

# **General Education Oversight Committee**

## **Report of Activities July 2010–June 2011**

### **Introduction**

The General Education Oversight Committee (GEOC) consisting of chairs and co-chairs of ten GEOC Subcommittees—Content Areas 1 (Arts & Humanities), 2 (Social Sciences), 3 (Science & Technology), 4 (Diversity and Multiculturalism/Intl); Competencies: W, Q, Second Language, Information Literacy, Computer Technology); and Assessment; and three ex-officio members (the directors of the W and Q Centers and a representative of the Senate C&CC), one of which has also served as subcommittee co-chair, continues to function well. The current general education program has been implemented for six years. A substantial number of general education courses are in place and the total is approaching steady-state.

The general education program must remain rigorous and innovative, while incorporating changing pedagogy and uses of technology, and also continuing to adjust to the changing needs of students and society. Therefore, new or revised Gen Ed courses will be proposed for years to come while some of the current Gen Ed courses may rarely be offered or will be dropped from the Gen Ed program altogether.

Four courses that propose to simultaneously meet the guidelines of multiple content areas have been awarded funding by the review committee for the Provost's General Education Course Enhancement Grant Competition. Three of these will be new courses, and one is a revision of an existing course.

The GEOC continues to review and approve new and revised general education courses, but its attention is increasingly devoted to developing tools to assess the effectiveness of the overall general education program, monitor its implementation, and insure that very high quality is maintained. This report summarizes both operation of the program and activities of the GEOC during the current academic year.

### **General Education Course Approvals**

The general education curriculum has matured and now contains 343 content area courses (4 more than last year) and 488 skill code courses (4 more than last year). While growth in the total number of courses has slowed, a number of courses are revised every year. In the AY 2010-2011, 50 proposals were reviewed, resulting in the addition of 18 new courses to the curriculum; 10 existing courses being revised; and 6 courses dropped from the curriculum. Eleven of the 50 proposals are still in the review process and some GEOC-approved courses have not yet reached review by the Senate.

The breakdown of courses approved by the Senate by content area and competency is given in Table 1. Since some courses are included in more than one category, the totals are less than the sum of the individual categories.

Table 1. *Numbers of courses now approved for the general education curriculum (as of the March 28, 2011 Senate meeting)*

Content Area/Competency	1000-level courses	2000+level courses	Total number of courses
CA1 Arts and Humanities	87	65	152
CA2 Social Sciences	47	15	62
CA3 Science and Technology	52	4	56
CA4 Diversity & Multiculturalism	67	94	161
<b>Total content area courses *</b>	<b>193</b>	<b>150</b>	<b>343</b>
Quantitative	46	34	80
Writing	26	384	410
<b>Total skill courses **</b>	<b>72</b>	<b>416</b>	<b>488</b>

\* totals are less than the sum of content area courses as 88 (1000-level= 60; 2000+level=28) CA4 courses are also CA1, 2 or 3. 73 (1000-level= 7; 2000+level= 66) CA4 courses are ONLY CA4.

\*\* totals are less than the sum of skill courses as 2 (2000+level) courses are Q and W.

Overall total of courses in the gen ed curriculum are less than the sum of the CA/skill categories as many Content Area courses are also skill courses.

The GEOC also reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). The breakdown of these reviews since 2005, including five submitted this year, is given in Table 2. Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the Gen Ed objectives of a given course can be maintained in the shortened course format. GEOC has collected faculty reports on provisionally approved intersession courses offered more than 2 times in a condensed format and, after review, re-categorized the status of 12 courses from “provisionally approved” to “fully approved.”

Table 2. *General Education Courses Reviewed for Intensive Session Teaching*

Course disposition	
Approved	50
Provisionally approved	6
Rejected	7

## General Education Program Implementation

The number of General Education course offerings on all UConn campuses has been declining at a very slow rate: 2,087 courses (1,034+1,053) in Fall and Spring 2008-09, and 2,073 (1,015+1,058) in Fall and Spring 2009-10 and 2,030 (1,000+1,030) in Fall and Spring 2010-11 (see numbers at the bottom right in Tables 6a and 6b). At the same time, the General Education courses that are taught are increasing in size. Tables 3 (F 2010) and 4 (S 2011) show the breakdown of course sections and enrollments by General Education category and campus. The individual sections counted in Tables 3 and indicate 4,893 (2,528+2,365) course sections compared to 4,715 (2,452 + 2,263) last year. Since some Gen Ed courses are included in more than one Content Area, the actual total of Content Area offerings is actually lower than the number shown in Tables 3 and 4. The same goes for the actual total of the overall Gen Ed offerings since some Content Area courses are also listed as W or Q courses.

Although the tables appear to show an annual total enrollment of 120,010 (62,268+57,742), some of the courses and respective enrollment were counted for two Content Areas, if one was CA4, and also for a Competency (Q or W). The actual physical seats taken in AY 2010-11 were 93,367 (48,335 in Fall 2010 and 45,032 in Spring 2011). Overall, the capacity of offerings in all categories seems adequate to meet the needs of our undergraduate population (annual admissions of approximately 3,200+ students at the freshman level).

Table 3. *General Education courses (sections) offered (C) and enrollment (E) by campus and category. Fall 2010 (Individual sections of courses (discussion sections, labs, etc.) are counted as separate courses. Courses with zero enrollment have not been counted.)*

**Note:** Actual Physical Seats are 48,335. The higher 62,268 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	18	482	33	920	27	725	286	9495	9	155	25	675	398	12452
Social Sciences	21	577	31	958	17	625	211	8713	5	116	20	668	305	11657
Sci and Tech	6	212	6	237	7	259	108	2997	1	31	5	210	133	3946
Sci and Tech Lab	16	293	54	523	12	277	275	4712	4	49	13	290	374	6144
Div and Multi	8	125	16	338	13	218	95	2681	8	99	9	218	149	3679
Div and Multi Int	12	356	14	385	6	258	136	5318	3	70	11	344	182	6731
<b>Total Cont Area</b>	<b>81</b>	<b>2045</b>	<b>154</b>	<b>3361</b>	<b>82</b>	<b>2362</b>	<b>1111</b>	<b>33916</b>	<b>30</b>	<b>520</b>	<b>83</b>	<b>2405</b>	<b>1541</b>	<b>44609</b>
<b>Quantitative</b>	<b>26</b>	<b>489</b>	<b>64</b>	<b>985</b>	<b>23</b>	<b>668</b>	<b>482</b>	<b>9945</b>	<b>9</b>	<b>136</b>	<b>23</b>	<b>576</b>	<b>627</b>	<b>12799</b>
Writ 1000- lev	3	51	7	120	1	18	24	431	0	0	1	19	36	639
Writ 2000+ lev	4	55	11	139	15	195	280	3641	5	63	9	128	324	4221
<b>Total Writing</b>	<b>7</b>	<b>106</b>	<b>18</b>	<b>259</b>	<b>16</b>	<b>213</b>	<b>304</b>	<b>4072</b>	<b>5</b>	<b>63</b>	<b>10</b>	<b>147</b>	<b>360</b>	<b>4860</b>
<b>Total GenEd</b>	<b>114</b>	<b>2640</b>	<b>236</b>	<b>4605</b>	<b>121</b>	<b>3243</b>	<b>1897</b>	<b>47933</b>	<b>44</b>	<b>719</b>	<b>116</b>	<b>3128</b>	<b>2528</b>	<b>62268</b>

Table 4. *General Education courses (sections) offered (C) and enrollment (E) by campus and category. Spring 2011 (Individual sections of courses (discussion sections, labs, etc.) are counted as separate courses. Courses with zero enrollment have not been counted.)*

**Note:** Actual Physical Seats are 45,032. The higher 57,742 figure is due to courses that have multiple gen ed attributes and cross-listed courses.

Campus	Avery Point		Hartford		Stamford		Storrs		Torrington		Waterbury		All campuses	
GenEd category	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Arts and Hum	14	417	33	842	18	510	263	8361	5	97	21	607	354	10834
Social Sciences	17	547	30	971	21	700	222	9041	7	128	20	588	317	11975
Sci and Tech	3	92	5	199	4	115	56	2445	1	22	3	95	72	2968
Sci and Tech Lab	12	204	47	464	14	265	235	4142	5	76	13	259	326	5410
Div and Multi	6	165	14	262	11	220	93	2833	3	53	5	118	132	3651
Div and Multi Int	8	267	15	436	9	292	134	5044	2	29	16	418	184	6486
<b>Total Cont Area</b>	<b>60</b>	<b>1692</b>	<b>144</b>	<b>3174</b>	<b>77</b>	<b>2102</b>	<b>1003</b>	<b>31866</b>	<b>23</b>	<b>405</b>	<b>78</b>	<b>2085</b>	<b>1385</b>	<b>41324</b>
<b>Quantitative</b>	<b>24</b>	<b>418</b>	<b>54</b>	<b>834</b>	<b>26</b>	<b>517</b>	<b>427</b>	<b>8412</b>	<b>7</b>	<b>110</b>	<b>21</b>	<b>497</b>	<b>559</b>	<b>10788</b>
Writ 1000- lev	3	58	8	145	2	38	26	468	2	27	2	38	43	774
Writ 2000+ lev	8	70	15	216	15	254	327	4155	6	64	7	97	378	4856
<b>Total Writing</b>	<b>11</b>	<b>128</b>	<b>23</b>	<b>361</b>	<b>17</b>	<b>292</b>	<b>353</b>	<b>4623</b>	<b>8</b>	<b>91</b>	<b>9</b>	<b>135</b>	<b>421</b>	<b>5630</b>
<b>Total GenEd</b>	<b>95</b>	<b>2238</b>	<b>221</b>	<b>4369</b>	<b>120</b>	<b>2911</b>	<b>1783</b>	<b>44901</b>	<b>38</b>	<b>606</b>	<b>108</b>	<b>2717</b>	<b>2365</b>	<b>57742</b>

The enrollment data also allow the calculation of average enrollment in General Education courses in each category. The averages have barely changed since last year. In Table 5, individual sections of a course are counted as separate classes. Courses that were listed in the Schedule of Classes but then had zero enrollment are not counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior

thesis W courses (often having an enrollment of only 1-3 students as opposed to the usual enrollment of 19 per W section) are included in the course count. Thus, the actual enrollment numbers for Gen Ed courses are higher than the ones listed in Table 5. Traditionally, larger lectures are more likely to be found in Storrs than at the regional campuses. CA 4 (Diversity and Multiculturalism) courses in the international category have been the largest each year. Enrollment statistics for each semester further indicate that W-sections tend to fill up to but rarely exceed the cap of 19 students. With very few exceptions, departments and instructors have respected this cap.

Table 5. *Average class size for General Education classes, 2010-2011*

**Note:** Individual sections of courses (discussion sections, labs, etc.) are counted as separate classes. Courses with zero enrollment have not been counted. The average of 2000+ level W courses is distorted by the fact that independent study and senior theses W courses are included in the course count.

Campus	Storrs	All Regionals	All Campuses
GenEd category			
Arts and Hum	33	27	31
Social Sciences	41	31	38
Sci and Tech	33	36	34
Sci and Tech Lab	17	14	17
Div and Multi	29	20	26
Div and Multi Intl	38	30	36
<b>Total Cont Area</b>	<b>31</b>	<b>25</b>	<b>29</b>
<b>Quantitative</b>	<b>20</b>	<b>19</b>	<b>20</b>
Writing 1000-lev	18	18	18
Writing 2000+ lev	13	13	13
<b>Total Writing</b>	<b>13</b>	<b>14</b>	<b>13</b>
<b>Total GenEd</b>	<b>25</b>	<b>22</b>	<b>25</b>

**Note:** AY09-10 totals are 25 (25.43)/23 (22.51)/25 (24.70). AY10-11 totals are 25 (25.22)/ 22 (22.40)/ 25 (24.52).  
Not really significant changes in average class size.

The Senate-approved General Education Guidelines recommend that most general education courses be taught by full-time faculty. In AY 2010-2011, this was true for approximately 49-51 % (depending on the semester) of all Gen Ed courses (see Tables 6a and 6b). This fraction is a decline compared to last year when 54-57 % courses were taught by full-time faculty but comparable to AY 2008-2009 when the percentages were 46. Full-time faculty taught approximately one-third of general education courses at the regional campuses and about 60 % of courses at the Storrs campus. However, the category of full-time faculty includes non-tenured and non-tenure-track lecturers and Assistant Professors in Residence (APiRs). The latter are hired on short-term contracts for up to three years and often report feeling overwhelmed by their teaching loads of seven courses per year. While adjunct instructors and GAs may be extremely competent teachers, they are likely to be less integrated into the teaching mission of the institution and require and deserve support and supervision to ensure maintenance of teaching standards and fulfillment of courses goals.

Since class sizes and credit loads vary, it was also of interest to compare these teaching contributions on the basis of student credit hour production (Table 7). While this does not influence the data much at the regional campuses, the number of students taught by faculty at the Storrs campus rises significantly, because faculty tend to teach the larger classes. When all faculty ranks are considered, faculty teach almost two thirds of students' general education programs at Storrs.

Table 6a. *General Education classes by instructor rank at each campus Fall 2010 (% of total)*

**Note:** only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	11.6	4.3	4.3	0	20.3	62.3	10.1	7.2	79.7	69
Hartford	9.1	12.4	8.3	0	29.8	56.2	12.4	1.7	70.2	121
Stamford	7.1	28.6	7.1	2.4	45.2	46.4	8.3	0	54.8	84
Torrington	7.1	3.6	0	17.9	28.6	67.9	3.6	0	71.4	28
Waterbury	12.5	12.5	2.5	11.3	38.8	47.5	13.8	0	61.3	80
<b>All Regionals (avg)</b>	9.7	13.9	5.5	4.2	33.2	54.2	10.4	1.8	66.8	382
<b>Storrs</b>	23.5	14.9	18.3	2.4	59.1	11.2	26.4	3.4	40.9	618
<b>All campuses</b>	18.2	14.5	13.4	3.1	49.2	27.6	20.4	2.8	50.8	1000

Table 6b. *General Education classes by instructor rank at each campus Spring 2011 (% of total)*

**Note:** only the credit bearing portion of courses is counted for the figures below.

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. faculty	Total Courses
Avery Point	9.2	6.2	7.7	0	23.1	63.1	9.2	4.6	76.9	65
Hartford	8	7.1	7.1	0	22.1	60.2	15	2.7	77.9	113
Stamford	5.6	33.7	4.5	4.5	48.3	44.9	4.5	2.2	51.7	89
Torrington	0	6.9	3.4	17.2	27.6	72.4	0	0	72.4	29
Waterbury	13.9	16.7	2.8	13.9	47.2	40.3	12.5	0	52.8	72
<b>All Regionals (avg)</b>	8.1	15.2	5.4	5.2	34	54.1	9.8	2.2	66	368
<b>Storrs</b>	20.7	17.4	20.4	2.1	60.6	11.9	23.7	3.8	39.4	662
<b>All campuses</b>	16.2	16.6	15	3.2	51.1	27	18.7	3.2	48.9	1030

Table 7a. *General Education credit hour production by instructor rank at each campus Fall 2010 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. fac.	Total Credit Hours
Avery Point	11.1	2	6.9	0	20	59.9	14.4	5.7	59.9	6076
Hartford	8.9	14.3	8.6	0	31.7	56.6	10.9	0.8	68.3	11457
Stamford	9.5	25.1	9.6	2	46.1	45.6	8.2	0	53.9	8315
Torrington	5.2	3.8	0	18.4	27.4	69.8	2.8	0	72.6	1726
Waterbury	14.1	15	5.6	11.7	46.4	42.7	11	0	53.6	7807
<b>All Regionals (avg)</b>	9.76	12.04	6.14	6.42	34.32	54.92	9.46	1.3	61.66	7076.2
<b>Storrs</b>	26.9	15	22.7	5	69.7	11.3	16	2.9	30.3	119500
<b>All campuses</b>	23.2	14.8	19.2	4.8	62	20.7	14.8	2.5	38	154881

Table 7b. *General Education credit hour production by instructor rank at each campus Spring 2011 (% of total)*

Campus	Asst Prof	Assoc Prof	Prof	Instructor /Lecturer	Total full-t. faculty	Adjunct	GA	Other	Total part-t. fac.	Total Credit Hours
Avery Point	11.1	2	6.9	0	20	59.9	14.4	5.7	59.9	6076
Hartford	8.9	14.3	8.6	0	31.7	56.6	10.9	0.8	68.3	11457
Stamford	9.5	25.1	9.6	2	46.1	45.6	8.2	0	53.9	8315
Torrington	5.2	3.8	0	18.4	27.4	69.8	2.8	0	72.6	1726
Waterbury	14.1	15	5.6	11.7	46.4	42.7	11	0	53.6	7807
<b>All Regionals (avg)</b>	9.76	12.04	6.14	6.42	34.32	54.92	9.46	1.3	61.66	7076.2
<b>Storrs</b>	26.9	15	22.7	5	69.7	11.3	16	2.9	30.3	119500
<b>All campuses</b>	23.2	14.8	19.2	4.8	62	20.7	14.8	2.5	38	154881

## General Education Course Substitutions

According to the General Education Guidelines, schools and colleges have the explicit authority to make substitutions to the requirements for individual students admitted to the respective school or college. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year. These numbers are relatively small (roughly 350 a year) relative to the numbers of general education courses taken.

Table 8. *Substitutions to the General Education Requirements by School or College*

	# subs
ACES	0
CANR	62
BUSN	20
CLAS	136
CTED	21
EDUC	22
EGBU	0
ENGR	20
FNAR	12
NURS	19
PHAR	5
<b>Total</b>	<b>317</b>

Note: all but the following schools saw a decrease in substitutions: CANR, EDUC, ENGR, and FINA.,

Table 9. *Substitutions to the General Education Requirements by Category*

Category	Substitutions granted
CA1	23
CA2	28
CA3	54
CA4	138
Q	3
W	54
Second Language	17
<b>Total</b>	<b>317</b>

All down except for CA2 (only went up by 1) and W. W saw increase of 23 substitutions over last year.

Substitutions for transfer students at the time of admission for courses transferred in that are not a match of existing University of Connecticut courses are potentially a much larger number than the number processed for already enrolled students. Data on the numbers and distribution across content areas and competencies is not yet available to GEOC. The GEOC office is working with the University’s Office of Institutional Research to capture this information.

Another source of general education credits is through the Early College Experience program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Over eight thousand students are enrolled in Early College Experience courses, and a substantial fraction of those students will enroll at the University of Connecticut. A few students take as many as three semesters of University of Connecticut course credits while still in high school.

Because many Early College Experience courses also are general education courses, the GEOC chair accepted a position on the Early College Experience Program advisory board. The GEOC will be working with the University’s Office of Institutional Research to gather data to learn what fraction of their general education requirements are taken as Early College Experience courses by matriculating students. The GEOC and the Early College Experience Program Advisory Board also will work with the Office of Institutional Research to evaluate how well students who meet general education competency course requirements while in high school do in more advanced courses taken after matriculation at the University compared to students whose requisite courses are taken on University of Connecticut campuses.

### Provost’s General Education Course Competition

The annual General Education Course Enhancement Grant Competition is designed to promote the ongoing enhancement, innovation, improvement, and academic rigor of the content and teaching of UConn’s General Education curriculum. Since 2004, this grant program has tremendously enriched UConn’s General Education program and simultaneously the overall undergraduate program.

In Spring 2011, the Provost’s General Education Course Enhancement Grant Competition was held for the eighth time. A total of seven proposals were received and six of those were funded (one fewer than last year).

This year, for the first time, faculty were able to propose developing courses that propose to simultaneously meet the guidelines for two of content areas one, two, and three or two of those three content areas plus content area four. Four of the six funded proposals intend to develop multiple content area courses—one for CA2 and CA3, one for CA2, CA3, and CA4 and two for CA1, CA2, and CA4.

Table 10. *Courses developed through the support of the Provost’s Competition by Gen Ed category*

Category	Grants Funded 2004-2010	2011 Winners
CA1	27	3
CA2	13	4
CA3	9	3
CA4	33	4
Q	8	1
W	18	0
Sec Lang	1	0
Multiple CA (not incl. CA4)	0	4
Totals	70	6

**Note:** the “Totals” row figures represent individual grant projects funded. These totals

*are less than the sum of each category as many courses have multiple gen ed attributes.*

## **Oversight**

Part of GEOC's mandate from the Senate is "monitoring periodically courses that satisfy General Education requirements to ensure that they continue to meet the criteria adopted by the Senate" (*General Education Guidelines*). As reported last year: "GEOC has developed a smaller-scale recertification plan and opted for a staggered and sample approach that would still allow monitoring the quality of the Gen Ed program and help stimulate departmental conversations about the purpose and quality of their Gen Ed offerings. Thus, a sampling of courses - rather than all Gen Ed courses - will need to be recertified in an overall recertification process that is spread over a five-year cycle."

This year, the GEOC moved to implement this plan. At the beginning of the academic year, the Assessment Subcommittee noted that "monitoring the quality" of courses is closely linked to assessment, and that what the proposed survey instrument is designed to do is inquire whether a course, as taught, is aligned with (that is corresponds to) the course objectives and general education guidelines it proposed to deliver when it was approved. The plan is to obtain information about the delivery of content area and competency course categories rather than to reapprove (or not) the general education offering status of individual courses. Hence, the term "recertification" is not an accurate description of what is proposed. Therefore, this monitoring program has been renamed the alignment survey.

In parallel with the plan to gather data on how courses are being taught, the GEOC continues the ongoing effort to develop assessment tools designed to reveal whether what students learn from the courses they select achieves goals that are the purpose of general education.

## **Alignment Survey**

In the Fall of 2010, the GEOC contracted with University Information Technology Services to develop a flexible online survey to gather information about sampled courses. The survey asks open-ended questions about the relationship between the course content and delivery and both the overall general education guidelines and also the specific guidelines for the content areas and competencies that a course is approved for. The survey also includes the current draft of learning outcomes (that continue to be refined) for the content areas and asks whether the course contains any exam questions, projects, or written assignments intended to measure whether students have achieved these outcomes. The current survey does not ask for the results of general education measures; it only asks whether some form of measurement is attempted.

Between 12 and 17 departments that offer general education courses will be selected each year to participate in the general education alignment survey. A sample of courses offered by each participating department will be selected to include:

- The general education course with the largest enrollment
- At least one example of each content area and competency offered
- At least one example of a course offered at a regional campus

Random sampling will be used for content areas and competencies that are represented in multiple courses offered by the department (two courses will be sampled and the department will be asked to choose one of the two). We also will be asking departments separately to review their information literacy offerings. Information literacy is an important component of general education, but it generally is not associated with a single departmental course and often is incorporated into courses that are not otherwise identified with general education.



The cumulative data gathered from departmental samples will permit the GEOC to report on the extent to which general education courses collectively continue to be consistent with the guidelines that were the basis for their approval as general education offerings. Courses approved for content area one, Arts and Humanities, and content area four, Multiculturalism and Diversity both require satisfying one of five possible guidelines. Once enough departments have been surveyed, it will be possible to report what fractions of courses in these content areas focus on each of the possible guidelines.

The survey is oriented toward evaluating content areas and competencies, and a question of interest is: to what extent does the teaching of general education courses, especially those approved several years ago, continue to conform to the description and justification in the approved course action request. Should the survey reveal that a surveyed course is diverging from the general education guidelines, the GEOC will work with the department and faculty to restore the course to the proper alignment. Nevertheless, the implications of this question are large. If it appears that a large fraction of general education courses have diverged from the guidelines, then the process of reviewing general education courses, the resources devoted to oversight, and possibly the structure of the general education program itself would have to be reconsidered.

## **Assessment**

Efforts continue to develop methods to measure general education learning outcomes specific to the intent of content area and competency courses. One day workshops currently are in development for content areas 2, 3 and 4. These workshops will be held for an invited group of participants with experience teaching general education courses. The goal of the workshops will be to refine the specification of learning outcomes for each content area and propose methods that instructors might adopt to obtain data on whether the learning outcomes are being achieved. These workshops are planned for this May and next August.

Content area one is not as far along as the other three in developing a set of learning outcomes aligned to the content area's guidelines. The CA1 co-chairs are in the process of conducting interviews with instructors of a range of arts and humanities courses similar to the interviews previously conducted for the other content areas. This first stage of specifying learning outcomes should be completed by early summer. The next stage would be to develop and hold a workshop similar to those planned for the other content areas.

As content areas complete the effort to refine the specification of learning outcomes and proposed methods that instructors might use to gather assessment data, workshops will be held for faculty who are teaching or planning to teach general education courses. These workshops will engage faculty in a broader discussion of how to assess general education courses and encourage faculty to implement assessment in the courses they are teaching.

This year the GEOC took a pause in assessing writing competency at the department level. We expect to resume that effort next year. The quantitative competency committee currently is reviewing a Web-based, artificially intelligent assessment and learning system known as ALEKS. ALEKS appears to be a promising tool for verifying students' preparation for calculus courses and providing some remedial support for students who are weak in some mathematical skills required for success in calculus courses. ALEKS potentially can make our offerings of quantitative courses more cost effective and may have some capacity for assessing achievement of quantitative competency.

Once a number of faculty are using assessment tools in general education courses, the GEOC will offer further workshops to gauge how these efforts are working and how much confidence there is that the assessment measures represent learning outcomes that are aligned with general education guidelines. The GEOC will then be in a position to ascertain whether general education is succeeding as envisioned and what adjustments in the program might be warranted.

## **GEOC Committee Members 2010-2011 Academic Year**

Murphy Sewall, Chair ('13)	MKTG
John Ayers ('12)	ECE
Rosa Helena Chinchilla ('11)	MCL
Robert Cromley ('12)	GEOG
Thomas Deans (W Center Director, ex officio)	ENGL
Francoise Dussart ('12)	ANTH
Hedley Freake (Senate C&CC, ex officio- Fall 2010)	NUSC
Elizabeth Jockusch ('12)	EEB
Richard Jones ('12)	PHYS
Peter Kaminsky ('12)	MUSC
Douglas Kaufman ('11)	ENGL
Wally Madych ('12)	MATH
Olivier Morand ('12)	ECON
Suresh Nair ('12)	OPIM
Xae Alicia Reyes ('11)	EDCI
Thomas Roby (Q Center Director, ex officio)	MATH
Eric Schultz (Senate C&CC, ex officio- Spring 2011)	EEB
Blanca Silvestrini ('12)	HIST
Alexander Shvartsman ('12)	CSE
Robert Stephens ('12)	MUSC
Sarah Winter ('11)	ENGL
Michael F. Young ('11)	EPSY
Cole Koenig (Graduate Student Rep)	
Anabel Perez (Administrator)	

## **GEOC Subcommittee Members 2010-2011 Academic Year**

### ***Arts and Humanities***

Peter Kaminsky, Co-Chair  
Francoise Dussart, Co-Chair  
Gustavo Nanclares  
Jonathan Hufstader

### ***Social Sciences***

Robert Cromley, Co-Chair  
Olivier Morand, Co-Chair  
David Atkin  
Linda Lee  
Jeremy Pressman  
Charles Venator

### ***Science and Technology***

Elizabeth Jockusch, Co-Chair  
John Ayers, Co-Chair  
Adam Fry  
Tom Meyer  
Kathryn Cannon (student rep)

### ***Diversity and Multiculturalism***

Robert Stephens, Co-Chair  
Blanca Silvestrini, Co-Chair  
Alexinia Baldwin  
Mary Ellen Junda

### ***Computer Technology***

Suresh Nair, Co-Chair  
Richard Jones, Co-Chair  
Kim Chambers  
Steven Park  
Andrew DePalma  
Katherina Sorrentino

### ***Assessment***

Murphy Sewall, Chair  
Eric Soulsby  
H. Jane Rogers  
Felicia Pratto  
Desmond McCaffrey  
Tom Deans

### ***Information Literacy***

Sarah Winter, Co-Chair  
Michael F. Young, Co-Chair  
Francine DeFranco  
Andrea Hubbard  
Carolyn Lin  
Susanna Cowan

### ***Second Language***

Xae Alicia Reyes, Co-Chair  
Rosa Helena Chinchilla, Co-Chair  
Brian Boecherer  
Kenneth Fuchsman  
Barbara Lindsey  
Rajeev Bansal

### ***Quantitative***

Wally Madych, Co-Chair  
Alex Shvartsman, Co-Chair  
Bernard Grela (Fall 2010)  
Jennifer Tufts (Spring 2011)  
Thomas Roby  
James Cole  
David Gross

### ***Writing***

Tom Deans, Co-Chair  
Douglas Kaufman, Co-Chair  
Kathleen Tonry  
Janice Clark  
Mark Brand  
YooMi Thompson (student rep)