

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-002-223

New GE Student Learning Outcomes

General Education Committee

Date: 11/17/2022

Executive Committee
Received and Forwarded

Date: 03/15/2023

Academic Senate

Date: 04/05/2023
First Reading

TITLE OF REFERRAL: New GE Student Learning Outcomes

BACKGROUND: This referral requests the formal adoption of revised and updated GE Student Learning Outcomes (GE- SLOs), replacing the current GE-SLOs.

Currently, there are fourteen GE-SLOs broken into four broad categories.¹ The referral proposes the following seven alternative GE-SLOs to take the place of the existing fourteen:

- Oral Communication: Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- Written Communication: Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- Critical Thinking: Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- Quantitative Literacy: Students will use quantitative information to draw inferences and communicate informed arguments.
- Information Literacy: Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- Civic Literacy: Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to community.
- Intercultural Engagement: Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

The revised seven GE-SLOs aim to ensure and increase the impact of GE by providing a clearer articulation of the value and adaptability of the skills developed through the GE program. Additionally, the revised seven GE-SLOs will facilitate more meaningful assessment of GE learning outcomes, in part because some of the current fourteen are very difficult to meaningfully assess.

This referral comes out of a multi-year process to revitalize GE as part of CPP's Strategic Plan 2017-2025 (Strategic Initiative 1, Goal 4).² In 2019, CPP developed and adopted the General Education Meaning and Purpose Statement (GEMPS), now included in the General Education section of the CPP Catalog.³ After adopting GEMPS, the next step in acting to revitalize the GE program was to revise the GE-SLOs to better reflect the ideas captured in GEMPS, better communicate the meaning and purpose of GE to students, and better align the GE Program with the academic master plan.

In Summer 2020, an interdisciplinary team attended the AAC&U Institute on GE and Assessment and drafted new GE-SLOs.⁴ The draft GE-SLOs were discussed at a October 2020 meeting of the Academic Programs Assessment Committee (APAC) and General Education

¹ Current GE-SLOs can be found at: <https://www.cpp.edu/assessment/learning-outcomes/ge-student-learning-outcomes.shtml>.

² CPP Strategic Plan 2017-2025 can be found at: <https://www.cpp.edu/strategicplan/docs/cpp-strategic-plan.pdf>.

³ Read the GE Meaning and Purpose Statement at: <https://catalog.cpp.edu/content.php?catoid=61&navoid=4926>.

⁴ Initial draft can be found at: https://www.cpp.edu/assessment/documents/2_draft-of-new-ge-learning-outcomes.pdf.

Assessment Committee (GEAC) as well as an April 2021 meeting of the GE Committee, before being shared in a campus-wide “Listening Meeting” for full-time faculty and a second Listening Meeting for part-time faculty in Fall 2021. A second draft of the GE-SLOs⁵ was completed in July 2022 and was also shared and workshopped in two campus-wide Listening Meetings, one for full-time and another for part-time faculty, in Fall 2022. In addition to the campus-wide “Listening Meetings,” additional feedback was sought from specific campus constituents, some on multiple occasions, including: the Academic Assessment Committee, GE Committee, CLASS Learning, Teaching, and Assessment Committee (LTAC), University Council of Chairs, Associate Deans, and ASI.

The resulting proposed GE-SLOs have gone through a thorough multi-year review process, which is documented in detail at: <https://www.cpp.edu/assessment/planning-documents.shtml>.

Additionally, there are two separate time considerations for the adoption of revised GE-SLOs. First, the referral aims to have revised GE-SLOs in place for CPP’s Fall 2023 WSCUC Special Visit. The revised GE-SLOs demonstrate progress on meeting two related WSCUC recommendations:

- Develop a structure to establish relationships among program learning outcomes, general education learning outcomes, and institutional learning outcomes. (CFR 2.2a, 2.3, 2.4, 4.1, 4.3).
- Articulate how assessment results from programs, general education, and student affairs provide evidence of meeting institutional learning outcomes. These assessment efforts and results should be combined with institutional data to explicitly understand the relationship between student learning and student success. (CFR 2.4, 2.5, 2.7, 2.13).⁶

Second, the referral aims to have revised GE-SLOs in place for Fall 2025 implementation of the new Cal-GETC GE curriculum, in compliance with AB-928 The Student Transfer Achievement Reform Act of 2021, which requires a single common lower-division pathway among the CSUs, UCs, and CCC.⁷

RESOURCES CONSULTED:

Laura Massa, (former) Associate Vice President, Academic Programs
Jocelyn Chong, Office of Assessment and Program Review

DISCUSSION: The revision and adoption of GE-SLOs is an integral step in the revitalization of GE at CPP (Strategic Initiative 1, Goal 4 of the Strategic Plan).

The current set of fourteen GE-SLOs obfuscate the aims and values of the GE program, which undermines the communication of the meaning and purpose of GE at CPP found in GEMPS, and they detract from meaningful assessment of GE-SLOs. The revised seven GE-SLOs directly address these issues. Moreover, the formal adoption of the revised GE-SLOs demonstrates

⁵ Second draft can be found at: <https://www.cpp.edu/assessment/documents/draft-2-ge-slos-v2.pdf>.

⁶ As stated in the referral, available at: <https://academic.cpp.edu/senate/docs/ge002223ref.pdf>.

⁷ For more on AB-928, see: <https://www.calstate.edu/impact-of-the-csu/student-success/AB-928>.

progress on key WSCUC recommendations and will allow for smoother implementation of the new GE curriculum to come in response to AB-928.

As the background above attests, the revised GE-SLOs were developed through a careful, considered, and thorough review process, building on the work of others in prior stages of the strategic initiative to revitalize GE at CPP. Jocelyn Chong joined a GE Committee meeting on October 5, 2022 to discuss the latest iteration of the proposed GE-SLOs. Additionally, multiple members of our committee serve now or have served on the Academic Assessment Committee (AAC), and, consequently, they have been involved in the careful review and revision of the proposed GE-SLOs. As a committee, we found the process for formulating the proposed GE-SLOs inclusive of the campus community and exceptionally thorough.

As a committee, we believe the proposed seven GE-SLOs will dramatically improve the communication of the meaning and purpose of GE as well as the assessment of the program's outcomes. While we acknowledge that different constituencies may have concerns with the specific articulation of the proposed GE-SLOs, we find that the GE-SLOs are suitably generalized for both articulating the central learning outcomes of a GE program designed for students of all majors as well as shaping concrete forms of assessment to see how effective the GE program is for students across campus.

One final note from our discussion as a committee: a concern was raised about the elimination of language that points to disciplinary expertise. In the current set of GE-SLOs, there are multiple places that reference types of knowledge, methods, or theory, which are likely to be engaged within specific academic disciplines. The concern is that by eliminating this language, we may be furthering the ongoing process to scale back breadth requirements in the GE, especially by limiting students' requirements to engage in the humanities, arts, languages, and social sciences.⁸ While we as a committee take this concern seriously, we ultimately agreed that the formulation of campus-wide GE-SLOs requires language that is more general and less tied to specific disciplines. And we agreed that this concern is better addressed by being conscious of the ways in which classes fulfill the specific GE area breadth requirements in the different areas of the GE program.

RECOMMENDATION: The GE Committee unanimously recommends adoption of the seven revised GE-SLOs through approval of GE-002-223 New GE Student Learning Outcomes.

⁸ See "Resolution in Opposition to the Reduction of Area C (Arts and Humanities) in the CSU Lower Division General Education Pattern" for example: https://www.cpp.edu/senate/documents/packets/2022-23/10.19.22/senate-resolution-in-opposition-to-the-reduction-of-area-c-2_10.19.22.pdf.