the goals of such requirements and the GE/GR program as a whole?
- What evidence do we have that we are fulfilling those goals?
- Where do our students most often run into obstacles to their timely graduation?
- What do our various requirements cost?
- How can we best pursue our strategic goals and intentionally make choices that reflect our values?

Some critical questions that emerge from this report include:

- Why does Sacramento State require a minimum of 51 rather than 48 units in GE, and 15 units in Area D rather than 12 units?
- Why do we have additional sub-divisions and distribution requirements in GE Areas?

- Can “supervenient” graduation requirements (e.g. Race & Ethnicity and Writing Intensive) be more fully integrated into existing GE Area or Major requirements?
- Can graduation requirements that are not currently “supervenient” (e.g. Second Semester Composition and most of the courses that fulfill the Foreign Language requirement) be incorporated into existing GE Areas without raising the unit count for GE?
- Should we provide genuine alternatives (e.g. exams or portfolios) to challenge or certify fulfillment of learning outcomes for certain GE/GR requirements?

Other questions are posed following each section; no doubt, there are additional questions that need to be asked. More importantly, there are answers we need to seek and actions we need to take.

What is required by the CSU and Sacramento State?

The most recent system-wide policy governing GE/GR requirements is articulated in Executive Order 1033: <http://www.calstate.edu/EO/EO-1033.pdf>. It supersedes E.O. 595.

A. What is required by Sacramento State?

<http://catalog.csus.edu/current/first%20100%20pages/ge.html>

Standard Program

Program Total:	51 units
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Note: At least nine (9) units must be in upper division courses (100-199). At least nine (9) units of GE must be taken in residence at Sac State.

Area A: Basic Subjects	(9 units)
A-1 Oral Communication	(3 units)
A-2 Written Communication	(3 units)
A-3 Critical Thinking	(3 units)

Area B: The Physical Universe and Its Life Forms	(12 units)
B-1 Physical Science	(3 units minimum)
B-2 Life Forms	(3 units minimum)
B-3 Laboratory Component with B-1 or B-2	
B-4 Mathematical Concepts and Quantitative Reasoning	(3 units minimum)
B-5 Further Studies in Physical Science, Life Forms, or Quantitative Reasoning	(as needed for 12 units total)

To satisfy the 12 unit requirement for Area B, students may take additional courses listed in B-1, B-2, or B-4, or may take courses listed separately in category B-5.

Note: At least one course from B-1 or B-2 must include a laboratory component (B-3).

Area C: The Arts and Humanities	(12 units)
C-1 World Civilization	(3 units)
C-2 Introduction to the Arts	(3 units minimum)
C-3 Introduction to the Humanities	(3 units minimum)
C-4 Further Studies in the Arts and Humanities	(as needed for 12 units total)
Area D: The Individual and Society	(15 units)
D-1 Foundations in Social and Behavioral Sciences/ World Cultures	(6 units minimum)
D-1a Foundations in Social and Behavioral Science	(3 - 6 units)
D-1b World Cultures	(0 - 3 units)
D-2 Major Social Issues of the Contemporary Era	(3 units minimum)
D-3 American Institutions	(6 units)*
Area E: Understanding Personal Development	(3 units)

Note: No more than one unit of activity/skills course work may be used to satisfy the Area E requirement.

B. Comparative Table: CSU and Sacramento State University

CSU Requires the following distribution of General Education Units		Sacramento State Requires the following distribution of General Education Units	
Total # of Units: 48 units		Total # of Units: 51 units (Additional Units are in Area D)	
Upper Division # Units: 9 units		Upper Division # Units: 9 units	
Double-Counting: Permitted w/ careful consideration. No set limit		Double-Counting (i.e. allowable overlap between major department and GE): 9 units maximum	
Area	Requirement	Area	Requirement
A	<u>9 units</u> A1 Oral Communication A2 Written Communication A3 Critical Thinking	A	<u>9 units</u> A1 Oral Communication A2 Written Communication A3 Critical Thinking
B	<u>12 units</u> B1 Physical Science B2 Life Science B3 Laboratory Activity B4 Math/Quantitative Reasoning	B	<u>12 units</u> B1 Physical Science B2 Life Science B3 Laboratory Activity B4 Math/Quantitative Reasoning B5 Further Studies
C	<u>12 units</u> (at least one course each in Arts and Humanities) C1 Arts C2 Humanities* *Note: Language other than English [allowed]. . .if the course does not focus solely on skills acquisition	C	<u>12 units</u> (4 sub-areas specified with a requirement that 3 be covered) C1 World Civilization C2 Intro to the Arts C3 Intro to the Humanities* C4 Further Studies in the Arts & Humanities *Note: Only two foreign language courses (French 1B and 2B) currently fulfill both the foreign language requirement <u>and</u> GE Area C3.
D	<u>12 units</u> (no sub-areas specified: “reasonable distribution” is required)	D	<u>15 units</u> (4 sub-areas specified) D1A Foundations in Social & Behavioral Sciences, (3-6 units) D1B World Cultures,(0-3 units) D2 Major Social Issues, (3 units) D3 American Institutions, (6 units)
E	<u>3 units</u>	E	<u>3 units</u>

C. Questions regarding GE requirements

1. **Double-Counting**: CSU policy refers to “double counting of courses for GE with major requirements and prerequisites.” Sacramento State policy defines double-counting as any course in the major department (regardless of whether the course counts towards the major). Why do we limit the overlap/double-counting to 9 units? Why do we count all courses in the major, regardless of whether they count towards the major requirements or not, as an overlap?
2. **Further Studies**: What purpose does an additional subdivision titled “Further Studies” in Areas B and C serve?
3. **Higher Minimum Units of GE (Area D)**: Why do we require 51 rather than 48 units of GE? Why do we require 15 units in Area D rather than 12 units?
4. **Language Other than English**: Why do we currently only have two courses (both in French) that count towards both Area C and the foreign language requirement?
5. **Additional Sub-division in Area C**: Why have we sub-divided Area C with the additional requirement of C1 World Civilizations? Is the distinction between World Civilizations in C1 and World Cultures in D1b clear; are the outcomes in these two areas sufficiently distinct?

Graduation Requirements

In addition to, or embedded in, other GE Requirements (i.e. stand-alone, supervenient or as part of an Area requirement), we have the following Graduation Requirements:

- A. **Sacramento State: American Institutions** (Two courses in Area D3: Lower Division and/or Upper Division) 6 units in GE

CSU American Institutions (EO 405) which refers to: S 40404. Requirements in United States History, Constitution and American Ideals. This document outlines the content of course(s) or examination (s) that a) “addresses the historical development of American institutions and ideals”; and b) addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government.” It then goes on to outline the elements that must be covered within both. These elements are treated as criteria for course approval.

While CSU policy does not specify a unit count for the American Institutions requirement, it does permits up to six semester units to be credited toward GE Breadth Requirements; Sacramento State embeds all six units in Area D3.

While Sacramento State’s policy allows students to take a challenge exam for each component (History and Government) of this requirement, those who pass both exams are still held to 51 units of GE. Should this practice be changed?

B. Sacramento State: Second Semester Composition course (ENGL 20) 3 units

Transfer students may satisfy this requirement by selecting certain courses that also count towards GE Area A3 (Critical Thinking) or C2 (CSU GE numbering: Intro to Humanities). Native students cannot embed this requirement in a GE Area.

Therefore, in situations where the student is either a native student or a transfer student who has selected courses in Area A3 or C2 (Sac State C3) that do not articulate with a second semester Composition course, the requirement adds an additional 3 units to the total GE/GR requirements.

Despite the fact that the requirement is referred to in policy as a “Second Semester Composition Course” (elsewhere it is referred to as “Engl 20 requirement”, and the course title is College Composition II), English 20 currently has a prerequisite of 30 units that prevents native students from satisfying this requirement earlier than their third semester and often, later.

C. Sacramento State Graduation Writing Assessment Requirement (GWAR):

Writing Placement for Juniors Exam (WPJ) and/or Engl 109M/W + WI (and 109X if needed) with a C- or better.

CSU GWAR (EO 665): “Certification of graduation writing proficiency is an all-campus responsibility. Certification may rely on evidence of writing ability as demonstrated in written coursework, essay examinations, or other measures of student writing competence. Measures may be developed which best fit individual campus needs. However, certification by examinations shall include a common essay written and evaluated under controlled conditions to be scored by at least two faculty readers.”

Again while the GWAR does not directly add extra units to GE/GR, additional units may be necessary if

- **the student receives a score placing him or her in Engl 109M/W (3 units)**
- **the student receives a score placing him or her in Engl 109X (1 unit)**
- **the student chooses to self-place in Engl 109M/W (3 units)**
- **the student passes Engl 109M/W (3 units) but receives a placement score placing him or her in Engl 109M/W or Engl 109X.**
- **the student receives below a C- on a first attempt of a WI course**

Graduate Students who did not receive their undergraduate degree from a CSU must fulfill the GVAR, as well either by exam (WPG), or appropriate course work (GWI). (FS 09-58/GSPC and FS 09-59/GSPC)

D. Sacramento State: Writing Intensive (Formerly known as “Advanced Study. supervenient, i.e. GE Area or Major courses that fulfill the additional criteria for Writing Intensive: upper division) 3 units in GE and/or Major

Currently departments may determine for their majors whether the WI requirement should be taken in the major, in GE, or permit it to be taken either in the major or GE. Most, but not all, WI courses are also approved to fulfill GE Areas and hence contribute to the 9 units of upper division GE requirement. If the WI course is in both the Major and GE, it can count towards both if the student has not exceeded 9 units of overlap between GE and the Major.

A WI course has a prerequisite—either a sufficient placement score on the Writing Placement for Juniors (WPJ) exam or Engl 109M or W. Students may be permitted, based on the placement score from the WPJ or Engl 109M/W, to take their WI course concurrently with ENGL 109X (a one-unit small group tutorial). Since the WI course does have a prerequisite, it cannot typically be taken before the end of the Junior or beginning of the Senior year.

Since, the WI course now certifies completion of the GVAR requirement, students must receive a C- or better in the WI course to certify the GVAR; therefore, students who pass the course with below a C- may receive credit for the GE Area and, where noted, Race & Ethnicity, but will still need to take an additional upper division WI course.

A number of upper division GE courses triple-count for Upper Division GE, R&E and WI.

E. Sacramento State: Foreign Language Requirement (can be fulfilled by courses in American Sign Language) 3-4 units for single semester course (EDS 052 and SPAN 7 are 3 unit courses; all other courses in this area are 4 units)

The CSU requires two years of high school study of a Language Other Than English (may include American Sign Language) for admission to a CSU.

Sacramento State requires the equivalent of an additional high school year to be completed before admission.

If the language requirement has not been completed before admission to Sacramento State, students must meet the Sacramento State foreign language graduation requirement by completing one of the following options:

- Passing intermediate-level tests in two of four skills: reading, writing, listening, and speaking. One of the tests must be in reading or writing.

- Passing an advanced-level proficiency test in reading.
- Completing the second-semester or equivalent (1B) of a college-level language (or ASL) course with a grade of “C-“or better.

The CSU permits “courses in languages other than English in partial fulfillment of [Area C requirements] if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content” (emphasis added).

At Sacramento State, with the exception of French 1B and 2B, courses that fulfill the foreign language requirement do not concurrently fulfill Area C requirements.

- F. Sacramento State: Race & Ethnicity in American Society** (supervenient, i.e. All R&E courses also fulfill GE Area C, D or E requirements with the additional criteria for Race and Ethnicity: upper division or lower division) 3 units in GE

Given the additional criteria for Race & Ethnicity and an additional proposal process, not all courses otherwise articulated with community colleges as fulfilling similar Area requirements also fulfill the supervenient requirement (e.g. courses articulated with History 17A and B).

A number of upper division GE courses triple-count for Upper Division GE Area, R&E and WI.

G. Questions regarding Sacramento State Graduation Requirements

1. While some of our graduation requirements are “supervenient” and, therefore, may not add extra units to the degree, do they further complicate and confuse pathways through GE?
2. Furthermore, are the learning outcomes for the “supervenient” requirements distinct from other GE requirements and hence, assessable (see goals and outcomes, below)? In other words, is there a need to separate out a graduation requirement from a GE Area, or could the outcomes or criteria for the graduation requirement be fully embedded in one or more GE Areas?
3. For requirements that are not “supervenient” (e.g. English 20 and most of the Foreign Language courses that fulfill the foreign language requirement), could they be incorporated into existing GE Areas without raising the unit count for GE?
4. Is there a way to clarify or improve our articulation agreements for courses that are otherwise equivalent to a GE Area course but not approved for a “supervenient” graduation requirement?
5. Is the Writing Intensive requirement appropriate to General Education or to the Major Program? Where would the Writing Intensive outcomes be best served?

Are there ways to challenge or prove proficiency for any of the additional graduation requirements?

A. Foreign Language:

Foreign Language Proficiency Testing takes two forms, outside of coursework. 1) The first is a one-on-one interview with a language examiner, and 2) the second is our group Spanish test (now given several times a semester). One requirement for demonstrating Proficiency is that a **literary** skill be one of the two tested, so that means either Reading or Writing. The level of the exam has been approximately Spanish 1B-2A (Beginning to Beginning Intermediate). The goal is to synchronize any non-coursework testing to be at the same level of proficiency as the campus graduation requirement, which is the level students would be at upon completion of any language at the 1B (second semester) level.

1) Generally with an evaluator/authorized examiner, the skills tested are **Speaking** and **Reading**. Most students who do this are already fluent in another language, born overseas and/or schooled through secondary school in a non-English speaking country. Statistics would indicate a 100% passing rate for those "testing out" with an interview because they are already proficient. (approximately 180 to 230 students take this route, per semester)

2) For those taking the Spanish Proficiency Test, the skills tested here are **Listening** and **Reading** skills. This is a two-part test, so failing students might fail one or the other of the skills, or both. Generally the failure rate is about 25% of those in attendance, with some semesters higher, up to 38%. This group consists of mostly non-native speakers of Spanish, typically students with 2 years from high school. If they do fail, they have the option of retesting later in the semester, or doing coursework (taking a Spanish 1B or Spanish 7 (Reading) course). Almost all who re-test do pass the second time, after they have studied the language more, having been some time away from it. (approximately 50-90 students take this route, per semester)

Foreign Language Proficiency Testing through Examiners and Spanish Group Test:

Fall 2008 252 students passed (of those, 50 took the Spanish test, 13 failed = 25%)

Spring 2009 244 students passed (of those, 60 took the Spanish test, 23 failed = 38%)

Fall 2009 237 students passed (of those, 64 took the Spanish test, 19 failed = 29%)

Spring 2010 301 students passed (of those, 71 took the Spanish test, 27 failed = 38%)

Fall 2010 273 students passed (of those, 83 took the Spanish test, 18 failed = 21%)

B. American Institutions Proficiency Testing

U.S. History Challenge Exam: <http://www.csus.edu/hist/undergrad/challenge.pdf>

No data available.

California State and Local Government Challenge Examination:

<http://www.csus.edu/govt/Documents/CA%20Challenge%20Exam%20Rev%20%204-08.pdf>

	<u>Period</u>	<u>Attempts</u>	<u>Passed</u>	<u>Failed</u>
California State and Local Government	10/98-present	93	48	45
American National Government	12/98-8/07	59	18	41

Note: The data for California State and Local Government Challenge Examinations only represents exams given on our campus over the last 10-12 years. Currently students are directed to the community college to take their challenge exam in American National Government.

Successful passage of these exams fulfills the D3 and American Institutions requirement but does not provide credit; students who pass these exams must still take a minimum of 51 units of GE. Why?

C. Engl 20/Second Semester Composition

There is no opportunity to challenge this requirement or prove proficiency.

D. Writing Intensive

There is no opportunity to challenge this requirement or prove proficiency.

E. Questions regarding Proficiency/Challenge Testing

1. For those requirements for which we do have a challenge or proficiency test option, is the option a 'real' one, i.e. is information about testing and testing opportunities readily available?
2. For those requirements for which we do have this option, are the tests calibrated at the same outcome level as the course outcomes?

3. For those requirements for which we do not have this option, should we consider such alternatives?
4. If a student successfully challenges the American Institutions requirement (for all parts), should he or she still be held to 51 units for GE?

What are our stated goals and outcomes for GE/GR?

GE/GR policies and documents (e.g. GE Area/GR course proposal Forms) often mix teaching goals, course standards, and criteria with learning outcomes and objectives. As both the recent WASC report and our GE Program Review suggest, such a confusion of purpose makes it difficult to assess whether or not our GE/GR program is fulfilling its mission.

A. GE/GR Criteria and Standards can be found at:

<http://www.csus.edu/afac/GE/geareacriteria.stm>. Often, GE/GR criteria and standards refer to what should be taught, studied or covered in a course.

B. GE Objectives (University Catalog):

Upon completion of the General Education Program requirements, students will be expected to:

- read, write, and understand relatively complex and sophisticated English prose;
- construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others;
- find and use common information resources, engage in specialized library research, use computers, and seek out appropriate expert opinion and advice; and
- use mathematical ideas to accomplish a variety of tasks.

In addition to these basic skills, courses in the sciences, arts, humanities, and social sciences have been selected to provide students with:

- an understanding of the workings of the physical universe, which will refine their science-based conceptual problem solving skills and develop a first-hand acquaintance with the methods of science, including a general understanding of hypothesis formation and theory-testing;
- knowledge of current theories about the origins and varieties of life on this planet, focusing on the basic principles of life processes, the interdependence of creatures in ecological systems, and the effects of changes in the environment;
- an exposure to the historical and cultural influences that have played significant roles in the evolution of the values, beliefs, and ideas of Western and non-Western societies, through the study of significant literary, philosophical, and artistic works;
- a familiarity with the theories and methods of the social sciences in order to enhance their

understandings of the major institutions in our society, and the roles that both individuals and groups play in shaping experience;

- perspectives on people from various cultures and backgrounds, including awareness of the contributions of non-Western cultures, women, and ethnic groups to the rich diversity of human activity; and
- an understanding of the current theories and methods used to expand our knowledge of the processes of mental and physical development throughout the human life cycle.

C. Baccalaureate Learning Goals

E.O. 1033 permits campuses to define their own GE Student Learning Outcomes but requires that these outcomes “fit within the framework of the four ‘Essential Learning Outcomes’ drawn from the Liberal Education and America’s Promise (LEAP) campaign.” In 2009, passed by the Faculty Senate and approved by the President, Sacramento State adopted Baccalaureate Learning Goals that pertain to the GE/GR Program but also apply to major programs:

<http://www.csus.edu/acaf/GE/Documents/Baccalaureate%20Learning%20Goals%20for%20the%2021st%20Century.pdf>

The Baccalaureate Learning Goals do not yet align with the GE objectives, standards or criteria; nor have they yet been integrated in either the course or program proposal or assessment processes.

D. Graduation Requirement Goals

For certain Graduation Requirements (e.g. second semester composition; foreign language), one must search through various documents such as Faculty Senate and committee minutes and GE program reviews to find more fully articulated goals or outcomes.

For example, on the GE website, under General Education Criteria and Outcomes, the link for the Foreign Language Graduation Requirement does not take one to learning goals or outcomes; rather, it takes one to another statement of the Foreign Language Graduation Requirements and the ways in which “proficiency” may be certified by course or exam. The following Foreign Language Goals were approved by the Faculty Senate and the President in Fall 2003 (FS 03-39/GEP/GRC.Ex.).

Foreign Language Goals

1. The ability to enter into a language community other than their own
2. Awareness of another culture
3. Development of skills to increase communication with foreign language speakers in one’s anticipated career field.
4. Ability to communicate with people from other cultures using appropriate social skills and mannerisms.
5. Preparation for lifelong learning about other cultures and the acquisition of increased fluency if desired.
6. Opportunity to interact in a foreign language within classroom setting

Writing Intensive Outcomes (<http://www.csus.edu/acaf/Portfolios/GE/gewritint.stm>) tell faculty what should be taught and identify what students will do in the course, but do not tell us what students will have learned or what additional skills will be improved or attained. So, for example, we are told that in a Writing Intensive course, “students will write 5,000 words of clear and logical prose (not to include simple narrative or diary writing).”

Race & Ethnicity Outcomes: <http://www.csus.edu/acaf/Portfolios/GE/gerace.stm>.

E. Questions regarding goals and outcomes

1. Given the adoption of our Baccalaureate Learning Goals and E.O. 1033, how can we rearticulate GE/GR criteria, standards, objectives, Area and graduation requirement goals so that the GE/GR program as a whole has more curricular coherence?
2. How can we align and integrate goals, outcomes, criteria, and objectives, etc. so that there is further alignment between what is taught and what is learned?
3. As we align the diverse and sometimes confusing criteria, standards, outcomes, objectives, etc. for GE/GR, how can we make sure that the Baccalaureate Learning Goals clearly inform curricular review and assessment for the GE/GR Program as a whole?

How are GE/GR requirements assessed?

According to Policies and Procedures FS 04-28 (<http://www.csus.edu/acaf/GE/asmntpolicy.stm>), courses in GE Areas are required on a five year cycle to submit syllabi for review which should include strategies for assessment of each learning outcome for the Area. Since this policy precedes the new Baccalaureate Learning Goals (as well as E.O. 1033), there is no reference to an assessment of the Baccalaureate Learning Goals in relation to Area goals. The primary responsibility for implementation of assessment plans rests with departments and, like the review of syllabi, is course-based, rather than program-based. There is general consensus, however, that such an assessment of GE courses or programs is not occurring as part of the self-study/program review process.

Furthermore, while the GE/GR Course Review Subcommittee does review proposals for graduation requirements (e.g. for Race & Ethnicity or Writing Intensive) and determine that they conform to criteria and standards, there is no policy for assessing learning outcomes for Graduation Requirements as distinct from, or in addition to, General Education Area courses and outcomes.

At this point, with the exception of individual course grades, we have little to no data regarding the achievement of our student learning outcomes for either GE or GR requirements. WASC has made it clear in its recommendations that Sacramento State will need to bring its GE/GR program requirements and learning outcomes into alignment with its Baccalaureate Learning Goals and

establish an assessment policy and procedure that genuinely measure attainment of those goals and outcomes.

Questions regarding Assessment of GE/GR requirements?

1. How can we revise assessment policies and procedures to more accurately gauge GE/GR programmatic achievement?
2. If GR requirements are “add-ons” (e.g. Writing Intensive and Race & Ethnicity) to existing GE Areas, how do we assess their outcomes separate from, or in addition to, GE Area Learning Outcomes and the Baccalaureate Learning Goals?
3. Closing the Loop: How do we productively use assessment data to improve our GE/GR program so that curricular and resource decisions regarding General Education are evidence-based?

What are some of the costs and enrollment demands of our additional Graduation Requirements?

Ascertaining the actual costs of the discrete layers of GE/GR requirements as distinct from major or other requirements is a complex exercise. The data below provides a rough sketch of estimated costs based on actual enrollment for 2010-2011. It includes, where appropriate: the number of sections offered, headcount (HC), FTES, average class size (ACS), weighted teaching units (WTUs), cost estimates based on the standard reassigned time payment of \$1725 per WTU, FT tenured/tenure track positions or PT positions. As much as possible, we have attempted to control for actual GE/GR data by excluding students who are clearly majors in these subject areas from the headcount totals; however, we were unable to control for minors (e.g. in Foreign Languages).

2010-2011

D3 American Institutions (6 units)

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
Government	30 sections	1342	268.4	44.7	90	\$155,250	7.5	6.0
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
Government	29 sections	1602	320.4	55.2	87	\$150,075	7.25	5.8
<u>2010-2011 Total</u>	59 sections	2944	588.8	49.8	177	\$305,325	14.75	11.8

Note: These numbers reflect non-majors/GE headcount and FTES by excluding History and Government majors from headcount; cost estimate based on \$5175 per section; FTT positions figured on the basis of 12 WTU; PT positions figured on the basis of 15 WTU. Average Class Size is estimated on what the size

would be if majors from History and Government were excluded, not on the total class size. Generally, the number of History and Government majors in any given section did not exceed 12.

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
History	27 sections	1984	396.8	73.4	81	\$139,725	6.75	5.4
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
History	24 sections	1655	331	68.9	72	\$124,200	6.00	4.8
<u>2010-2011 Total</u>	51 sections	3639	727.8	71.3	153	\$263,925	12.75	10.2

Note: These numbers reflect non-majors/GE headcount and FTES by excluding History and Government majors from headcount; cost estimate based on \$5175 per section; FTT positions figured on the basis of 12 WTU; PT positions figured on the basis of 15 WTU. Average Class Size is estimated on what the size would be if majors from History and Government were excluded, not on the total class size. Generally, the number of History and Government majors in any given section did not exceed 12.

D3 Totals 2010-2011	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	110	6583	1316.6	59.8	330	\$569,250	27.5	22

Second Semester Composition ENGL20/20M (3 units)

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	37 sections	927	185.4	25	111	\$191,475	9.25	7.4
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	53 sections	1315	263	24.8	159	\$274,275	13.25	10.6
<u>2010-2011 Total</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	90 sections	2242	448.4	24.9	270	\$465,750	22.5	18

Note: Since English majors are the exception to this requirement, these numbers reflect non-majors/GE headcount and FTES; cost estimate based on \$5175 per section; FTT positions figured on the basis of 12 WTU; PT positions figured on the basis of 15 WTU.

GWAR This data does not include the cost of the WPJ examination which is supported by a fee charged for the exam; currently, students may choose to take the exam or self-place into ENGL 109M/W. The exam or 109M/W portfolio will yield a placement score. The costs here are instructional only and are not supported by the WPJ fees.

According to data provided by the English Department, approximately 45% of the students enrolled in 109W/M between Fall 2009 and Fall 2010 were self-placed, i.e. did not take the WPJ, first.

<u>ENGL 109M/W</u>		(3 units)						
<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	13 sections	319	63.8	24.5	39	\$67,275	3.25	2.6
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	19 sections	428	85.6	22.5	57	\$98,325	4.75	3.8
<u>2010-2011 Total</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or PT</u>	
	32 Sections	747	149.4	23.3	96	\$165,600	8	6.4

<u>ENGL 109X</u>		(1 unit) Small Group tutorial co-requisite with WI						
<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT</u>	<u>PT</u>
	11 sections	129	8.60	11.7	NA*	\$6,215	NA*	NA*
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT</u>	<u>PT</u>
	17 sections	201	13.40	11.8	NA*	\$9605	NA*	NA*

***Note:** While sections of ENGL 109X are assigned to the GVAR Coordinator who functions as supervisor and instructor-of-record (included in her compensation from the WPJ/GVAR account), instructional assistants (ISAs) conduct the tutorials. The cost, therefore, reflects their payment; no FTT or PT positions are expended for this course.

Writing Intensive (3 units, supervenient)

Note: GWI (Graduate Writing Intensive) courses have been excluded from this data set. The Writing Intensive (WI) courses are divided as follows: R&E/GE are those WI courses that also fulfill a GE Area as well as the Race & Ethnicity graduation requirement; Major courses are those that fulfill major requirements but not a GE Area; and GE sections are those that fulfill a GE Area as well as the WI graduation requirement.

Since the WI requirement is always linked to another requirement (and in some cases to more than one), it does not appear to add additional costs; however, since the course is typically capped at 30 (major courses may actually be capped lower while GE Area and Race & Ethnicity courses may

otherwise be capped higher) to meet the writing requirements, it may, indeed, add to the cost per FTES. I have, therefore, included average class size.

New policy requires that students pass their WI requirement with a C- or better; it is, therefore, possible that students taking the course for GE or GE and R&E might satisfy those requirements with a D- or better but would have to repeat the course (or take another WI course) to fulfill the WI/GWAR requirement.

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	24 R&E/GE	838	167.6	72	34.9
	8 Majors	223	44.6	24	27.8
	43 GE	1330	266	129	30.9
Total:	12	2391	478.2	225	31.2
<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	38 R&E/GE	1026	205.2	114	27
	16 Majors	353	70.6	48	22
	46 GE	1395	279	138	30.3
Total:	100	2774	554.8	300	26.4
<u>2010-2012 Total</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	191	5454	1,090.8	573	28.5

Race & Ethnicity

(3 units, supervenient)

Note: Race & Ethnicity (R&E) courses either overlap with a GE Area or a GE Area and WI (see above). As such there should not be any additional costs associated with this graduation requirement. Unlike Writing Intensive, since courses satisfying the R&E requirement may be lower division, transfer students sometimes arrive having satisfied the requirement. As with WI courses, I have added average class size to differentiate the potential cost between R&E courses that overlap with just a GE Area and those that overlap with WI courses.

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	75 GE	3959	791.8	225	52.7

	24 WI/GE	838	167.6	72	34.9
Total:	99 sections	4797	959.4	297	48.4

<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	70 GE	3982	796.4	210	56.8
	38 WI/GE	1026	205.2	114	27
Total:	108 sections	5008	1001.6	324	46.03

<u>2010-2011 Total</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>WTU</u>	<u>AVG Class Size</u>
	207 sections	9805	1,961.	621	47.3

Foreign Language Requirement (includes American Sign Language courses)

The data for courses that fulfill this requirement is divided by # of units (3 or 4). EDS 52 and SPAN 7 are three unit courses; all other courses are four unit courses. The dollar amount reflects the additional unit count.

<u>Fall 2010</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or</u>	<u>PT</u>
<u>3 Unit courses</u>	9 sections	304	60.8	33.7	27	\$46,575	2.25	1.8
<u>4 Unit courses</u>	15 sections	330	88	22	60	\$103,500	5	4
<u>Total</u>	24 sections	634	148.8	26.4	87	\$150,075	7.25	5.8

<u>Spring 2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or</u>	<u>PT</u>
<u>3 Unit courses</u>	13 sections	417	83.4	32	39	\$67,275	3.25	2.6
<u>4 Unit courses</u>	29 sections	786	209.6	27.1	116	\$200,100	9.6	7.7
<u>Total</u>	42 sections	1203	293	28.06	155	\$267,375	12.85	10.3

<u>2010-2011</u>	<u>#sections</u>	<u>HC</u>	<u>FTES</u>	<u>ACS</u>	<u>WTU</u>	<u>\$\$</u>	<u>FTT or</u>	<u>PT</u>
	66	1837	441.8	27.23	242	\$417,450	20.1	16.1

What is happening in GE/GR on our campus

While most of the information presented above reflects current practice and policy, below is a list of some additional discussions and projects currently focused on GE/GR.

- Discussion of GE/GR requirements in the context of the Graduation Initiative and Closing the Achievement Gap
- Compass Projects that explore integrated GE programs (e.g. Academic Learning Collaboratives) and provide pathways through GE
- Further Discussion of Writing Intensive requirement in RWAC sub-committee: outcomes and alternative pathways proposals forthcoming
- Area B Faculty Review of Learning Outcomes and Assessment to align with Baccalaureate Learning Goals
- Discussion of adoption of common learning outcomes for First Year Experience Programs
- GE Pilot Project—Academic Learning Collaboratives
- Discussion of Upper Division Honors Transfer Package
- Scheduling Priorities for 2010-2011: GR; GE; req. in the major; electives

Summary

Each semester we inform incoming first year and transfer students about the importance of General Education and the “breadth” requirements that make up, at minimum, 51 for transfer students and 54 for native students of their 120 units or 45% of their baccalaureate degree. In instances in which students require additional preparation for Area A2 and/or B4 (as determined by placement and/or diagnostic exams), or are confused about the best way to navigate the GE/GR requirements, or transfer from institutions (even within our own system) with different requirements, or need to complete their foreign language requirement after enrollment at Sac State, or need additional coursework to complete the GEAR, we can be talking about far more than 54 units, and, therefore, far more than 120.

Recent research in higher education suggests that we are in transition from a 20th Century University in which the undergraduate degree was a combination of “breadth” + “depth” where the former was associated with General Education and the latter with the Major, and “liberal education” became synonymous with “general education,” to the 21st Century Academy in which we are “rethinking educational purposes and practices to better prepare all students for”:

- Complexity and contingency
- Global interdependence

- Innovation in the workplace
- Diverse democracy (from “Changing Designs for College Learning”)

We are now more than a decade into the 21st century; it is, therefore, appropriate that we take a good, hard look at our General Education program. Can we say with confidence that our GE/GR requirements reflect our students’ needs? Are we investing our scarce resources in requirements that genuinely reflect what we value? Do we know if our students are truly achieving the learning outcomes we have determined are critical for their future success and life-long learning?

Many of the issues reflected in this document have been actively proposed and debated throughout the last 10-12 years. Indeed, both recent GE program reviews (at the beginning and ending of the decade) raised similar questions about assessment and requirements. In particular, there have been a number of recommendations to place ‘stand-alone’ Graduation Requirements within GE. There have been ongoing internal and external calls for the adoption of assessable learning outcomes and the alignment of those outcomes with GE/GR requirements, standards and criteria. We are also beginning to see the impact of SB 1440 which calls upon California Community Colleges and the CSU to create Transfer Model Curricula that allow transfer students to complete their baccalaureate degrees within 120 units. To that end, for example, the Board of Trustees of the California State Universities recently approved Title 5 changes that include identifying additional grounds for exceptions to “Requirements in United States History, Constitution and American Ideals.” Lastly, as we address ongoing budgetary concerns that impact scheduling and enrollment, we also need to be cognizant of what we are supporting and why. To that end, this document serves to identify and structure sets of important questions for ongoing discussion and action.