

The CSU Fullerton General Education Task Force would like to express our appreciation for the work of the ASCSU GE Task Force in the preparation of their Oct 2018 Update. We recognize that we hold many of the same views regarding the value of GE to the development of educated, informed, and engaged citizens. With that in mind, however, we do have some questions and concerns.

Executive Order 1100R and EO 1110 were criticized for not being data-driven ([AS-3304-17/FGA/AA/APEP](#)). As we are sure that you would agree, any future recommendations made about the GE package at CSU campuses must be based on thorough, accurate, and recent data. Based on what we could see in the memo, we think that there is room for improvement on the use of data, and we hope that you have plans to do so. Our single greatest concern is that many of the conclusions described in this document appear to be predicated on data collected over ten years ago in a student's Master's thesis that focused on the *thirty year history* of GE in the state. If we are going to make substantive, system-wide changes to GE it would only seem appropriate to work from the most current, reliable, and valid data available. If this thesis represents the current state of knowledge, then perhaps steps should be taken to obtain updated information. Furthermore, the conclusions stated in your update report misrepresent the *System Comparison* data provided in the appendix of the thesis. While we concur that the number of GE courses included in the catalogs across the various CSU campuses may be large, it is critical to remember that not all of these courses are offered in any given semester. Even so, the *System Comparison* data from the thesis provides evidence that the Eligible/Required ratio for the CSU (2004/2005) is 23.7% while the value for the same period at the UC is 46.1%.

We also question whether it is valid to assume that the "characteristics and aspirations of CSU students" are homogenous across the state. The sense that you are viewing our students as a homogenous group is reflected in *Principles Underpinning GE* item eight that states, "The GE program should be delivered in a context relevant to students." Doesn't the diversity of our student body require equally diverse context and delivery?

We also urge you think carefully about the extent to which General Education is designed to accommodate students' current worldview and reinforce their assumptions and the extent to which General Education should drive students to think beyond what they deem "relevant" to themselves. If part of our mission is to challenge students to appreciate new perspectives and value "the other" then our curriculum cannot simply cater to students' views of what is relevant.

We are also concerned that your reference to "themes" and "pathways" are reflecting the progression of the culture of Common Core from K-12 to higher education. You state that the "overarching goal" of GE is to provide students with the "skills, abilities, and dispositions needed for success in the 21<sup>st</sup> century." Precisely which skills and dispositions are you referring to? We would also ask you to more clearly identify who the "professionals engaged daily in the work of improving outcomes for students in higher education" are.

In outlining the *Principles Underpinning a Recommended GE Program* you highlight a series of reasonable "guideposts." While we agree with the majority of these principles, members of our task force expressed concern that the "shoulds" listed in your report might evolve into "shalls." We would expect, especially in the context of the recent history of EO 1100R and EO 1110, that any policy that results in mandated changes to GE would involve full and transparent consultation between all stakeholders. Your work on this document should not be considered a substitute for system-wide consultation, especially with faculty.

In closing, we thank the members of the ASCSU GE Task Force for their commitment to the quality of our GE program. We look forward to work with our colleagues across the CSU to continue to provide the high quality educational experience our students deserve.