

**Minutes - GE Path – July 15, 2004**

**Salazar 2014**

10:00AM –1:30 PM

**Present**

Paul Draper (PD), Chair, A & H/ Theater Arts

Elaine Sundberg (ES)/ Office of the Provost

Anne Greenblatt (AG) Student Services Professional (SSP)

Debora Hammond (DH), A&H/ Hutchins

Dolly Freidel (DF), Social Sciences/ Geography

Elizabeth Stanny (SH) / Business and Economics/ Econ

Carlos Benito, Econ

Kirsten Ely, visitor (Georgia Tech)

**10:00 AM**

Next meeting times: July 22, July 29, August 5 10 AM-1 PM. All in Salazar 2014

Structural initiatives for first-year experience into a unified, sustainable, assessable whole

**10:00-10:45**

Examining optimum requirements:

- Review of 7/7/04 breakout materials (Appendix A in 7/7/04 minutes)
- Additions

Paul opened meeting stating that these summer meetings should be considered a decision making process in order to create a plan to be vetted, approved through faculty governance structures and implemented. Suggestions for additions to last meeting's breakout Appendix A) were discussed, including SFR, information competence (including library and computer competence), and adding business under writing for different disciplines. Anne Greenblatt suggested that we incorporate the First Year Experience Guide for Success from EMT.

Discussion ensued about the meaning of the foundation aspect of FYE, in relation to both the academic context, as whole as the rest of the student career.

Anne also suggested that we read Stanford's intro to IHUM on their website.

**10:45-12:00 Discussion**

Creating a unified whole: should we go from where we are?

Paul asked how we could integrate these goals in a way that effectively links the freshman seminar, freshman orientation, and other aspects of first year experience (including FIGS, Hutchins, etc.). Students are not getting the skills and advising they need; experience is not consistent. Try to link "two camps"(EMT and freshman GE courses) – every student needs to have skills development and advising that is currently a part of EMT. Elaine S: Different models (EMT, FIGS, EOP, Hutchins) for small,

interpersonal interaction – how can we build on these? Students who are disqualified after first year are not getting adequate advising. Anne G: students get letter saying that they need to come to an advising session. Dolly F: can these goals be integrated into GE courses? PD: problem that GE courses are never reviewed once they are approved. Kirsten E: faculty in upper division course need to reinforce expectations – specifically with regard to writing. PD mentioned the central aspect of writing across the curriculum as part of the new plan. Elaine: Mission, Goals and Objectives of GE need to be a part of the whole academic experience. This led to discussion of importance of assessment of four-year experience as an integral part of planning for FYE, including recommendations from WASC visit. Paul cited studies showing that faculty would tend to improve their teaching skills if they are using assessment tools to evaluate student learning. How to assess what students have actually learned. Student surveys? Portfolios? PD suggested evaluating writing at beginning, middle and end of freshman year as a way of evaluating program, not specific courses. Other model includes on-line info comp test. Anne mentioned importance of addressing emotional and lifestyle issues that affect retention. Carlos also mentioned the importance of recognition for faculty in RTP process. Elisabeth noted missing link between getting programmatic feedback and providing good feedback to faculty.

PD broke in at that point, suggesting that we move beyond points that have already been discussed in previous meetings. Wants to move to design. Drew two circles on board: ONE: Academics: Content, Process, Achievement; TWO: Co-Curricular: Self, Society, Institution, with progression from FYE through university and career. What models are out there? What's good about what we do now? We need to look beyond what we do, because what we do doesn't work. How to link two circles?

Debora asked what measures we have show that what we do doesn't work. Regarding retention, Hutchins does best, students who do EMT do next best, those who don't do EMT (40%) are far below. Why don't they take EMT – not enough sections. Debora suggested that we try to plan fall courses around specific major areas so that students could be routed into specific tracks based on area of interest.

How to link thematic content with basic skill development? Do all freshmen take the same basic intro course, or are there different options for students in different major areas?

PD, TW and EV are going to North Carolina this weekend to attend workshop on freshman year assessment.

All agreed that we discuss models after lunch instead of critical thinking.

Discussion of Models:

9-10:30: Academic Content

Combination small seminars (15 students with one faculty, 1 SSP, 1 peer mentor; two days/week) with large lecture (all Freshmen?) – one day, read and discuss, another discuss lecture.

10:30 – 12: Co-Curricular

Advising sessions (3x/semester), group building, meeting with SSP/peer mentor, section faculty meeting, writing info comp, research. Developed an

**Action item for 7/22 meeting**

-Assign review of national models for FYE—one per person (see list below)

- 1) Dominant structure
  - a) Academic content
  - b) Critical thinking components
  - c) Reading, Writing, and Research requirements
  - d) Learning skills components
  - e) Co-curricular components (what we do in EMT/ Freshman Seminar)
  - f) Assessment tools
- 2) Pros for SSU consideration
- 3) Negatives for SSU consideration
- 4) Other useful findings

-Email findings to all in advance (by 7/20), as the 7/22 meeting will take structure possibilities up in detail

## Web sites

Index (limited) of GE programs across the nation

<http://www.sunysb.edu/Reinventioncenter/resgened.htm>

### General Education Programs and sites

Reed College Humanities

<http://academic.reed.edu/humanities/>

National Center for Public Policy and Higher Education

<http://www.highereducation.org/crosstalk/ct0403/voices0403-message.shtml>

Portland State University (OR) (public)

<http://www.ous.pdx.edu/>

Pacific Lutheran, Tacoma, WA (private)

<http://www.plu.edu/~spac/firstyear/FYEP.html>

James Madison University (public)

<http://www.jmu.edu/gened/>

Stanford GE

<http://www.stanford.edu/dept/undergrad/ger/> (private)

Stanford Introduction to the Humanities

<http://www.stanford.edu/dept/undergrad/ihum/index.html>

University of Rochester

Scroll to page 16

<http://www.rochester.edu/Bulletin/>

General Education resources and web sites

An excellent background paper from the AAC&U panel that came up with their *Greater Expectations* report [www.greaterexpectations.org](http://www.greaterexpectations.org)

GE at San Jose State

<http://info.sjsu.edu/cgi-bin/search?searchfor=general+education&Submit.x=6&Submit.y=7>

Mission

<http://info.sjsu.edu/web-dbgen/narr/admission/rec-2036.html>

General description

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-945.html>

Requirements

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-321.html>

Core courses

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>

Major Exceptions

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-322.html>

Metropolitan University Scholars Experience (MUSE)

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-321.html>

MUSE consists of small general education courses taught by faculty with a special interest in helping new freshmen make a successful transition to SJSU. Only one MUSE course may be taken for GE credit.

Advanced GE courses

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-325.html>

GE at CSU Dominguez Hills

<http://www.google.com/u/CalStateDominguezHills?q=general+education&sa.x=17&sa.y=5>

resources:

<http://learning.commons.evergreen.edu>

[www.aacu-edu.org/SENCER](http://www.aacu-edu.org/SENCER)

pete falcone on crit thinking—loyola university

Susquehanna University (PA) (private)

<http://www.susqu.edu/catalog/educationcore.cfm>

Otterbein College (OH) (private)

Integrative Studies Program

<http://www.otterbein.edu/dept/INST/>

Stonehill College (NY)

<http://www.stonehill.edu/>

Eastern Mennonite

Barrea (KT)

Columbia (MO)

**Freshman Year Experience**

University of South Carolina

National Resource Center for The First-Year Experience and Students in Transition

<http://www.sc.edu/fye/>

Link to URL on freshman clusters at UCLA. (public)  
[http://www.college.ucla.edu/collegereport/volume1\\_06.pdf](http://www.college.ucla.edu/collegereport/volume1_06.pdf)  
<http://www.college.ucla.edu/ge/clusters/>

Columbia College Core curriculum (private)  
<http://www.college.columbia.edu/students/academics/core/>

Evergreen State College (public)  
<http://www.evergreen.edu/catalog/freshmenmore.htm> general description  
<http://www.evergreen.edu/catalog/freshmen.htm> course offerings

### **Background Perspectives**

“The Graceful Decline of Higher Education” by C.D. Mote, Jr., President,  
University of Maryland  
<http://www.sunherald.com/mld/thesunherald/news/editorial/9094170.htm>