

Cal State Fullerton

UNDERGRADUATE ACADEMIC PROGRAMS

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To: Su Swarat, Sr AVP-IEP
Cc: Greg Childers, GE Committee Chair
Fr: Ed Fink, AVP-UAP *Ed Fink*
Da: 2023-03-23
Re: Dean's response to GE PPR team report and committee chair's response

In my role as the AVP with oversight of GE, I am happy to write this response as the "dean" for the GE PPR. I join with Greg Childers, chair of the GE committee, in thanking the review team for their excellent work. I also thank Greg for his outstanding efforts in leading GE initiatives on our campus and for his exemplary response to the PPR team's report.

The PPR external report is quite extensive. Greg does an excellent job of bulleting the main points in his response. He reorders the external report, pulling together the commendations into one section and the recommendations into another. He then includes the main points regarding issues, assessment, and implementation. I agree with both the report and Greg's response, and I have nothing to add to them. I will limit my comments to just some of the major points as I see them regarding commendations, recommendations, and resources. My focus on this limited number of points in no way diminishes the importance of the other points in the external report and in Greg's response.

Commendations

- The GE program at CSUF is healthy and complies with all CSU GE guidelines.
- Assessment of GE is strong, with solid goals and outcomes, recognizing it is a program and not just a set of courses, and using Faculty Learning Communities (FLC) in assessment.
- Area F (Ethnic Studies) is well-designed, in spite of the necessary rush to implement, and the breadth of courses is notable.
- The team recognizes that improvements in GE will be resource-intensive.

Recommendations

- Consider more intentional integration of information literacy into GE.
- Continue assessment, looking for ways to improve even further, such as expanding the role of the FLC to close the loop on assessment, perhaps presenting a workshop for GE instructors who teach in the assessed area each year.
- Create a separate GE Recertification Committee devoted solely to recertifying previously-certified GE courses and updating and clarifying the GE recertification cycle. The current GE committee has more than enough work certifying new courses proposed for GE, considering GE policies, working to guide and implement the single GE plan required by AB 928, and so on.
- Hire a GE director to coordinate GE efforts on campus. Duties might include but are not limited to: implementing the recommendations in the external report; integrating information literacy into GE; working with departments and advising to schedule GE courses appropriately; developing a guide for GE certification; enhancing GE orientation and messaging for students to view GE as a cohesive program rather than a checklist of classes; further developing "Explore Core" GE pathways, and the like. Hiring a GE coordinator (staff or faculty assigned time) was also a recommendation of the GE Task force and would be in line with most other CSU campuses.

- Enhance student understanding of GE as a cohesive program.
- Continue web-based tracking of GE courses that offer faculty-led study abroad, and expand GE study abroad experiences.
- Evaluate potential over-representation of adjunct instructors in the GE program, noting that the issue is more one of professional development for all GE instructors than it is just the number of adjunct v. TT faculty teaching GE.

Resources

- Funds to hire a GE director, either a staff position or assigned time for a faculty member.
- Senate approval of a new GE Recertification Committee in addition to the current GE committee. If done, the current committee should probably be renamed the GE Review and Policy Committee (or similar) to distinguish it from the Recertification Committee.
- Time and some funds for FLC members to offer workshops to close the assessment loop.
- Funds and assigned time to incorporate more study abroad experiences into GE.

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