

# General Education Oversight Committee (GEOC) Status and Actions AY 2018-2019

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## **Executive Summary**

The routine duties of the General Education Oversight Committee include: review proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum; review proposals to teach General Education courses during intensive session; fund innovative proposals in the General Education Course Enhancement Grant Competition; assess whether the goals of General Education Curriculum components are met; and, consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses.

Routine actions continued as in prior years. The committee acted on 56 course proposals, funded four proposals for innovation in the curriculum and gave one proposal from last year additional funding, and considered whether 13 courses from four departments were aligned with the criteria for their component of the curriculum. An assessment of the Quantitative Literacy component of the curriculum continued this year with structured interviews of instructors and teaching assistants of selected courses, focusing on introductory courses that are important for students in non-quantitative majors.

Additional actions were taken this year. GEOC now has an Environmental Literacy subcommittee that reviews course proposals for this new component of the General Education curriculum. Because of changes to the Senate's Rules and Regulations pertaining to General Education, there have been changes to the composition of the committee, and the roles and duties of its members. The courses subject to GEOC review have expanded to include those that fulfill the university's Second Language requirement. As part of an emerging initiative to better communicate the value and goals of General Education, a General Education Student Essay Contest was initiated. Finally, GEOC remained closely engaged with the  $\Delta$ Gen Ed Task Force's proposal to revise the structure and content of General Education at the University.

## **The General Education Curriculum and the General Education Oversight Committee**

### **Status**

The current General Education curriculum has been in its present form for a decade and a half. Its genesis was the Taskforce on General Education Report of 2000, which launched a transformative faculty-led initiative aimed at creating a strong undergraduate curriculum across the University. This initiative was completed and approved in 2004 for the 2005-2006 academic year. As set out in Senate By-Laws, Rules, and Regulations II.C.2. General Education Requirements (which were revised this year), the curriculum consists of four content areas (Arts and Humanities; Social Sciences; Science and Technology; Diversity and Multiculturalism) and five competencies (Writing, Quantitative Skills, Second Language Proficiency, and Information Literacy).

The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with 1) proposing to the Senate goals and objectives of the Content Areas and Competencies; 2) proposing policy regarding the

University-wide General Education program; 3) reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum; 4) reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed; 5) monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and, 6) reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

GEOC is a faculty committee. Voting members are chairs or co-chairs of eight GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member, a position that was not filled this year. Two non-voting ex-officio members of the GEOC represent the Quantitative Center and the Writing Center, which support student and faculty development in competencies identified as particularly crucial to the success of general education. New representation from the First Year Writing Program was added last year, and has now been formalized in the new Rules and Regulations. A representative of the Senate Curricula and Courses Committee also serves as a non-voting ex-officio member of the GEOC.

### **Actions 2018-2019**

A major addition to the curriculum took place this year with addition of Environmental Literacy. GEOC reviewed and approved the General Education Environmental Literacy Task Force definitions and implementation plan, which were subsequently approved by the Senate. The new component of the curriculum is in place for the 2019-2020 catalog year. An Environmental Literacy subcommittee has been added, and its two co-chairs serve as voting members of GEOC. The online Course Action Request form has been modified for the new General Education feature.

The Computer Technology competency has been deleted.

## **General Education Course Portfolio**

### **Status**

As of April 2019, the General Education curriculum now contains approximately 710 content area courses and 568 writing and quantitative competency courses (Table 1). Additionally 12 Environmental Literacy courses (2 newly created, 10 already existing) were added to the curriculum.

Courses with CA3 and W designations have few 1000-level courses, and many 3000- and 4000-level courses, relative to other content areas or competencies. There continue to be relatively few 2000-level courses in any content area or competency; however, the number of 2000-level courses did increase in most areas, most significantly in CA1 (from 57 to 65) and CA3 (from 7 to 10).

Table 1. Distribution of General Education courses as of April 2019. Entries in the table are current course totals for all content area and skill courses, as well as percentages for courses in those categories at the 1000- and 2000-level. The change from last AY to this AY is indicated in parentheses. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations. Note also that the totals include courses approved at the final University Senate meeting of Spring 2018 (4/30/18) that were not captured in the 2017-18 GEOC Annual Report. NC: No change; NA: Not applicable as this pertains to a new component.

Content Area/Competency	1000-level courses 2018-19	2000-level courses 2018-19	Total # of courses 2018-19	Percentage at 1000-level	Percentage at 2000-level
CA1 Arts & Humanities	110 (+5)	65 (+8)	259 (+21)	42% (-2%)	25% (+2%)
CA2 Social Sciences	43 (+1)	14 (+2)	89 (+6)	48% (-3%)	16% (+2%)
CA3 Science & Technology	27 (+2)	10 (+3)	40 (+6)	68% (-6%)	25% (+4%)
CA3 Science & Technology – Lab	33 (+2)	1 (NC)	34 (+2)	9% (NC)	3% (NC)
CA4 Diversity & Multiculturalism	32 (NC)	30 (+3)	155 (+5)	21% (NC)	19% (+1%)
CA4 Diversity & Multiculturalism – Int'l	52 (+3)	22 (+1)	133 (+8)	39% (NC)	17% (NC)
<b>Total content area courses</b>	<b>297 (+13)</b>	<b>142 (+17)</b>	<b>710 (+48)</b>	<b>42% (-1%)</b>	<b>20% (+1%)</b>
Q Quantitative Competency	42 (+1)	22 (+1)	81 (+2)	52% (NC)	27% (NC)
Second Language	35 (+2)	0	35 (+2)	100% (NC)	0% (NC)
W Writing Competency	25 (NC)	76 (+7)	487 (+23)	5% (NC)	16% (+1%)
<b>Total competency courses</b>	<b>102 (+3)</b>	<b>98 (+8)</b>	<b>603 (+27)</b>	<b>17% (*)</b>	<b>16% (*)</b>
E Environmental Literacy	4 (NA)	6 (NA)	12 (NA)	33% (NA)	50% (NA)

\* With the inclusion of Second Language courses in the table this year, these percentages are not directly comparable those reported last year.

## Actions 2018-2019

As of mid-April in AY 2018-2019, GEOC received 110 course proposals (48 more than last year). These proposals have thus far resulted in the addition of 23 new courses to the curriculum, the revision of 32 existing courses, and no course drops (Table 2). One course requested permission to be offered in intensive session. Fifty-four of the 110 proposals are still in the review process, meaning that they are either in GEOC, in one of the GEOC subcommittees, or have been passed on to the Senate Curricula and Courses Committee but not yet approved by the University Senate.

The large increase in course proposals this year is due at least in part to the addition of the Environmental Literacy competency, as departments have been eager to submit courses to be approved for this new designation. To date, 50 courses have been proposed for the E designation, all but two of which have been considered or are under consideration by GEOC. Sixteen of these have been approved by the Senate; two of these are new courses and fourteen of them are existing courses. Courses approved this year for E will be identified in the Curricula and Courses Committee Annual Report. Six course proposals for E were denied, one of which was revised and resubmitted. The courses that have been approved represent ten subject areas, and those that are still under consideration represent nine more (Table 3). Environmental literacy courses are included in each component of the General Education curriculum, with the exception of Content Area 3 lab courses (Table 4). EL course proposals or approved courses are expected for every campus with the exception of Stamford (Table 5).

Table 2. General Education course additions, revisions and deletions approved by the Senate in AY 2018-19. Number column totals exceed the number of courses in the curriculum because some courses have multiple designations. Note also that the totals include courses approved at the final University Senate meeting of Spring 2018 (4/30/18) that were not captured in the 2017-18 GEOC Annual Report.

Content Area/Competency	Additions	Revisions	Deletions
CA1 Arts & Humanities	14	2	0
CA2 Social Sciences	6	0	0
CA3 Science & Technology	6	1	0
CA3 Science & Technology – Lab	2	1	0
CA4 Diversity & Multiculturalism	5	2	0
CA4 Diversity & Multiculturalism – Int'l	5	1	0
Q Quantitative Competency	2	1	0
Second Language	2	0	0
W Writing Competency	19	2	0
Second Language*	2	0	0
E Environmental Literacy	12	0	0

\*GEOC began reviewing Second Language (SL) courses in 2018-19.

Table 3. Subject areas of Environmental Literacy courses. The number of courses that have been approved or are still under consideration are listed for each subject area. Courses that are cross-listed are included for each of their subject areas.

Subject area(s)	Approved	In progress
AH		1
ANTH		2
ARE	1	4
ECON		2
EEB	3	1
ENGL	1	2
ENVE	2	0
EVST		2
GEOG		5
GSCI		5
HIST	2	0
LAND		2
MARN		2
MAST	1	0
NRE	4	2
NURS		1
PHAR	1	0
PHYS	1	0
SPSS	1	1

Table 4. Content areas and competencies of Environmental Literacy courses. The number of courses that have been approved or are still under consideration are listed for each component of the General Education curriculum. Some courses have multiple component designations.

Gen Ed components	Approved	In progress
CA1	2	3
CA2	2	6
CA3 non-lab	6	6
CA3 lab	0	0
CA4 non-int	1	0
CA4 int	1	3
W	1	3
Q	1	0
E only	4	15

Table 5. Campuses at which Environmental Literacy courses will be taught. The number of courses that have been approved or are still under consideration are listed for each campus. Some courses have multiple campuses.

Courses by campus	Approved	In progress
Avery Point	1	6
Hartford	0	3
Stamford	0	0
Storrs	16	27
Waterbury	0	2

From the first discussions about adding the EL component, there have been concerns about the University's capacity to provide a sufficient number of instructional 'seats' to meet the need. One way of accounting for EL capacity is the number of students that a course is projected to enroll in the proposal submitted to GEOC. About 4000 'seats' have been proposed for the Storrs campus and 235 have been proposed for Avery Point (Table 6). The course action requests do not uniformly indicate anticipated enrollment, so there are no numbers available for courses at other campuses. Without detailed information on how frequently the courses will be delivered, these enrollment numbers do not indicate how many students each year can be enrolled in E courses. Some indication of annual capacity in EL courses can be done with a retrospective analysis of existing courses that are being revised to add the E designation. Over the previous three academic years, an average of more than 1600 have enrolled in E courses across all campuses (Table 7). Additionally, one newly approved E course (NRE 1000E) is offered for ECE credit. According to ECE, the course is offered in 58 high schools, and they have 78 instructors certified to teach the course. In AY 2018-2019, ECE has 884 students attempting the class for credit. Approximately 33% of UConn ECE alumni matriculate into UConn each year, so potentially more than 291-292 freshmen will matriculate with E credit this fall.

Table 6. Enrollment capacity of Environmental Literacy courses by campus. Entries are the sum of the number of seats for E courses as indicated in the course proposals. Some courses provided no enrollment capacity information.

Number of seats	Approved	In progress
Avery Point	35	200
Hartford	0	0
Stamford	0	0
Storrs	1563	2495
Waterbury	0	0

Table 7. Enrollment of students in existing courses that are proposed for Environmental Literacy by campus. Entries are the sum of the number of students in E courses for the past three academic years, and those that have registered for Fall 2019. Courses that have been approved for EL by the Senate are in italics.

	2016-17	2017-18	2018-19	2019-20	Grand Total
<b>Avery Pt</b>	<b>52</b>	<b>56</b>	<b>54</b>	<b>24</b>	<b>186</b>
EVST 1000	8				8
<i>HIST 2210</i>		16	15		31
HIST 3540	20		24		44
MAST 2210		16	15		31
<i>NRE 1000</i>	24	24		24	72
<b>Hartford</b>	<b>30</b>	<b>30</b>	<b>125</b>	<b>8</b>	<b>193</b>
<i>EEB 2208</i>			35		35
<i>ENGL 3240</i>			30		30
EVST 1000			30	8	38
GEOG 2400	30	30	30		90
<b>Stamford</b>	<b>8</b>			<b>8</b>	<b>16</b>
EVST 1000	8			8	16
<b>Storrs</b>	<b>1608</b>	<b>1488</b>	<b>1497</b>	<b>678</b>	<b>5271</b>
ANTH 3340		30	30		60
<i>ARE 1110</i>	160	185	185	105	635
ARE 4438	35	35	35		105
ARE 4462	60	60	40		160
<i>EEB 2208</i>	148	148	148		444
EEB 3205		20		20	40
<i>ENGL 3240</i>	80	80			160
<i>ENVE 1000</i>	90	90	90		270
<i>ENVE 2310</i>	145	180	140	70	535
EVST 1000	120	120	120	120	480
GEOG 2400	75	140	30	90	335
<i>HIST 2210</i>			40	30	70
<i>HIST 3540</i>	45		54		99
<i>HIST 3540W</i>				38	38
<i>MAST 2210</i>				5	5

Table 7 (cont'd)

	2016-17	2017-18	2018-19	2019-20	Grand Total
<b>Storrs (cont'd)</b>					
<i>NRE 1000</i>	240	180	180	200	800
<i>NRE 1235</i>	80	80	80		240
<i>NRE 2215</i>	85	85	85		255
<i>NRE 2600</i>	30	30	45		105
<i>PHAR 1001</i>	175		150		325
PLSC 2500	40				40
SPSS 2500		25	45		70
<b>Waterbury</b>	<b>38</b>			<b>8</b>	<b>46</b>
EVST 1000	8			8	16
GEOG 2400	30				30
<b>Grand Total</b>	<b>1736</b>	<b>1574</b>	<b>1676</b>	<b>726</b>	<b>5712</b>

On a final note, GEOC has agreed that archived or inactive courses that have not been taught for five years or more do not need to be listed as part of the General Education course list in advising audit sheets or on the website.

## Intensive Session Offerings

### Status

The GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC has collected faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, the GEOC has been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that are in question may simply be declined or sent back for revision. Since 2005, GEOC has approved 76 intensive session proposals, has given provisional approval to 7 proposals (1 of which has since been granted full approval), and has rejected 8 proposals.

### Actions 2018-2019

In 2017-2018, GEOC approved one intensive session proposal, DRAM 2134 Honors Core: Analyzing Sport as Performance (CA1).

## General Education Course Enhancement Grant Competition

### Status

The annual General Education Course Enhancement Grant Competition (also known as the Provost’s Competition) is designed to promote the ongoing enhancement, innovation, renewal, 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 by positively encouraging the development of courses that support GEOC goals for continuous improvement and renewal of General Education. The competition to fund new courses was not held in 2015-2016 but resumed in 2016-2017. At that time the maximum award was adjusted upwards to \$7500. Proposals are reviewed by a panel of faculty and representatives from GEOC subcommittees, The Instructional Design and Development Group in the Center for Excellence in Teaching and Learning, and a pool of previous competition winners.

### Actions 2018-2019

The competition has changed from a two-year grant to a one-year renewable grant, partially due to concerns about encumbering money in future fiscal years, and partially to allow GEOC greater leeway to assess the progress of awardees before additional funds are offered. In 2018-2019, eight proposals were submitted of which four were awarded funding (Table 8). One project funded in 2017-2018 cohort was awarded additional funding to complete work.

Table 8. Recipients of 2018-2019 General Education Course Enhancement Grant Competition funds

Proposer(s)	Course #	Course Title	General Education	New or Revised Course	New funds or renewal
Mark Healey, Helen Rozwadowski, & Nancy Shoemaker	HIST 2XXX/W	Global Environmental History	CA1, CA4-INT, W, E	New	New
Glenn Mitoma	HRTS 2XXX	Introduction to Genocide Studies	CA2, CA4	New	New
Syma Ebbin	MAST 2XXX	Marine Environmental Policy	E	New	New
Lisa Werkmeister Rozas	SOWK 3XXX	Environmental Justice and Civic Engagement	E	New	New
Challa V. Kumar	CHEM 3170W	Technical Communications	W	Revised	Renewal

## Assessment of General Education components

### Status

Components of the General Education curriculum (but not the curriculum as a whole) have been assessed to varying degrees. Assessment is conducted in a four-phase framework that was outlined in the GEOC Annual Report of 2009-2010. Briefly, assessment of the content area or competency begins with inquiry into whether key courses identify student learning outcomes that are aligned with General Education goals, followed by communications with faculty and students, development of tools to assess learning outcomes, measurement of student learning based on classroom work in key courses, and concludes with dissemination of assessment tools to other courses and recommendations of changes to instruction based on assessment findings. Progress through the phases has not been uniform (General Education Assessment Task Force 2016). Two content areas are at initial stages only; none have completed all four phases. In contrast, W courses have been subjected to rigorous assessment in selected academic programs (W Course Taskforce 2011, Deans 2014).

### Actions 2018-2019

In 2017-2018, GEOC initiated assessment of the Q competency. GEOC is particularly interested in the Q competency courses that enroll many students outside of STEM fields; for such students these courses provide unique opportunities for quantitative reasoning. A Q Competency Assessment group has identified a list of six key courses to evaluate in the initial phase of assessment: CHEM 1127Q, COMM 3000Q, LING 2010Q, MATH 1070Q, PHYS 1010Q, and STAT 1000Q. The expertise of Eric Loken (EPSY) has been secured. He has conducted interviews with instructors and teaching assistants of these courses, at Storrs and regional campuses, asking how instructors of Q courses understand the goals of the Q component and how it relates to their course design, assignments and interactions with students. Loken will submit a report of his work in June 2019 to GEOC

GEOC also funded an assessment of First Year Writing (FYW) courses in 2017-18. Although FYW is not formally part of the General Education curriculum, its courses play an essential role in preparing students for Writing Competency courses. The assessment focused on FYW courses ENGL 1003 English for Non-Native Speakers and ENGL 1004 Introduction to Academic Writing; these courses prepare multilingual students for ENGL 1010 Seminar in Academic Writing and ENGL 1011 Seminar in Writing through Literature, which are prerequisites for W courses. Two groups worked on program-level evaluation and student learning outcomes, respectively. Results of the assessment will be available in an upcoming report.

## General Education Course Alignment

### Status

GEOC's charge includes "monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate." Given the large number of courses that comprise the General Education Curriculum, it is not possible for the GEOC to examine each course. It instead has developed a stratified sampling design, wherein

courses are chosen within each subject area that is revisited on a six-year cycle. (Initially a five-year cycle was envisioned, but GEOC redesigned the plan in accommodating the large number of subject areas within the LCL department). Within each subject area, courses are selected by consultation between the GEOC and the department according to a combination of factors such as enrollments, content area and competency designations, and regional campus offerings. Details on the course selection process are described in earlier GEOC annual reports.

Information on each selected course is provided by the department. Information for every selected course includes instructional pattern, the professional rank of instructors, and at least a sample of recent syllabi. Additional information is submitted according to content area and/or competency, so that the GEOC can assess whether the selected course continues to be consistent with the criteria for each component of the General Education Curriculum.

This monitoring process has multiple benefits that justify the resources of time and funds required. Over the years, GEOC acquires information on how well the components of the General Education Curriculum continue to follow the guidelines that have been set out for it. For departments, the process is an occasion to reconsider their General Education offerings, and frequently results in proposals to add, revise or delete courses. For this reason the process is referred to as an alignment. Historically, if a course is determined by the GEOC to not be aligned, no action is taken beyond identifying specific issues with the department, and notifying the University community. Issues with such courses are usually corrected rapidly.

### **Actions 2018-2019**

Thirteen courses were submitted for alignment this year (Table 9). As has been the case in recent years, the GEOC found that all content area and Q courses were aligned upon review of the material submitted by departments, but that some W courses do not align for various reasons.

Table 9. Courses reviewed for alignment.

Subject Area(s) <sup>1</sup>	Course Number	Course Title	Content Area and/or Competency	Aligns?
LLAS/HIST	3609	Latin America in the National Period	CA1, CA4-INT	Yes
LLAS	4994W	Latin American Studies Research Seminar	W	Yes
NRE	1000	Environmental Science	CA3	Yes
NRE	1235	Environmental Conservation	CA1	Yes
NRE	2600	Global Sustainable Natural Resources	CA4-INT	Yes
NRE	4697W	Undergraduate Research Thesis in Natural Resources	W	No
POLS	1002	Introduction to Political Theory	CA1	Yes
POLS	1202	Introduction to Comparative Politics	CA2,CA4-INT	Yes

Table 9 (cont'd)

Subject Area(s) <sup>1</sup>	Course Number	Course Title	Content Area and/or Competency	Aligns?
POLS	1602W	Introduction to American Politics	CA2, W	<i>Pending</i>
SOCI	1001	Introduction to Sociology	CA2	Yes
SOCI	1501W	Race, Class, and Gender	CA2,CA4, W	Yes
SOCI	3211Q	Quantitative Methods in Social Research	Q	Yes
SOCI	3823	The Sociology of Law: Global and Comparative Perspectives	CA2, CA4-INT	Yes

\*NOTE: Several subject areas were due for alignment but submitted no courses for one of two reasons: 1) there were no eligible courses to review (INDS, ME, MEM), or 2) the department requested deferment until next year based on extenuating circumstances (MUSI).

## General Education Course Substitutions, Transfers, and Adjustments

### Status

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level; of these, most are for transfer students who completed coursework at their previous institution and coursework completed abroad. General Education credits in these cases are carried in a generic course code. The Registrar's office kindly supplies GEOC with a list of all substitutions made for enrolled students during the academic year.

The remainder of the substitutions are made at the University level through the Academic Adjustments Committee, for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to complete graduation expectations. In 2006 the university adopted a policy on academic adjustments for General Education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program; they provide data on course substitutions granted for students matriculating to UConn in the Fall semester, for ECE courses during the year prior to their matriculation. Note that the limitation to ECE courses taken only in the previous year means that the effective number of General Education course substitutions is therefore greater than the data provided by ECE indicate. There are no W ECE substitutions.

## Actions 2018-2019

In previous academic years, the total number of school and college substitutions were fairly high. After spiking to 230 in 2016-2017, only 149 substitutions were granted by schools and colleges in 2017-2018, and they continued to decline again this year with a total of 107 (Table 10). Overall, CA4 and CA4-Int account for the highest number of substitutions. Twenty substitutions were granted by the Academic Adjustments Committee (Table 11).

Table 10. Category Substitutions by School or College 2018-19.

Sch/Col	CA1	CA2	CA3	CA3-L	CA4	CA4-Int'l	Q	W	2 <sup>nd</sup> Lang	Total
ACES									4	4
AGHNR	4	1		1	3	2		2	1	14
BUSN	1				3	2			4	10
CLAS		1		4		2	3		9	19
CTED								2	2	4
EDUC	1	1		2	3	2				9
EGBU										0
ENGR	1	2			8	6	1		2	20
FNAR	1	1		2		2		1	12	19
NURS	1					1				2
PHAR	1				2	1		2		6
<b>Total</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>19</b>	<b>18</b>	<b>4</b>	<b>7</b>	<b>34</b>	<b>107</b>

Table 11. Academic Adjustments.

Competency	Sought 2017-18	Denied 2017-18	Sought 2018-19	Denied 2018-19
Quantitative	4	1	5	2
Second Language	19	0	19	2

Students matriculating in 2018-2019 used 1773 ECE course enrollments in the previous year towards their General Education requirements (Table 12). There were 1773 such substitutions for the Fall 2017 and 1888 for the Fall 2016 matriculating classes.

Table 12. ECE transfers into General Education – 2018-19 ECE Cohort admitted Fall 2018 at UConn. (Requested 3/26/19)

Content Area/Competency	Substitutions
CA1 Arts & Humanities	194
CA2 Social Sciences	167
CA3 Science & Technology	104
CA3 Science & Technology – Lab	565
CA4 Diversity & Multiculturalism	21
CA4 Diversity & Multiculturalism – Int'l	24
Q Quantitative Competency	698
W Writing Competency	0
<b>Total</b>	<b>1773</b>

## Communication about the value of the General Education Curriculum and plans to change its structure and goals

### Status

A Task Force was convened in the 2015-2016 academic year, following a charge by the University Senate Executive Committee to the Senate Curricula and Courses Committee to conduct an in-depth assessment of the University's current General Education system. Their findings yielded a resolution that was approved by the Senate in its meeting of 5 December 2016. The Senate charged the Curricula and Courses Committee to act on the report's recommendations by: 1) Doing a better job of communicating the values and the importance of General Education to all constituencies involved, including students, faculty and advisors; 2) Developing a single landing site webpage devoted to general education; 3) Restating the broad goals of General Education with clearer and more forceful language; 4) Investigating further the possibility of changing the General Education requirements; 5) Seeking ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education. In the resolution, the Senate also urged the University to: 1) Establish a governing body for assessment at the university level; 2) Provide additional support to faculty who teach General Education courses, including TA support for large lectures and resources on how to teach General Education courses.

In 2017-2018, the Senate empaneled the  $\Delta$  Gen Ed Task Force, which is considering the General Education curriculum and how its purpose is being communicated. This group is providing a separate report to the Senate.

### Actions 2018-2019

GEOC has embarked on several initiatives in response to the Task Force Report and concomitant Senate recommendations. Chair Schultz continued communicating with all faculty teaching a General Education course at the beginning of each semester, reminding them of the goals of General Education and thanking them for their role in contributing to it. He continued to staff a booth at open house events for prospective or admitted students. He has met with multiple groups in his role as chair of the  $\Delta$ Gen Ed Task Force ( $\Delta$ GenEd Task Force on General Education 2019). He and other members of the Task Force are now meeting with experts in marketing to develop a plan for communicating the value, importance and goals of the General Education curriculum to multiple audiences.

This year the GEOC sponsored a student essay competition in which current UConn students from all schools, colleges, and majors were invited to submit short written essays or short video essays about a positive experience they had in one of their UConn Undergraduate General Education courses. Students were asked to respond to one or more of the following prompts.

Tell us about a UConn General Education course that...

1. Helped you choose your major or your calling in life.
2. Helped you discover a new passion or skill.
3. Made you realize something important about yourself, others, or the world.
4. Was so much more than you expected it to be.

Students were asked to mention the course number and title of the class somewhere in their essay. Written essays were maximum of 500 words, or a maximum of 2 minutes for a video essay.

The purpose of the contest was two-fold. In the first place, the committee hoped to gain some insight into what students liked about their Gen Ed courses. This information was potentially valuable in light of the ongoing effort to revise the General Education curriculum as a whole. Secondly, the winning essays will be used as promotional materials toward “selling” the value of a Gen Ed curriculum to students.

Fifty-one essays (including two video essays) were received. From those essays, the following winners were selected.

*Grand Prize (1 winner): \$200 Gift Card to Barnes and Noble*

Alyson Tomaszewski – STAT 1100Q Elementary Concepts of Statistics (Q)

*Honorable Mentions (4 winners): \$50 Gift Cards to Amazon*

Sophia Pellegrino – PHIL 1104 Philosophy and Social Ethics (CA1)

Stephanie Santillo – “A way around mono no aware”; CLCS 1101 Classics of World Literature I (CA1, CA4-INT)

Joshua Lovett-Graff – “Tears for Academia”; ENGL 3613 Introduction to LGBT Literature (CA4)

Prabhas KC – ANTH 1000 Other People’s Worlds (CA2, CA4-INT)

## **References cited**

Deans T (2014) Assessment of Student Writing in 1-Credit W Courses at UConn.

ΔGenEd Task Force on General Education (2019) Final report of ΔGenEd Task Force on General Education.

General Education Assessment Task Force (2016) Report of the General Education Assessment Task Force.

W Course Taskforce (2011) On Course: The W Course General Education Requirement Affirmed by UConn Faculty and Students.

**GEOC Committee Membership, 2018-2019 Academic Year**

Name	Position
Joseph Abramo	CA4 Co-chair
Pamela Bedore	Senate C&CC (Ex-officio)
Lisa Blansett	W Competency Co-Chair
Michael Bradford	CA1 Co-Chair
Brenda Brueggemann	First Year Writing
Kun Chen	Q Competency Co-Chair
James Cole	Q Competency co-Chair
Debarchana Ghosh	CA2 Co-Chair
Beth Ginsberg	W Competency Co-Chair
Bernard Goffinet	CA3 Co-Chair
Miguel Gomes	CA1 Co-Chair
Mary Ellen Junda	CA4 Co-Chair
Alvaro Lozano-Robledo	Quantitative Learning Center
Richard Mancini	CA 3 Co-Chair
Michael Morrell	CA2 Co-Chair
Kathleen Tonry	Environmental Lit Co-Chair
Eric Schultz	GEOC Chair
Jason Vokoun	Environmental Lit Co-Chair
Manuela Wagner	2nd Language Co-Chair
Chunsheng Yang	2nd Language Co-Chair
Karen C. P. McDermott	Admin: Program Assistant



## GEOC Subcommittee Membership, 2018-2019 Academic Year

<p><b>CA1 Arts &amp; Humanities</b>  Michael Bradford (DRAM), Co-Chair  Miguel Gomes (LCL), Co-Chair  Kelly Dennis (ART &amp; ARTH)  Rebecca Rumbo (ENGL)  Polya Tocheva (Law Library)</p>	<p><b>Writing</b>  Beth Ginsberg (POLS), Co-Chair  Lisa Blansett (ENGL), Co-Chair  Douglas Kaufman (EDCI)  Jason Courtmanche (ENGL)  Renee Gilberti (ISS/McNair)</p>
<p><b>CA2 Social Sciences</b>  Michael Morrell (POLS), Co-Chair  Debarchana Ghosh (GEOG), Co-Chair  David Atkin (COMM)  Kenneth Lachlan (COMM)  Elizabeth Holzer (SOCI)</p>	<p><b>Quantitative</b>  James Cole (MCB), Co-Chair  Kun Chen (STAT), Co-Chair  Jennifer Tufts (SLHS)</p>
<p><b>CA3 Science &amp; Technology</b>  Bernard Goffinet (EEB), Co-Chair  Richard Mancini (ANSC), Co-Chair  David Perry (PHYS)  Lisa Park Boush (GEOG)</p>	<p><b>Information Literacy</b>  Co-Chair TBD  Co-Chair TBD  Scott Campbell (ENGL)  Kathy Labadorf (Library)  Sheila Lafferty (Library)  Donovan Reinwald (Library)  Lisa Blansett (ENGL)  Jonathan Moore (BUSN)  Stephen Slota (EPSY)  Marcus Rossberg (PHIL)</p>
<p><b>CA4 Diversity &amp; Multiculturalism</b>  Joseph Abramo (EDCI), Co-Chair  Mary Ellen Junda (MUSI), Co-Chair  Mark Kohan (EDCI)  Sloane Krauss Hanley (FYE &amp; LC)  Alana Adams (Business Advising)</p>	<p><b>Second Language</b>  Manuela Wagner (LCL), Co-Chair  Chunsheng Yang (LCL), Co-Chair  Brian Boecherer (Early College Experience)  Rajeev Bansal (ECE)</p>
<p><b>Environmental Literacy (NEW)</b>  Kathleen Tonry (ENGL), Co-Chair  Jason Vokoun (NRE), Co-Chair  Janet Pritchard (ART &amp; ARTH)  Annelie Skoog (MARN)  Marina Astitha (CE)  Christopher Elphick (EEB)  Syma Ebbin (ARE)</p>	