A Special Event for Educators
General Education in California

California State University, Fullerton
May 3 and 4, 2010
About this Meeting

General Education in California marks the CSU’s first two years of work on the national project *Give Students a Compass*, part of the AAC&U’s signature campaign “Liberal Education and America’s Promise (LEAP).” The Compass Project invited state systems in Oregon, Wisconsin, and California to infuse high-impact educational practices such as learning communities, internships, civic engagement, and collaboration with faculty on research into lower-division general education, where they might reach all students. Recent research suggests such practices may disproportionately benefit the historically underserved.

In 2008 the CSU’s Compass Project steering committee selected three CSU campuses to serve as “beta” sites, testing new ways to organize general education that might eventually be brought to systemwide scale. Each beta site is presenting its work so far, as part of this conference.

The Compass Project is supported by the State Farm Companies, the Lumina Foundation for Education, and Carnegie Corporation of New York, which has directly sponsored this conference. The organizers also thank the CSU Office of the Chancellor and our hosts, California State University, Fullerton.
Monday, May 3, 2010
Titan Student Union

9:30  Free shuttles leave area airports for CSU Fullerton campus and Marriott Hotel.

9:30  Registration Opens

10:00  Pre-Conference Roundtables  Portola Pavilion B

**What Students Need to Know about College**

Join students, alumni, and educators for an interactive workshop on the messages and advising strategies that might re-integrate the fragmented baccalaureate, using general education to bridge basic skills on one side, to work in the major and life after graduation on the other. How might the universal goals of liberal learning make education more coherent for all students, regardless of academic preparation and incidence of transfer, continuing for a lifetime of adaptation and reinvention?

12:30  Lunch  Portola Pavilion B

1:00  Welcome  Portola Pavilion B

President Milton A. Gordon, California State University, Fullerton

1:15  Plenary Address  Portola Pavilion B

**General Education, Engagement, and Student Success**

Cal State Fullerton and the other twenty-two universities of the CSU are working to create a culture of success, boosting graduation rates by eight percentage points systemwide and cutting the achievement gap in half by 2015. This is part of a 24-state initiative organized by Education Trust and the National Association of System Heads, all to answer President Obama’s call for a more educated citizenry. Dr. Smith will show how the efforts at Fullerton are taking shape, with an emphasis on student engagement, curricular coherence in the lower division, and high-touch advising.
2:00 Concurrent Sessions

The Impact of Public Sphere Pedagogy on Student Engagement

“Give Students a Compass” Beta Site Presentation

Tuffree

This presentation focuses on a trio of public sphere pedagogy approaches employed in CSU, Chico’s first-year GE program. Public sphere pedagogy challenges teachers and students to understand and realize the connections between classroom work and larger, public implications for becoming an educated participant in a democracy. While these approaches have been in place for varying periods of time, existing and ongoing assessments indicate that students participating in these pedagogies are more academically engaged, have a stronger sense of civic efficacy, and exhibit a better index of wellness than peers who do not enroll in these courses. CSU, Chico’s recent adoption of a new GE program, now in its implementation phase, allows us to hold up these instances of public sphere pedagogy as models of high impact practices that can serve as models for faculty as they revise their courses and pedagogies in preparation for the new program.

Thia Wolf, Director, First-Year Experience Program, William M. Loker, Dean of Undergraduate Education, California State University, Chico

Guiding and Preparing STEM Students

Bradford

For the past year, Santa Ana College, Fullerton College, and Cal State Fullerton have worked together to improve student preparation in STEM fields: Science, Technology, Engineering and Math. See how a shared sense of student learning outcomes and demonstrated proficiency helped faculty toward a goal-oriented model of collaboration that facilitated learning while improving student success.

Chris Renne, Professor and Director, Center for Careers in Teaching, CSU Fullerton; Professor Steve Bautista, Santa Ana College, Professor Karen Rose, Fullerton College

The Evolving Toolkit for Assessing General Education

Hetebrink

The College Board has long been the industry standard for providing third-party validation of student learning, via testing instruments like Advanced Placement, the SAT, and the Collegiate Learning Evaluation Program. Learn techniques for eliciting, quantifying, and validating expert judgment from the faculty in the disciplines, toward making student learning visible and measurable. Participants will also have the chance to hear about and react to early work by the College Board to take GE assessment above the level of the individual course, testing student proficiency in integrative studies and broad “literacies,” such as quantitative literacy, intercultural literacy, and scientific literacy.

Pamela Kerouac and Marc Singer, College Board

3:00 Refreshment Break

Chapman Atrium
A Basis for Outcomes-Based Articulation?  
Tuffree

California’s General Education curriculum is designed to facilitate transfer, by emphasizing interchangeable coursework distributed over various subject areas, and counted by hours of seat time. As a result degree requirements are clear and easy to count, but the purposes of liberal learning are obscured by the checklist. Faculty at Foothill College and Cal State East Bay are exploring practices they already both have in place that measure student learning more authentically, by capturing faculty evaluations of student work as it’s produced, and employing technology, rubrics, and challenge exams in combinations that may validate student learning while encouraging students to focus on the aims of general education. Join this guided discussion to explore what it would take to put demonstrated student proficiency at the center of transfer credit.

Sally Murphy, Professor and Director, First-Year Experience Program, California State University, East Bay; Bernie Day, Articulation Officer, Foothill College; Scott Lankford, Professor of English, Foothill College

Technology and Strategy for Managing On-Line GE Courses  
Bradford

This presentation will focus on the trend in increasing enrollment in online G.E. courses and the challenges presented to faculty. Strategies for managing technology and maintaining high-quality assessment will be discussed and virtual demonstration will be presented.

Tricia Gabany-Guerrero, Assistant Professor of Anthropology, California State University, Fullerton

Making Change Happen: Reform of General Education in the CSU  
Hetebrink

Several California State Universities have undergone GE reform within the past decade -- especially around the 2008 adoption of Executive Order 1033, which reconfigured the general education curriculum in the CSU and explicitly incorporated the Essential Learning Outcomes of the AAC&U’s LEAP campaign. What works and what potholes should you avoid? Why are High-Impact Practices critical to the success of any GE curriculum?

Gail Evans, Dean, Undergraduate Studies, San Francisco State University
4:15   Plenary Panel:  **General Education in Other State Systems**  

Hear how other states address challenges similar to California’s: shrinking public support, rapidly changing workforce needs and student demographics, and accelerating transfer that demand a more engaging, focused, and purposeful GE curriculum.

Claudia Pinter-Lucke, Moderator  
Associate Vice President, Academic Programs  
Cal Poly Pomona

Assistant Professor Margot Edlin  
Queensborough Community College  
City University of New York (CUNY)

Adina O’Hara, Senior Associate, Academic Affairs  
Kentucky Council on Postsecondary Education

Catherine Parsonault, Senior Education Specialist  
Texas Higher Education Coordinating Board

Shawn Smallman  
Vice-Provost for Instruction and Dean of Undergraduate Studies  
Portland State University

Carleen Vande Zande  
Assistant Vice Chancellor  
Curricular Affairs and Student Academic Achievement  
University of Wisconsin, Oshkosh

5:30   Wine Reception  
Pool Deck, Titan Student Recreation Center

6:30   Dinner  
Portola Pavilion B
**Tuesday, May 4, 2010**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Registration and Breakfast</td>
<td>Chapman Atrium</td>
</tr>
<tr>
<td>8:00</td>
<td>Welcome: Jeronima Echeverria Executive Vice Chancellor and Chief Academic Officer California State University Office of the Chancellor</td>
<td>Portola Pavilion B</td>
</tr>
<tr>
<td>8:15</td>
<td>Welcome: John Tarjan, Chair, Academic Senate CSU</td>
<td>Portola Pavilion B</td>
</tr>
<tr>
<td>8:30</td>
<td>Plenary Address: <em>Toward Seamless Educational Experiences</em></td>
<td>Portola Pavilion B</td>
</tr>
<tr>
<td>9:45</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
</tbody>
</table>

### Assessing GE Outcomes at the Program Level

Chapman University’s new, 21st century General Education program is built on the University’s Mission Statement and embodies the qualities of flexibility, being student-driven, interdisciplinary, includes service learning and study abroad, and is both broad and in-depth. The university is now turning to assessment in a new way: at the program level, and beyond the traditional organizational units of course and department. At stake is a deeper, more authentic look into student learning and institutional effectiveness.

*Karen Graham, Gordon Babst, Joe Slowensky, and Jan Osborn, Chapman University*

### Development of Student Learning Outcomes for GE:

Lessons from a Collaborative Approach

Fresno State University’s senate recently adopted a set of general education student learning outcomes that embraces the radical, outcomes-based vision embodied in the CSU’s recent general education executive order, which adopts the AAC&U’s LEAP Essential Learning Outcomes as the curriculum’s foundation. Learn how campus constituencies were constructively engaged for an institution-wide adoption of the new paradigm, as well as the plans set forth to measure student learning.

*Andrew Lawson, Chair, Academic Senate Fresno State University*
9:45 Concurrent Sessions (continued)

The Cal-PASS Initiative and Existing Intersegmental Curriculum Alignment and Collaboration Efforts

Cal-PASS is a voluntary data-sharing collaboration that strives to improve communication among the educational segments and increase data use. Funded by the State of California and major foundations, it is free to participating institutions. Most school districts, all 110 community colleges and nearly all public universities share their data. Without divulging student identities, Cal-PASS enables practitioners to track cohorts’ progress across the segments. Cal-PASS interventions may be designed to overcome misalignments in California education: two current projects are the English Curriculum Alignment Project (ECAP) and the Aligning Curricula and Career Education for Student Success (ACCESS) initiative. Cal-PASS data on student success could be key in validating the effectiveness of new paradigms for general education and transfer.

Michelle Kalina, Lauren Davis Sosenko, Cal-PASS

10:30 Break

10:45 Concurrent Sessions

Three GE Projects at San José State University

“Give Students a Compass” Beta Site Presentation

Learn about efforts to make general education more meaningful, coherent, and engaging both for students who come to San José State University as freshmen and those who transfer in from Evergreen Valley College, partnered with SJSU on the Compass Project. San José State is using a shared section of English 1B to anchor the transfer student transition from college to university. At the same time, integrated, team-taught, multi-semester GE course sequences at San José have successfully oriented GE around themes of Humanities, American Studies, and Global Climate Change. Finally, faculty teams from upper-division GE courses are using modified VALUE rubrics from the AAC&U as a way to assess the quality of the entire GE program.

Stephen Branz, Associate Dean of Curriculum and Director of General Education, Maureen Scharberg, Associate Dean, College of Science, and Professor Scot Guenter, all of San José State University.

Student Engagement: A Key Step to Retention

Cal Poly Pomona has identified student engagement as one of the key steps to improving retention and decreasing the achievement gap for underrepresented students. We are increasing the opportunities for students to interact with faculty and other students in the First Year Experience Class (which also satisfies GE Area E), including Study Abroad in the upper division GE courses, and seeking opportunities for more engagement with faculty, students and alumni outside the classroom. We will share results from the FYE classes and our plans for the coming year.

Claudia Pinter-Lucke, California State Polytechnic University, Pomona
Tuesday, May 4, 2010

10:45 Concurrent Sessions (continued)

**ePortfolios for the Metro Academies of Health:**

**Hetebrink**

**High Impact Practices To Improve Student Transfer**

A major barrier to college success for low-income students is the lack of academic support and a coherent transfer process from community colleges to universities. To confront this issue, the partnership of San Francisco State University (SF State) and City College of San Francisco (CCSF), representing an established consortium of nine California State Universities (CSUs) and California community colleges, launched the Metro Academies Initiative. Metro Academies are designed to boost college completion for low-income and first-generation students by coordinating course requirements and accelerating academic development during the first two years of college—a make or break time for many students—and institutionalizing educational “best practices” that will lead to improving college completion rates for both two-year and four-year degrees.

*Kevin Kelly, Online Teaching and Learning Manager, Academic Technology, San Francisco State University; and Savita Malik, Curriculum Director, Metro Academies Initiative, City College of San Francisco*

11:45 Lunch

12:30 Plenary Address: **Beyond Engagement: Ensuring Campus Effort for Equity and Student Success**

*Portola Pavilion B*

Researchers at USC’s Center for Urban Education have developed tools and processes to help educators move beyond engagement, and take the next steps to improve racial-ethnic equity in student learning outcomes. One tool developed at CUE, the Benchmarking Equity and Student Success Tool (BESST), focuses attention on the points of intervention where equity gains are most promising—such as in general education and transfer. The BESST illuminates how existing resources might be used to ensure that underrepresented students experience high quality instruction and student support.

*Alicia Dowd*  
Associate Professor and Co-Director  
USC Center for Urban Education

1:45 Concurrent Sessions

**Assessment and Articulation by Design**

**Ontiveros C**

“Give Students a Compass” Beta Site Presentation

Assessment of GE programs is often post hoc, often generated through a chaotic process built bottom-up from the learning outcomes of individual courses, which sometimes converge toward the desired achievement goals necessary for accountability and program improvement. At the same time, articulation has traditionally been content-focused, rather than outcomes-oriented. Despite this shotgun marriage, assessment and articulation need not be at odds within the diverse GE programs of the CSU campuses. The structures of assessment and articulation that are in place at the state level need not constrain campus creativity or distinctiveness. In this talk, we present a process model for a revised GE program that from the outset reconciles the differences between outcomes-based assessment and content-based articulation without abandoning the strengths of either approach.

*William Loker, Dean of Undergraduate Education, and Lori Beth Way, Professor of Political Science, CSU, Chico.*
1:45 Concurrent Sessions (continued)

If We Were a Hospital We’d Be Shut Down
Ontiveros AB
“Give Students a Compass” Beta Site Presentation

Learn how Sacramento State, a beta site in “Give Students a Compass,” is making the connection between improving its general education curriculum and advancing the systemwide agenda to boost degree production and halve the achievement gap. Presenters will share first-hand the agendas, meeting tactics, and battle scars that chronicle their efforts from the subgrant proposal a year and a half ago, to the formal charge from the provost and faculty senate to launch pilot projects in a newly conceived GE, begun last month and still unfolding. At 48%, the CSU’s graduation rate is slightly above the national average for public universities, but still unacceptable. How does the status quo support arguments for radical reform?

Janet Hecsh, Chair, Faculty General Education Committee; Angelica Tellechea, Jesse Cuevas, students, all of Sacramento State University.

High-Impact Practices in the CSU: Some Preliminary Observations
Hetebrink

The AAC&U’s LEAP Campaign explicitly recognizes the value for enriched college learning of “High Impact Practices” (HIPs) such as learning communities, service learning, research with faculty, internships, capstone experiences, and study abroad. Thus, an emphasis on the value of such practices became an integral part of the Compass Project as it evolved into an initiative of its own. Most of the recent empirical work on the role of HIP in student learning has relied on national data sets assembled as part of the annual National Survey of Student Engagement (NSSE). This presentation will examine the degree to which national findings and subgroup differences in HIP exposure apply within the CSU, one of the key partners in the Compass Project. We will also review a preliminary effort, using NSSE data from a single CSU campus, to examine the effect of HIPs on respondents’ perceived gains in learning, as well as their persistence and performance in college.

Bettina Huber, Director of Institutional Research, California State University, Northridge.

2:30 Closing Plenary: Upcoming Opportunities for General Education in California
Susan Albertine, Senior Director, LEAP State Initiatives, AAC&U
Ken O’Donnell, California State University Associate Dean, Academic Programs and Policy
John Tarjan, Chair, Academic Senate CSU

3:15 Adjourn: free shuttles leave for area airports.

4:30 Shuttles arrive at area airports no later than 4:30 p.m.
**Acknowledgements:** This conference was made possible by Carnegie Corporation of New York, and Academic Affairs in the CSU Office of the Chancellor. Special thanks are also extended to the individuals named below, and above all to you who devote your time, attention, and passion to the liberal learning at the heart of the degree.

<table>
<thead>
<tr>
<th>Project Leaders, AAC&amp;U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Albertine</td>
</tr>
<tr>
<td>Alma Clayton-Pedersen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give Students a Compass</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Steering Committee</td>
</tr>
<tr>
<td>Ken O'Donnell, CSU Office of the Chancellor</td>
</tr>
<tr>
<td>Kevin Baaske, CSU Los Angeles</td>
</tr>
<tr>
<td>Bettina Huber, Cal State Northridge</td>
</tr>
<tr>
<td>Lisa Maxfield, Cal State Long Beach</td>
</tr>
<tr>
<td>John Tarjan, Academic Senate CSU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conference Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Gombach, Carnegie Corporation of NY</td>
</tr>
<tr>
<td>Jeri Echeverria, CSU Office of the Chancellor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“General Education in California” Conference Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Asera, Carnegie Foundation</td>
</tr>
<tr>
<td>Mitch Avila, Cal State Fullerton</td>
</tr>
<tr>
<td>Elizabeth Atando, Pierce College</td>
</tr>
<tr>
<td>Bernie Day, Foothill College</td>
</tr>
<tr>
<td>Bridget Driscoll, Cal State Fullerton</td>
</tr>
<tr>
<td>Gail Evans, San Francisco State University</td>
</tr>
<tr>
<td>Scott Hewitt, Cal State Fullerton</td>
</tr>
<tr>
<td>Bettina Huber, Cal State Northridge</td>
</tr>
<tr>
<td>Lisa Maxfield, Cal State Long Beach</td>
</tr>
<tr>
<td>Ken O’Donnell, CSU Office of the Chancellor</td>
</tr>
<tr>
<td>Carolyn Sidejes, Cal State Fullerton</td>
</tr>
<tr>
<td>John Tarjan, Academic Senate CSU</td>
</tr>
<tr>
<td>Tarita Varner, CSU Office of the Chancellor</td>
</tr>
<tr>
<td>Cynthia Wyatt, CSU Office of the Chancellor</td>
</tr>
</tbody>
</table>

Mark your calendar now to join us again for an extra day before the AAC&U annual meeting in San Francisco:

**Tuesday, January 25, 2011:** GE in California

**January 26 - 29, 2011:** AAC&U Annual Meeting

Watch the Compass Project web site for news of GRANT SUPPORT FOR FACULTY TEAMS from California community colleges and universities: calstate.edu/app/compass.