

May 2, 2024

GENERAL EDUCATION TASK FORCE

UCLA Undergraduate Education
Initiatives





CONSOLIDATED SELF REVIEW

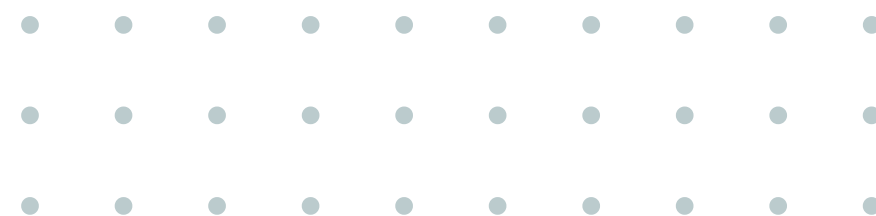
Committee Recommendations



Self-Review Report

Overall Recommendation

"With the goal of preparing UCLA graduates to address the challenges faced by society in the 21st century, design and implement a new model for General Education at UCLA. This model should build on existing strengths but should incorporate substantial changes to governance, program structure, and mission. The process to achieve this goal should begin with the formation of a GE Taskforce by Fall 2023."

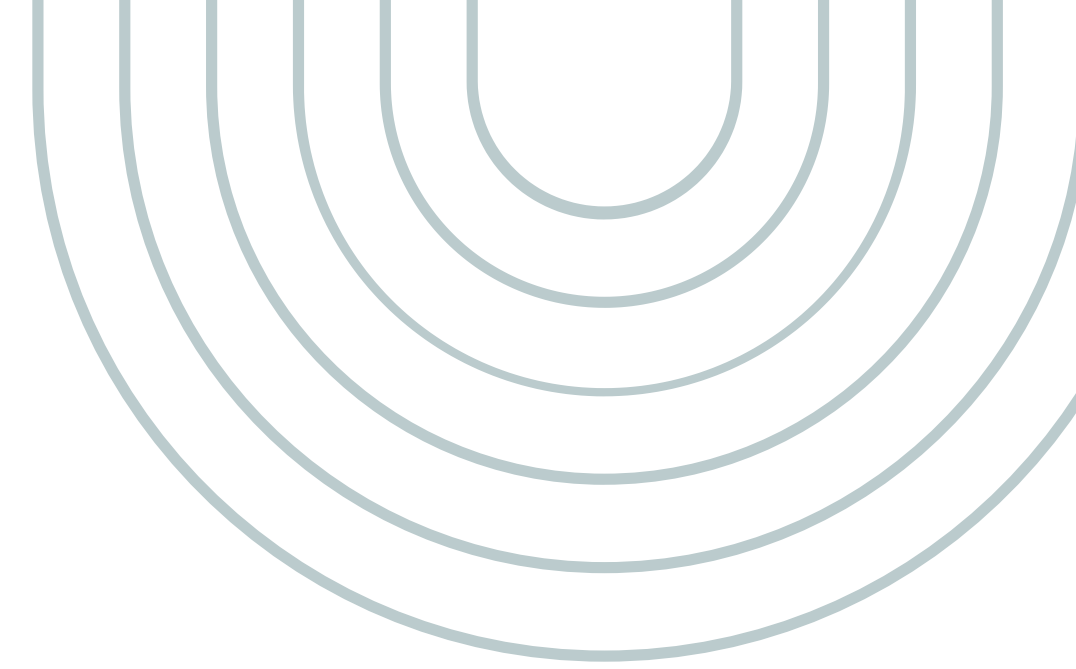




ACADEMIC SENATE PROGRAM REVIEW

UCLA Undergraduate Education
Initiatives

2022-23



Senate Report

Final Recommendations

To the Executive Vice Chancellor/Provost (EVCP):

1. Facilitate **collaborative planning** between **leadership and faculty members** to sustain GE excellence at UCLA.
2. Collaborate with the Dean of Undergraduate Education to develop a plan to **home General Education** within a **sustainable administrative structure** that supports excellence and transparency.





Senate Report

Final Recommendations

To the Dean of Undergraduate Education:

1. Continue collaborating with faculty members at all levels across campus to **support reform for General Education and other curricular requirements** (Writing, Diversity, etc.) Facilitate collaboration among colleagues and students to **design a contemporary approach** to General Education at UCLA.
2. Collaborate with the EVCP to develop a **unified and sustainable administrative structure** to support excellence and transparency for GE and related curricular requirements.



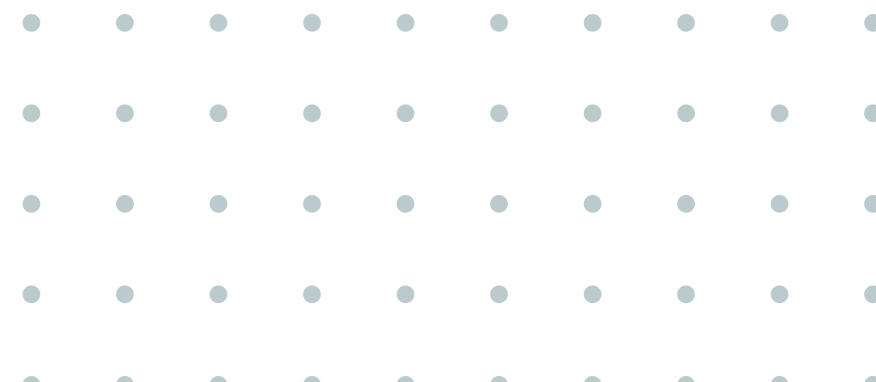
Senate Report

Final Recommendations

To the Dean of Undergraduate Education, cont.:

3. Consider **formation of a GE Development Task Force** to evaluate the potential benefits and risks of engaging an experienced GE curriculum facilitator as an initial step.

4. Facilitate collaboration and coalition-building across campus to construct a **unified General Education curriculum** that advances academic excellence at UCLA.



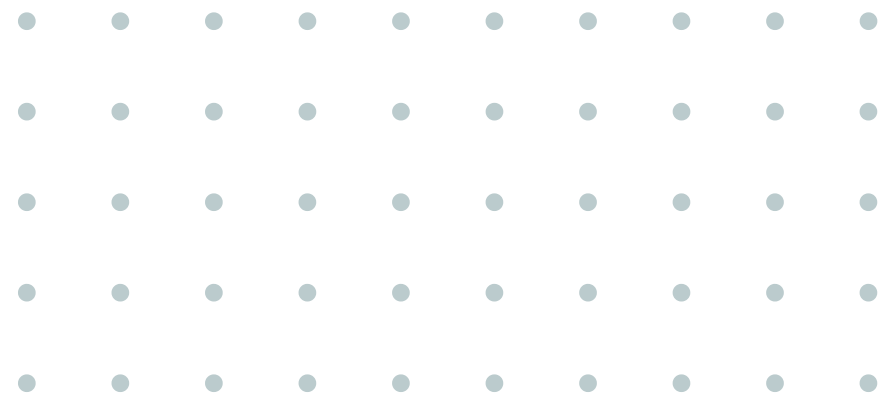


Senate Report

Final Recommendations

FINAL RECOMMENDATION:

The Council recommends that the Dean of Undergraduate Education **submit progress report** on decisions and actions resulting from the 2022–23 review in **Spring 2025**.



GE Task Force Committee Goals

by Quarter



SPRING '24

- Identify foundational GE concepts & models
- Recognize local, system-wide, and national context for GE re-imagining
- Explore the Program Learning Goals & Mission

FALL '24

- Consider new GE curriculum & integrative approach, incl. role of Clusters
- Identify resource challenges
- Engage campus expertise/units

WINTER '25

- Sketch out the new GE curriculum
- Explore creating sustainable administrative structure for GE

SPRING '25

- Iterate on new GE curriculum
- Propose assessment plan & oversight structure
- Update Senate on Task Force progress

04.

GENERAL EDUCATION AT PEER INSTITUTIONS

UCLA

Undergraduate Education
Initiatives



Models for General Education

from the Consolidated Self-Review Report

- Review of 22 universities uncovered 2 main models for General Education

DISTRIBUTIVE MODEL

- Students take a specific number of courses from prescribed categories
- Categories can be mix of traditional areas of knowledge (e.g. Humanities, Life Sciences, etc.) & intellectual skills (e.g. writing, critical thinking, etc.)

INTEGRATIVE MODEL

- Favors thematic categories over traditional areas of knowledge
- Favors integrative learning experiences (e.g. interdisciplinary & team-taught courses)
- Emphasizes flexibility (e.g. multiple pathways to fulfill requirements)

Increasing shift towards Integrative Models in the last decade ↗

Features of New GE Programs

**First Year
Experience**

**Non-Traditional
Subject Areas**

**Multiple
Pathways**

**Interdisciplinary
Nature**

**Holistic GE
Experience
Across 4 Years**

**Accountability
& Assessment**

05.

NEXT STEPS



Conversation Questions

for the next meeting

1. How well is your university providing education for world readiness?
2. How well is your university communicating the purpose, content, and breadth of an education that prepares students for life, work, and engaged citizenship over a lifetime, an education for world readiness?
3. How well is your university supporting students in gaining knowledge and skills for the next step after college and making that crucial connection to a first post-college step along a career path, be that a job, graduate school, or another endeavor?

Boyer 2030 Report, Appendix B

