

Comparison of Long Range Academic Plan with FYE component of A New Path for General Education at Sonoma State

Long Range Academic Plan

I. NATURE OF THE UNIVERSITY

- Community of staff, faculty, and students dedicated to excellence in teaching & learning – and as liberal arts institution Students of high academic achievement are actively recruited & supported.

II EDUCATIONAL COMMITMENT

- Commitment to student retention and graduation rate

- High value on human interaction & small classes.

- Excellence and diversity of faculty & students

III GOVERNANCE & ADMINISTRATION

IV. COMMITMENT TO FACULTY

- Faculty are supported as teachers and scholars.

V. STUDENT POPULATION

- Increase % of underrepresented ethnic populations & international students.

GE Path Proposal

- Existing Freshman Seminar and advising structure provide strong support If integrated GE-EMT classes are taught primarily by tenured faculty, younger students' psychological/ development needs to be addressed to support student achievement?

- Existing EMT Program has significantly increased retention and graduation rate. Essential elements of EMT program need to be incorporated into new FYE

- Small classes & focus on community building are essential aspects of FYE

- Diversity of perspective needs to be preserved if FYE primarily taught by tenured faculty (without student service professionals and/or part-time faculty who are strongly committed to EMT).

- Recent financial realities have not supported the increase in tenure-track faculty needed to teach 50 sections of freshman seminar and the small GE classes specified in proposed model. How can this be addressed?

- Attention needs to be given to supporting these students & educating all students on diversity issues in process-oriented approach. Incorporation of existing EOP Program, advising needs, and the Academy important.

- Needs of remedial students must be addressed in new FYE

VI. FACULTY STAFFING POLICIES

VII. CURRICULUM

- Disciplinary and inter-disciplinary innovation encouraged.
- Service learning is important.

VIII. GRAD & PROFESSIONAL EDUC.

IX. GENERAL EDUCATION

- GE programs are philosophically coherent and have clearly defined & assessed goals.
- Permanent faculty responsible for GE courses will consider them essential part of their teaching and curricular development responsibilities.
- GE provides students with a challenging, meaningful and enriching program.

X. PHYSICAL RESOURCES

- New buildings designed to support educational process; models of energy efficiency.

XI. INSTRUCTIONAL SUPPORT

- Information competency skills fostered for lifelong learning.

XII. STUDENT SUPPORT

- Admission, academic, and career advising provided by faculty and professional staff
- Faculty & staff support opportunities for personal development beyond the classroom.

XIII. FINANCIAL SUPPORT FOR THE UNIVERSITY

- Student evaluations of existing GE program indicate a lack of awareness of its coherence and relevance. Proposed model needs to provide a structure for this to be developed. May require more inter-disciplinary communication?

- Many faculty teaching existing GE courses find the balance between GE courses and courses in their major field to be challenging. How will this be addressed?

- Students need appropriate advising so they are placed in courses which elicit their full engagement.

- Any new dorms for freshmen also need to be designed to facilitate community-building and social development of freshmen.

- Information competency needs to be addressed in design of FYE and GE-EMT integration.

- All faculty need to be supported as capable academic advisors prepared to guide students in understanding the purpose and value of GE, addressing remedial concerns, and purposeful exploration of a choice of major.

- Innovative ways to coordinate and facilitate faculty-staff communication would save time and increase the quality of student academic and career advising.

- Existing EMT model provides significant support for personal development. How can this be continued in new model (especially with only 1 unit/semester of EMT)?