

**UNIVERSITY SENATE MEETING  
November 7, 2016  
ROME BALLROOM, Storrs Campus**

1. Moderator Clark called to order the regular meeting of the University Senate of November 7, 2016 at 4:02 pm.
2. Approval of Minutes of October 3, 2016. Motion to accept by Senator Wogenstein; seconded by Senator Schultz. Senator McCutcheon moved that the minutes be amended as indicated:

Senator McCutcheon asked why the rates are blended. CFO Jordan clarified that the blending is the result a legal action wherein Connecticut State Colleges and Universities (CSCU) was found to be steering employees into lower cost alternative retirement plans (ARP). He noted that if the state offers two pension options, an employee should be free to make their own decision without influence from management. **He noted that if rates were not blended, departments would make hiring decisions based on which retirement plan was chosen.** The hybrid plan was developed as a settlement based on those practices. **Senator McCutcheon disagreed. Senator McCutcheon said that hiring decisions happen before an employee's selection of a retirement plan.**

**The motion to approve the minutes as amended carried by a voice vote with several "Nay" votes and four abstentions.**

3. Report of the President  
Presented by Provost Choi. Provost Choi introduced Joelle Murchison, Associate Vice President and Chief Diversity Officer and Lloyd Blanchard Associate Vice President for Institutional Research. He shared that Nina Heller, Dean of the School of Social Work, has been named Interim Director of the Hartford Campus. Dean Greg Weidemann of College of Agriculture, Health and Natural Resources has announced his plans to retire at the end of the year. Provost Choi thanked him for his many years of service to the University. An interim Dean will be named in the coming weeks.

Dr. Maria Martinez and colleagues were acknowledged for their work in supporting diversity. UConn recently received a \$3.5 million grant dedicated to expanding diversity in the STEM fields. The five-year National Science Foundation (NSF) grant marks a significant commitment to the regional initiative with a national profile.

UConn has also received nearly \$3 million in funding from NSF's Advancing Informal STEM Learning, a program that seeks to enhance learning in informal environments as well as to broaden access to and engagement in STEM learning opportunities. The funding will support an interdisciplinary project titled "Promoting Lifelong STEM Learning through a Focus on Conversation, Geospatial Technology, and Community Engagement." Provost Choi acknowledged the project's principal investigator Dr. John Volin.

UConn recently launched the Collaborative to Advance Equity through Research on Women and Girls of Color. Professor Shayla Nunnally serves as the Collaborative's UConn Campus Coordinator. UConn has designated \$100,000 towards research, teaching, and programming to promote the advancement of knowledge about women and girls of color.

Provost Choi shared condolences for the recent passing of two UConn faculty members: Dr. Amy Anderson of the School of Pharmacy and Dr. Robert Colbert of the Neag School of Education. He shared words about each and praised their accomplishments. Our community has also recently lost two students. Sean Sullivan of Norwalk and Jeffny Pall of West Hartford were remembered as Provost Choi shared words of comfort for their family, fellow students and friends.

Provost Choi reported that construction on the Hartford Campus is on time and on budget with a fall 2017 scheduled opening. The School of Social Work, to be located at 38 Prospect Street, is scheduled to open in April 2017. The Innovation Partnership Building on Discovery Drive in Mansfield is open and houses some of our key partnerships. Provost Choi thanked many for their work on this project including: Kazem Kazerounian, Larry Silbart, Radenka Maric, Mike Accorsi, Steve Suib, Mark Aindow, Pamir Alpay, George Bollas, John Chandy, Laurent Michel, Manos Anagnoustou, Sina Shahbazmohamadi, John Volin, Chinmoy Ghosh, Rainer Hebert, Prabhakar Singh, Anson Ma, and Hadi Bozorgmanesh.

Provost Choi closed the President's Report and then spoke about his departure from UConn. He spoke very highly of his colleagues and students at UConn. An interim Provost will be named prior to his departure on February 1.

Moderator Clark invited questions from the floor. There were no questions.

#### 4. Report of the Senate Executive Committee

Attachment #18

Moderator Clark invited questions from the floor.

Senator McCutcheon asked for a sense of how the meeting went with the Senate Executive Committee and Vice President Jeff Seemann. Noting his absence at the SEC meeting due to travel, Senator Boyer yielded the floor to Senator Caira for comment. Senator Caira acknowledged disappointment in seeing the numbers relating to indirect cost rates and fringe rates combined. She noted that these costs put UConn in a bad position. She was encouraged that VP Seemann and CFO Scott Jordan are putting as much pressure as they can on the state to lower these costs. She also found the information provided is helpful because these data can be used to show others why our costs are high. Senator Mannheim noted that he was also present at the University Budget Committee meeting and found that the carefully collected data summarized the situation as well as it could be. He found that, although a chart within the presentation shows where the money goes with the 10/10/10 return of overhead, it does not show how that compares to other institutions. He acknowledged that this would require a far greater knowledge of other institutions' finances. He noted that the state is using a blended ARP or state retirement rate for new permanent hires but feels there is no reason it should

apply to people on grants in the summer. Senator Mannheim then asked if the Senate could be given an update on the Student Evaluation of Teaching (SET) process. Specifically, is it doing what we intended it to and what is the value of the evaluation tool? Senator Boyer will ask the Faculty Standards Committee to provide a report.

5. Consent Agenda: passed unanimously

Attachment #19

- Report of the Senate Nominating Committee

Attachment #20

- Report of the Senate Curricula and Courses Committee

6. Report of the Athletic Director

Presented by David Benedict, Director of Athletics

Attachment #21

Following the report, Moderator Clark invited questions from the floor.

Senator Makowsky shared appreciation for the detailed report and acknowledged that we are in tough budget times. She referred to the \$25 million in subsidies from the University when asking if UConn Athletics is trying to do too much. She noted that the information provided in the report shows that UConn has more teams than many other schools and that football is a big money sport. AD Benedict responded that he cannot answer that completely because he has only been in the position for six months. He is looking at the whole picture. If a need for change is identified in any area, he will have discussions with President Herbst and the Board of Trustees. Senator Caira noted the cost of the football program and asked if discontinuing the program is a viable way to decrease expenses. AD Benedict stressed that a lot of revenues tied directly to the football program would be immediately lost if that were to happen. As indicated in the presentation, a lesser football program would only serve to increase the subsidy amount. In this case, the subsidy would increase to 60% without football. Senator English offered a brief historical reminder of the University's move from Division 1-AA to Division 1-A and confirmed that it made financial sense at the time. He observed that information from the presentation was a cost/income relationship by sport. He asked if it is reasonable that the fundamental relationship between income and expense can change long term if UConn does not move into a Power Five conference. AD Benedict explained that there are ways to increase revenue. When formed, as a result of the breakup of the Big East, the American Athletic Conference (AAC) did not have the necessary leverage to negotiate a television contract. Since that time, the AAC has established a very good football program. This will allow the conference to negotiate for additional dollars. Senator Mannheim agreed that having an income/expense breakdown by sport would be helpful. He then asked to consider the hypothetical question of what would happen if we dropped football. The need for University support would increase with the lack of television funds and additional money that comes from a power conference. He suggested that UConn is spending like a power conference when not in a power conference. AD Benedict clarified that he does not determine where the University invests. With the information available today, it will be difficult to maintain our current place without changes to revenue.

Senator McCutcheon noted that “staff reductions” were listed as an option to consider in reducing expenses and commented that this would likely mean cuts to lower level staff. He further noted that the increase in subsidy caused from the breakup of the Big East, estimated around \$2-5 million, would not have had a great impact overall. AD Benedict remarked that \$2-5 million is a significant amount of money but, again, having only six months on the job is not enough time to comment on specific areas to target for decreasing expenses. Senator Bellini commented, as a healthcare professional, that she is surprised that the University does not bill for services to our athletes. She stressed the significant income that is being lost by not using a fee-for-service model. AD Benedict noted the issue is on the list of income/expense items to consider. Senator Jockusch spoke about cognitive versus monetary costs and asked about UConn’s concussion prevention protocols. AD Benedict stressed that UConn Athletics has a good medical team and protocols approved by the NCAA. They abide by proven best practices and have a very good concussion protocol in place. Senator Pane asked for more information on possible staff reductions. AD Benedict repeated that this is only one consideration among many. Senator Wagner noted the importance of sports programs to the people of Connecticut and potential monetary repercussions if college sports were to be reduced in any way. Senator Parent asked if there are Title IX implications tied to reducing sports programs. AD Benedict responded that a reduction to a men’s sport does not necessarily equate to a need to add to or subtract from other sports. He then emphatically stated that there are no plans to consider reductions to a specific sport at this time. As detailed in the presentation, there are many options to consider in efforts to increase revenue and / or decrease expenses.

#### 7. Annual Report on Diversity

Presented by Joelle Murchison Associate Vice President and Chief Diversity Officer

Attachment #22

Following the report, Moderator Clark invited questions from the floor.

Senator Fernandez asked CDO Murchison what she finds the biggest challenges in the areas of diversity and inclusion are at UConn. CDO Murchison explained that there are opportunities to partner with each other across departments and disciplines. She does not see this as a challenge but rather she would like to use these opportunities to grow together. Senator von Hammerstein asked if there is a vision for enhancing cross-cultural competence among both domestic and international students. CDO Murchison observed that Connecticut is very racially segregated by real estate. Some students arrive with very narrow cultural experiences and perspectives while others may have broad backgrounds. Our job is to determine how we can give students the skills to navigate difficult conversations. Senator Bansal noted that the University has not succeeded in growing in the area of underrepresented groups in both faculty and staff. CDO Murchison suggested that the University has been focused on diversity as it relates to compliance thus focusing on only the actual action rather than the broader picture. We must begin to answer the issue of how we retain faculty and staff from underrepresented groups. We need to invite individuals into our community and help them stay. Some departments have best practices in place while others may inadvertently undermine the

likelihood of success. We need to do a better job of operating across our silos, and this will require a different approach than has been used up until now.

8. New Business

Senate Curricula and Courses Committee presentation of the General Education Assessment Task Force Report – presented by Senate C&C Member Eric Schultz.

Discussion on this item will take place at the December 5, 2016 meeting.

Attachment #23

9. Adjournment

Senator Bresciano called for adjournment; Senator Wagner seconded. The meeting adjourned at 5:57pm.

Respectfully submitted,

Thomas Lawrence Long  
Associate Professor in Residence  
School of Nursing  
Secretary of the University Senate

The following members were absent from the November 7, 2016 meeting:

Agwunobi, Andrew  
Aneskievich, Brian\*  
Benson, David  
Boylan, Alexis  
D'alleva, Anne\*  
Darre, Michael\*  
Fitch, R. Holly  
Gianutsos, Gerry  
Gilbert, Michael\*

Goffinet, Bernard  
Gogarten, Peter  
Herbst, Susan\*  
Hertel, Shareen\*  
Kendig, Tysen\*  
Loturco, Joe  
McCauley, Paula  
Mellone, Barbara  
Pancak, Katherine\*

Rios, Diana  
Rocoberton, Bartolo  
Scruggs, Lyle  
Simien, Evelyn  
Tala, Seraphin\*  
Teschke, Carolyn\*  
Wei, Mei  
Werkmeister-Rozas, Lisa  
Weidemann, Gregory\*

\*Members who gave advance notice of absence

Report of the Senate Executive Committee  
November 7, 2016

Good Afternoon,

The Senate Executive Committee met twice since the last University Senate meeting. On October 28, the SEC met with President Herbst before our regular meeting with Senate committee chairs to set the agenda for this meeting.

The Faculty Standards Committee is currently considering the structure of the Promotion, Tenure & Reappointment (PTR) Forum. This annual event, scheduled for April 7, 2017, can be a valuable resource to junior faculty. Changes in structure and programming are being considered to enhance the value to everyone involved.

Following on the request from President Herbst at our last Senate meeting, the SEC is forming a task force that will be charged with developing a statement on Free Speech and Civility. This group will be led by Professor Gary English. The SEC expects that a statement will be available for the February Senate meeting.

The Nominating Committee shared that the at-large elections are now complete. Lauren DiGrazia has been elected to serve as Professional at Large. Newly elected Faculty at Large representatives include Jack Clausen, Hedley Freake, Peter Gogarten, Veronica Makowsky, Del Siegle and Leslie Shor.

Nominations for the UConn Spirit Awards are now being accepted. The University of Connecticut established these awards to honor staff and faculty at our Storrs and regional campuses for stellar contributions and dedication to civility in the workplace. Categories include Rising Star, Unsung Hero, Team, and Outstanding Peer. Nominations will be accepted through February 1 through the [spiritawards.uconn.edu](http://spiritawards.uconn.edu) website.

On November 4, the SEC met with Provost Choi before meeting with the broader group of administrators. Vice President for Research Jeff Seemann shared a very detailed presentation on the Significant Costs of Research at UConn, especially as they relate to Fringe and F&A rates. This presentation was created for and shared at a recent University Senate Budget Committee meeting and will be available to all on the OVPR website ([research.uconn.edu](http://research.uconn.edu)).

Lastly, it is my pleasure as SEC Chair to have the opportunity to share a few words of gratitude to Provost Mun Choi as he prepares to leave UConn. Recent tributes have used language such as “outstanding & visionary leader”, “understands and appreciates the value of public higher education”, “man of vision, strategic thinking and integrity”, “talented and tenacious leader”, “outstanding colleague and friend”. Dan Byrd, University Senate Member and President of USG said “Provost Choi made UConn a better institution with his commitment to academic excellence, his dedication to community, and the love for his work.” I can only echo sentiments and hope that our paths will cross in the future. We also recognize that it is these qualities that earned him the opportunity at the University of Missouri (and I’ve already had calls from friends asking for the real story!). But seriously, it has been a pleasure to work with you, Mun. Thank you for all you have contributed to the University of Connecticut. We wish you continued success in your new position.

The next meeting of the University Senate is on December 5. Though I probably don’t need to share this reminder, tomorrow is Election Day so please remember to vote.

Respectfully submitted,

Mark Boyer, Chair  
Senate Executive Committee

Nominating Committee Report  
to the University Senate  
November 7, 2016

1. We move to appoint the following faculty and staff members to the named committees effective immediately with a term ending as indicated below.
  - Steven Park to Scholastic Standards – term ending June 30, 2017
  - Lloyd Blanchard to Faculty Standards – term ending June 30, 2017
  
2. We move the following staff deletion from the named standing committee:
  - Lauren Jorgensen from the Faculty Standards Committee
  
3. For the information of the Senate, the Graduate Student Senate has made the following appointments with terms ending June 30, 2017.
  - Amy Fehr to Faculty Standards Committee
  - Danielle Bergmann to Growth & Development
  - Mayra Reyes-Ruiz to Diversity
  - Thomas Briggs to Student Welfare
  - Melanie Klimjack to University Budget
  - Lori Apuzzo to Scholastic Standards
  
4. For the information of the Senate, the Undergraduate Student Government has made the following appointments with terms ending June 30, 2017.
  - Devinna Mangal to Diversity
  - Devinna Mangal to University Budget
  - Freddy Santiago to Growth & Development
  
5. For the information of the Senate, the Undergraduate Student Government has named the following students to membership on the University Senate effective immediately with a term ending June 30, 2017.
  - George Wang
  - Lauren Oldziej
  - Benjamin Murray
  - Seraphin Tala
  
6. For the information of the Senate, the Undergraduate Student Government has appointed the following students to the named committees with a term ending June 30, 2017:
  - Christine Savino & Wanjiku Gatheru to the Curricula & Courses Committee
  - Wambui Gatheru to the Diversity Committee
  - Idalis Garcia to the Enrollment Committee
  - Andrew Rogalski to the Faculty Standards Committee
  - Tyler DiBrino to the General Education Oversight Committee
  - Kelsey Heidgerd to the Student Welfare Committee
  - Dylan Nenadal to the University Budget Committee

Respectfully submitted,

Teresa Dominguez, Chair  
Cameron Faustman

Pamela Bramble  
Hedley Freake

Janine Caira  
Susan Spiggle



**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**November 7, 2016**

- I. The Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:**
- A. ECON 2445 Economic Foundations of Gender Inequality  
*Proposed Catalog Copy*  
ECON 2445. Economic Foundations of Gender Inequality  
Three credits. Not open to students who have passed or are taking HRTS 3445 or WGSS 3445. Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.
- B. JOUR 2010 Journalism in the Movies  
*Proposed Catalog Copy*  
JOUR 2010. Journalism in the Movies  
Three credits.  
Viewing and analysis of motion pictures featuring journalistic themes; journalistic history, ethics, legal issues, contrasting forms of media, and other issues.
- C. KINS 2200 Introduction to Athletic Training  
*Proposed Catalog Copy*  
KINS 2200. Introduction to Athletic Training  
Three credits. Prerequisite: Open only to Exercise Science Majors with Consent of Instructor. Basic and essential elements of athletic training. Includes discussion of the sports medicine team, legal and research aspects of athletic training, organizational policies, administrative responsibilities, and policies and procedures.
- D. KINS 2227 Exercise Prescription  
*Proposed Catalog Copy*  
KINS 2227. Exercise Prescription  
Prerequisites: KINS 1100.  
Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.
- E. PSYC 2208 Sensory Systems in Neuroscience  
*Proposed Catalog Copy*  
PSYC 2208. Sensory Systems Neuroscience  
Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended preparation PSYC 2200.  
Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

**II. The Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:**

A. AIRF 1000 Air Force Studies I (title and description)

*Current Catalog Copy*

AIRF 1000. Air Force Studies I

One credit. One class period and one 2-hour leadership seminar.

Military customs/courtesies, officership/leadership. Air Force mission, military as a profession, and basics of flight.

*Revised Catalog Copy*

AIRF 1000. Air Force Studies Ia

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Military customs and courtesies; leadership; Air Force mission; profession of arms; basics of flight.

B. AIRF 1200 Air Force Studies I (title and description)

*Current Catalog Copy*

AIRF 1200. Air Force Studies I

One credit. One class period and one 2-hour leadership seminar.

The organization, mission, and functions of the Department of Defense and the military services. Emphasis is on the U.S. Air Force.

*Revised Catalog Copy*

AIRF 1200. Air Force Studies Ib

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Organization, mission, and functions of Department of Defense and the military services.

C. AIRF 2000 Air Force Studies II (title and description)

*Current Catalog Copy*

AIRF 2000. Air Force Studies II

One credit. One class period and one 2-hour leadership seminar.

Study of air power from balloons through World War II; WW I, Interwar Years, WW II. Principles of war, Berlin Airlift. Development of communication skills.

*Revised Catalog Copy*

AIRF 2000. Air Force Studies IIa

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Air power from balloons through World War II; principles of war; development of military communication skills.

D. AIRF 2200 Air Force Studies II (title and description)

*Current Catalog Copy*

AIRF 2200. Air Force Studies II

One credit. One class period and one 2-hour leadership seminar.

Air power from post World War II to the present; Korean Conflict, War in Vietnam, force modernization. Development of communication skills.

*Revised Catalog Copy*

AIRF 2200. Air Force Studies IIb

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores.

Air power from Cold War into the 21st Century; development of military communication skills.

E. MISI 1101 General Military Science I (title and description)

*Current Catalog Copy*

MISI 1101. General Military Science I

One credit. One class period.

Organization of the Army, basic soldier skills; ropes, knots, and rappelling; individual physical fitness; land navigation; time management; role of regular Army, Reserve and National Guard; M16 rifle.

*Revised Catalog Copy*

MISI 1101. General Military Science Ia

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores. Consent of instructor is required.

Effective leadership competencies, basic soldier and life skills; critical thinking; goal setting; physical fitness; time management; stress management.

F. MISI 1102 General Military Science I (title and description)

*Current Catalog Copy*

MISI 1102. General Military Science I

One credit. One class period.

Organization and equipment of small military units, fundamentals of marksmanship and military instruction techniques. Leadership lab as announced. Army customs and traditions; land navigation; heat and cold survival; tactical communications; military correspondence; leadership/professional ethics; branches of Army; encoding and decoding messages.

*Revised Catalog Copy*

MISI 1102. General Military Science Ib

One credit. One class period and one 2-hour laboratory period. Intended for freshmen and sophomores. Consent of instructor is required.

Leadership attributes and professional ethics; Army rank, structure, and military duties; professional communications; land navigation and small-unit tactics.

G. MISI 1201 General Military Science II (title, level, and description)

*Current Catalog Copy*

MISI 1201. General Military Science II

One credit. One 2-hour class period and one 2-hour laboratory period. Intended for freshmen and sophomores. Instructor consent required. Prerequisite: MISI 1102 or consent of instructor.

Explores the dimensions of creative and innovative tactical leadership strategies and styles through the analysis of team dynamics and historical leadership models. Students develop an understanding of personal motivation and team building through planning, executing and assessing team exercises.

*Revised Catalog Copy*

## MISI 2201. General Military Science IIa

One credit. One 2-hour class period and one 2-hour laboratory period. Intended for freshmen and sophomores. Instructor consent required. Prerequisite: MISI 1102 or consent of instructor.

Dimensions of tactical leadership; team dynamics and team building; historic leadership models; understanding personal motivations.

## H. MISI 1202 General Military Science II (title, level, and description)

*Current Catalog Copy*

## MISI 1202. General Military Science

One credit. One 2-hour class period plus one 2-hour leadership laboratory. Open only to freshmen and sophomores. Instructor consent required. Prerequisite: MISI 2201 or consent of instructor.

Examines the challenges of leading tactical teams in the complex contemporary operating environment. The course highlights the dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army's Leadership Requirements Model explores the dynamic of adaptive leadership in the context of military operations.

*Revised Catalog Copy*

## MISI 2202. General Military Science IIb

One credit. One 2-hour class period plus one 2-hour leadership laboratory. Open only to freshmen and sophomores. Instructor consent required. Prerequisite: MISI 2201 or consent of instructor.

Leading teams in complex environments; terrain analysis, patrolling, and operations orders; theoretical study of Army Leadership Requirements model and adaptive leadership.

## I. ARE 1110 Population, Food, and the Environment (description)

*Current Catalog Copy*

## ARE 1110. Population, Food, and the Environment

Three credits.

The role of agriculture in the growth and development of societies throughout the world. Economic and social problems of food and fiber needs and production in the developing and the advanced societies. CA 2.

*Revised Catalog Copy*

## ARE 1110. Population, Food, and the Environment

Three credits.

The role of agriculture in the growth and development of societies throughout the world. Economic, social, and environmental problems of food production and resource needs in developing and advanced societies. CA 2.

## J. ARE 3150 (Intermediate) Applied (and) Resource Economics (title and level)

*Current Catalog Copy*

## ARE 3150. Applied Resource Economics

Three credits. Prerequisite: ARE 1150 or ECON 1200 or ECON 1201.

Applications of intermediate level microeconomic theory to problems and policy issues in agriculture, natural resources, and the environment. Topics include supply, demand, market

equilibrium, consumer and producer behavior, perfect and imperfect competition, externalities, common property resources, public goods, and welfare economics. Emphasis will be placed on using the theory in computational exercises.

*Revised Catalog Copy*

ARE 2150. Intermediate Applied and Resource Economics (previously offered as ARE 3150) Three credits. Prerequisite: ARE 1150 or ECON 1200 or ECON 1201. Applications of intermediate level microeconomic theory to problems and policy issues in agriculture, natural resources, and the environment. Topics include supply, demand, market equilibrium, consumer and producer behavior, perfect competition, and welfare economics. Emphasis will be placed on using the theory in applied and computational exercises.

**III. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 1 – Arts and Humanities:**

A. HEJS 3201 Selected Books of the Hebrew Bible (plus catalog edits)

*Current Catalog Copy*

HEJS 3201. Selected Books of the Hebrew Bible

Not regularly offered, 3, Lecture, Prerequisites: INTD 3260, or HIST 3301, or HEJS 1103, which may be taken concurrently, or instructor consent, Graded, Focuses on a biblical book (or books) and emphasizes its literary structure and content using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material introduced where relevant. With a change in content, may be repeated for credit and consent of instructor. A knowledge of Hebrew is not required. Taught in English. May not be used to meet the foreign language requirement.

*Revised Catalog Copy*

HEJS 3201. Selected Books of the Hebrew Bible

Cross-listed with CLCS 3201. Three credits. Prerequisites: INTD 3260 or HIST 3301 or HEJS 1103, which may be taken concurrently; or instructor consent. With a change in content, this course may be repeated for credit with consent of instructor. A knowledge of Hebrew is not required. Taught in English. May not be used to meet the foreign language requirement.

Literary structure and content of biblical book(s) using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material.

**IV. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend revision of the following course in Content Area 4 – Diversity and Multiculturalism – International:**

A. MAST 1300 Maritime Communities

**V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend addition of the following 3000- or 4000-level course in the Writing (W) Competency:**

A. FINA 3710W Protecting the Creative Spirit

*Proposed Catalog Copy*

FINA 3710W. Protecting the Creative Spirit: The Law and the Arts

Three credits. Prerequisites: ENGL 1010 or 1011 or ENGL 2011. Open only to juniors or higher; others with consent of the instructor. Not open for credit to students who have passed FINA 3995 when taught as Law and the Arts.

The law and business practices that affect and protect careers in the arts. Topics include national and international copyright law, trademarks, licensing, and contract negotiations in addition to rights of privacy and publicity.

## B. BME 4910W Senior Design II

*Proposed Catalog Copy*

BME 4910W. Senior Design II

Three credits. Prerequisite: BME 4900; open only to Biomedical Engineering majors.

Design of a device, circuit system, process, or algorithm. Team solution to an engineering design problem as formulated in BME 4900, from first concepts through evaluation and documentation. Written progress reports, a final report, and oral presentation are required.

**VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level course in the Writing (W) Competency:**

## A. BADM 4070W Effective Business Writing (designation, number, enrollment, and prereqs)

*Current Catalog Copy*

BADM 4070W. Effective Business Writing

One credit. Prerequisite: MGMT 3101, or MKTG 3101 or FNCE 3101; ENGL 1010 or 1011 or 2011; open only to juniors or higher; open only to School of Business students. Not open to students who have successfully completed BADM 4075W or MGMT 3070W.

Techniques to improve written business communication skills. Requires a variety of written assignments and gives special attention to writing tasks that students are likely to encounter early in their careers, such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, as well as general business letters and memos. Students will receive critiques of their written assignments and will be required to revise their writing.

*Revised Catalog Copy*

BUSN 3002W. Effective Business Writing

(Formerly offered as MGMT 3070W and BADM 4070W.) One credit. Prerequisite: ENGL 1010 or 1011 or 2011; open to sophomores or higher business majors. Not open to students who have successfully completed BUSN 3003W.

Techniques to improve written business communication skills. Requires a variety of written assignments and gives special attention to writing tasks that students are likely to encounter early in their careers, such as reports to supervisors, sales proposals, documentation of business policies, responses to complaints, as well as general business letters and memos. Students will receive critiques of their written assignments and will be required to revise their writing.

## B. BADM 4075W Business Communication (designation, number, enrollment, and prereqs)

*Current Catalog Copy*

BADM 4075W. Business Communications

Three credits. Prerequisite: Open only to juniors or higher admitted to the School of Business; ENGL 1010 or 1011 or 2011. Not open to students who have successfully completed BADM 4070W or MGMT 3070W.

Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.

*Revised Catalog Copy*

BUSN 3003W. Business Communications

(Formerly offered as BADM 4075W) Three credits. Prerequisite: Open to sophomores or higher business majors; ENGL 1010 or 1011 or 2011. Not open to students who have successfully completed BUSN 3002W.

Techniques for improving professional writing and oral communications skills and ways in which visual communications, document design, and use of workplace technologies shape the message.

**VII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend deletion of the following 3000- or 4000-level course in the Writing (W) Competency:**

- A. ENGL/AFRA 3216W Black American Writers II

**VIII. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend revision of the following 3000- or 4000-level course in the Quantitative (Q) Competency:**

- A. STAT 3025Q Statistical Methods

*Current Catalog Copy*

STAT 3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: MATH 1132Q or 1152Q. Students may not receive more than three credits from STAT 3025Q and STAT 3345Q.

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

*Revised Catalog Copy*

STAT 3025Q. Statistical Methods (Calculus Level I)

Three credits each semester. Prerequisite: MATH 1132Q or 1152Q. Students may not receive more than three credits from STAT 3025Q and STAT 3345Q. Not open for credit to students who have passed STAT 3445.

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

**IX. New S/U Graded courses:**

- A. MGMT 3882 Professional Practice in Management or Entrepreneurial Consulting

*Proposed Catalog Copy*

MGMT 3882. Professional Practice in Management or Entrepreneurial Consulting

One to three credits. Repeatable for a maximum of six credits. Hours by arrangement. Prerequisites: consent of instructor and Department Head.

Students will be selected to enroll in this course through a competitive application process. Students are restricted to no more than six credits of coursework from experiential learning courses including MGMT 3882, MGMT 3892, or MGMT 4891. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Structured, team-based field work in management or entrepreneurial consulting. Team performance will be assessed and supervised by faculty with professional consulting experience.

**B. MGMT 3892 Professional Practice in Entrepreneurial Business Development**

*Proposed Catalog Copy*

**MGMT 3892 Professional Practice in Entrepreneurial Business Development**

One to three credits. Repeatable for a maximum of six credits. Hours by arrangement. Prerequisites: consent of instructor and Department Head. Students will be selected to take this course through a competitive application process. Students are restricted to no more than six credits of coursework from experiential learning courses including MGMT 3892; MGMT 3882 or MGMT 4891. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Training, mentorship, resources, and networking opportunities to facilitate the launch of their own ventures or transition a creative/innovative idea into a business start-up. Performance will be evaluated on the basis of an appraisal by the faculty supervisor and a detailed written report or a presentation by the student.

**X. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend inclusion of the following transfer credit course designations for automatic General Education credit in the specified content areas:**

- A. LAMS 91400 (900365) Latin American Studies /History 1000-level (CA4)
- B. WGSS 91000 (015957) Women's, Gender and Sexuality Studies 1000-level (CA4)
- C. AFAM 91000 (015208) African American Studies 1000-level (CA4)
- D. ENGL 91613 Multicultural Literature 1000-level (CA4)
- E. HIST 91015 Non-Western 1000-level (CA4-INT)
- F. HIST 91029 Native American 1000-level (CA4)
- G. HRTS 91000 Human Rights 1000-level (CA4)
- H. INTD 91013 Non-Western 1000-level (CA4-INT)
- I. INTD 91014 Multicultural 1000-level (CA4)
- J. GEOG 91001 – Physical Geography 1000-level (CA3)
- K. PHYS 91000 – Physics 1000-level (CA3)



Senate Courses and Curricula Committee Report

November 7, 2016 p. 9

Respectfully Submitted by the 16-17 Senate Curricula and Courses Committee: Michael Darre (Chair), George McManus, David Ouimette, Eric Schultz, Suzanne Wilson, Marianne Buck, Dean Hanink, Kathleen Labadorf, Maria Ana O'Donoghue, Steven Park, Peter Diplock (Ex-officio)

10/5/16 and 10/19/16 meetings

# UConn ATHLETICS

**Building Greatness, Together**

David Benedict

November 2016



# Academic Excellence

- 3.0** Average GPA among UConn's 650 Student-Athletes
- 6** Teams with a perfect 100% Graduation Success Rate
- 9** Teams perfect NCAA Academic Progress Rate Score
- 256** Student-Athletes on the AAC All-Academic Team

# UConn National Rankings

**# 1/3** Women's Basketball

**# 4** Field Hockey

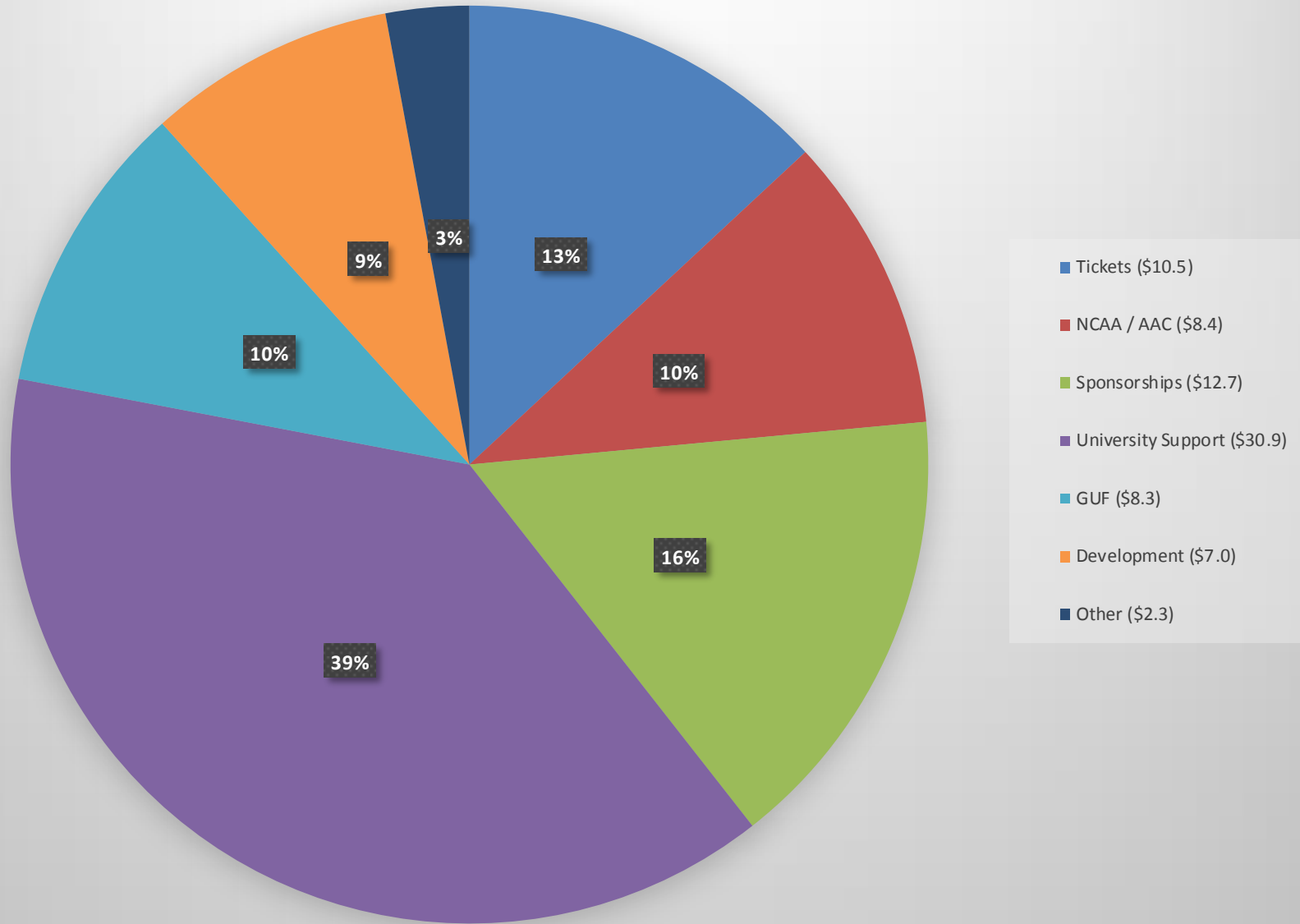
**# 16** Women's Soccer

**# 16/18** Men's Basketball



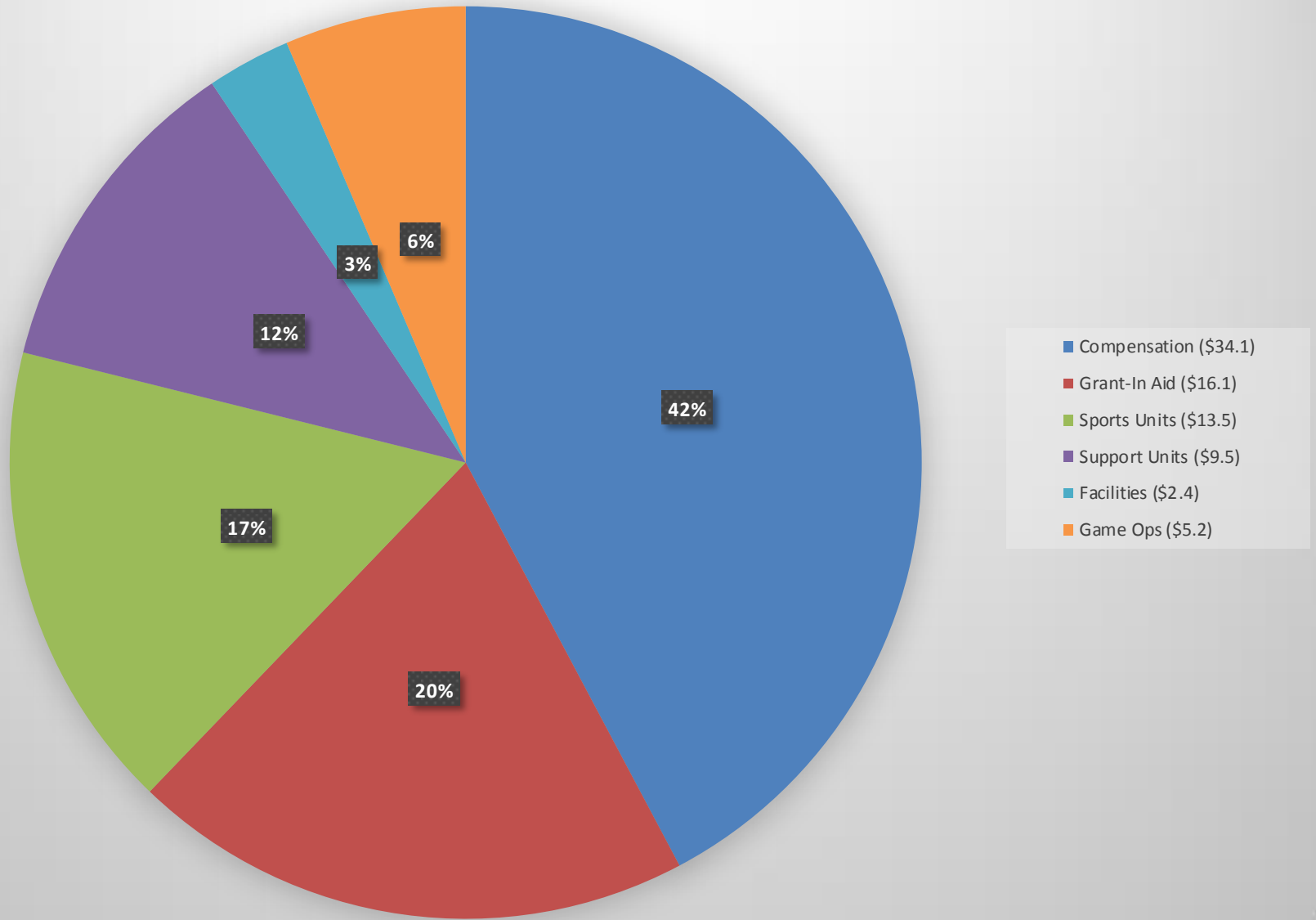
# FY17 Projected Revenue

## Total Revenue: \$80.1M

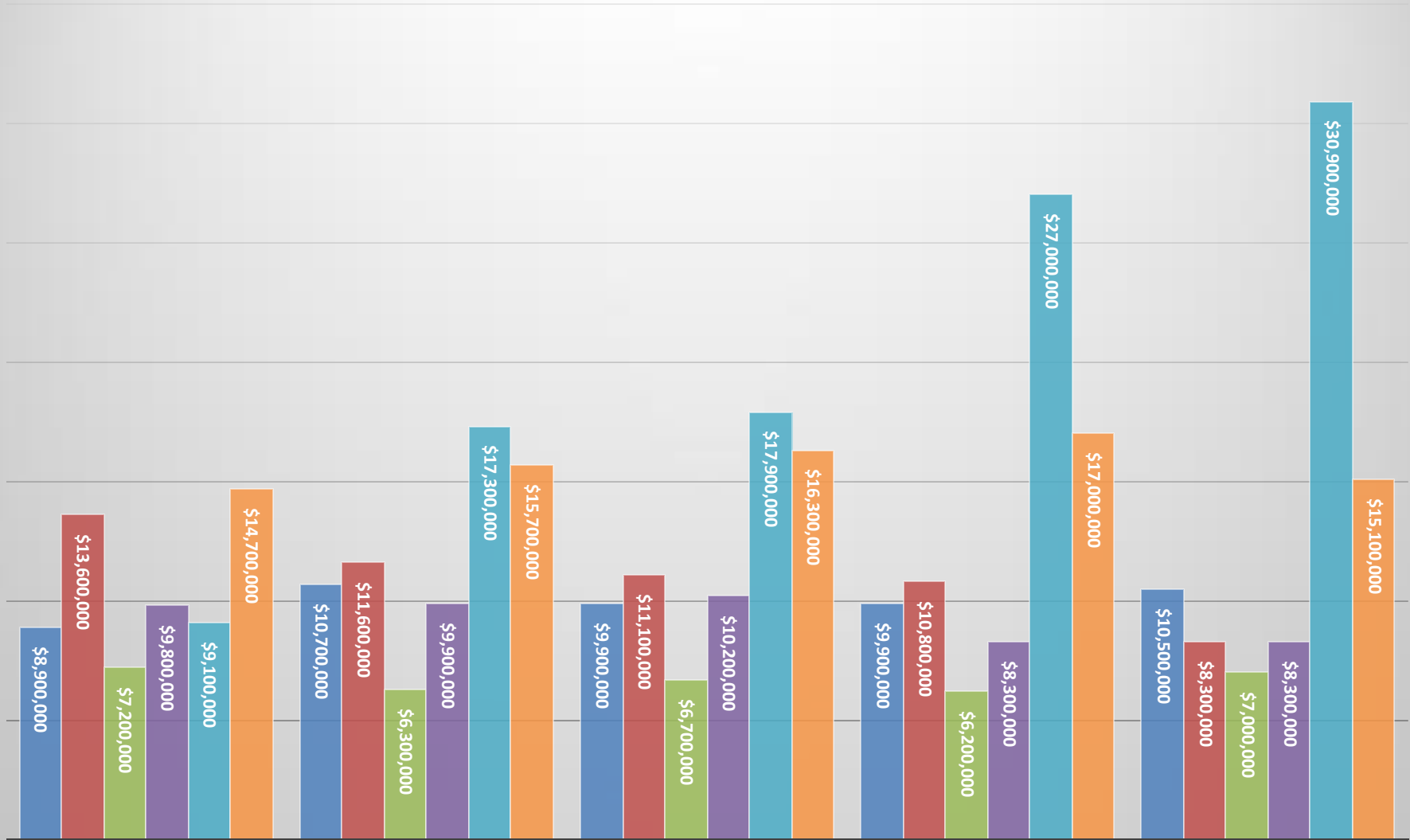


# FY17 Projected Expenses

## Total Expenses: \$80.2M

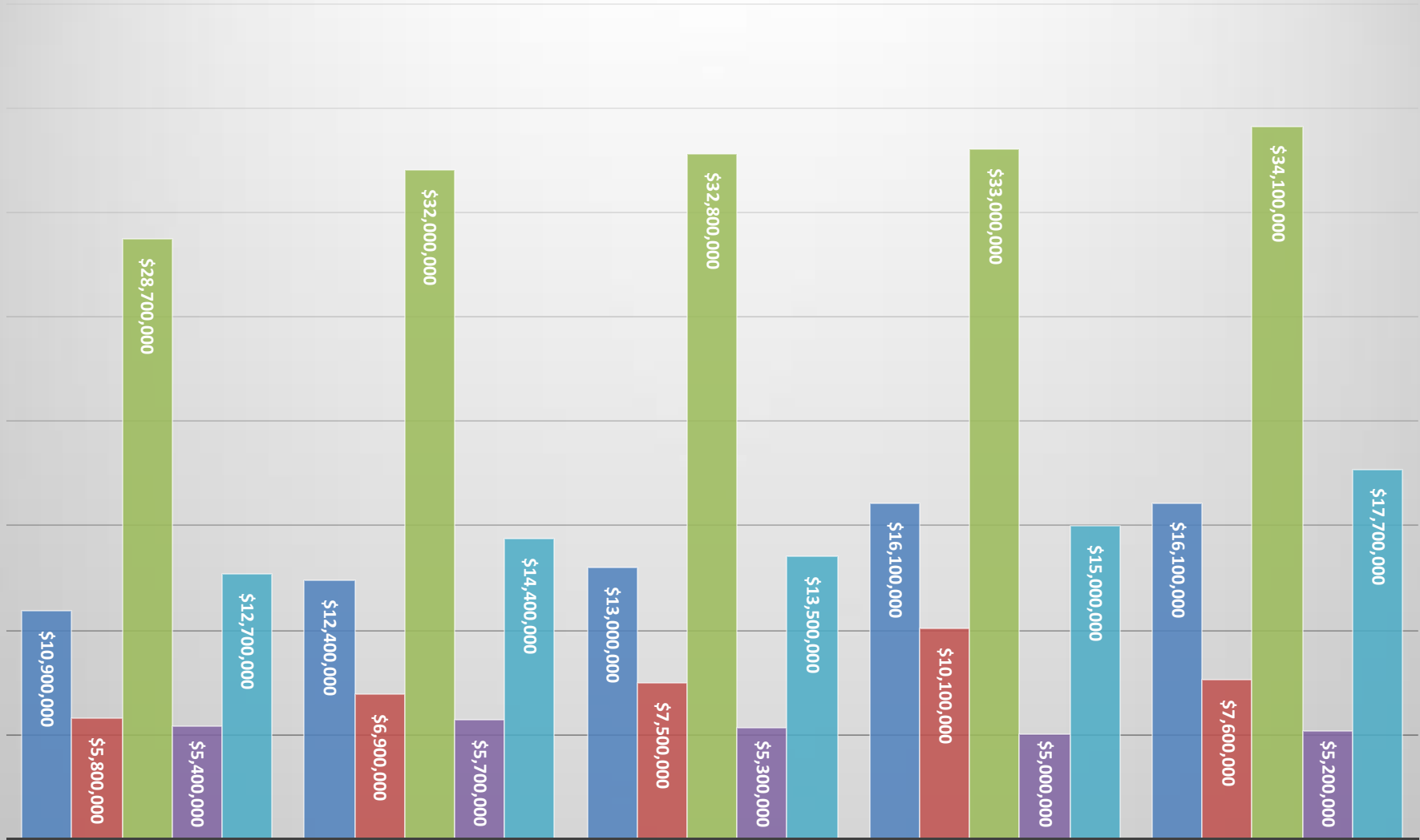


# Revenue Comparison



■ Ticket Sales  
 ■ NCAA / AAC  
 ■ Foundation  
 ■ GUF  
 ■ University Support  
 ■ Other Revenue

# Expense Comparison



**FY13 ACTUAL**  
**Total: \$63.5M**

**FY14 ACTUAL**  
**Total: \$71.4M**

**FY15 ACTUAL**  
**Total: \$72.1M**

**FY16 ACTUAL**  
**Total: \$79.2M**

**FY17 PROJECTED**  
**Total: \$80.7M**

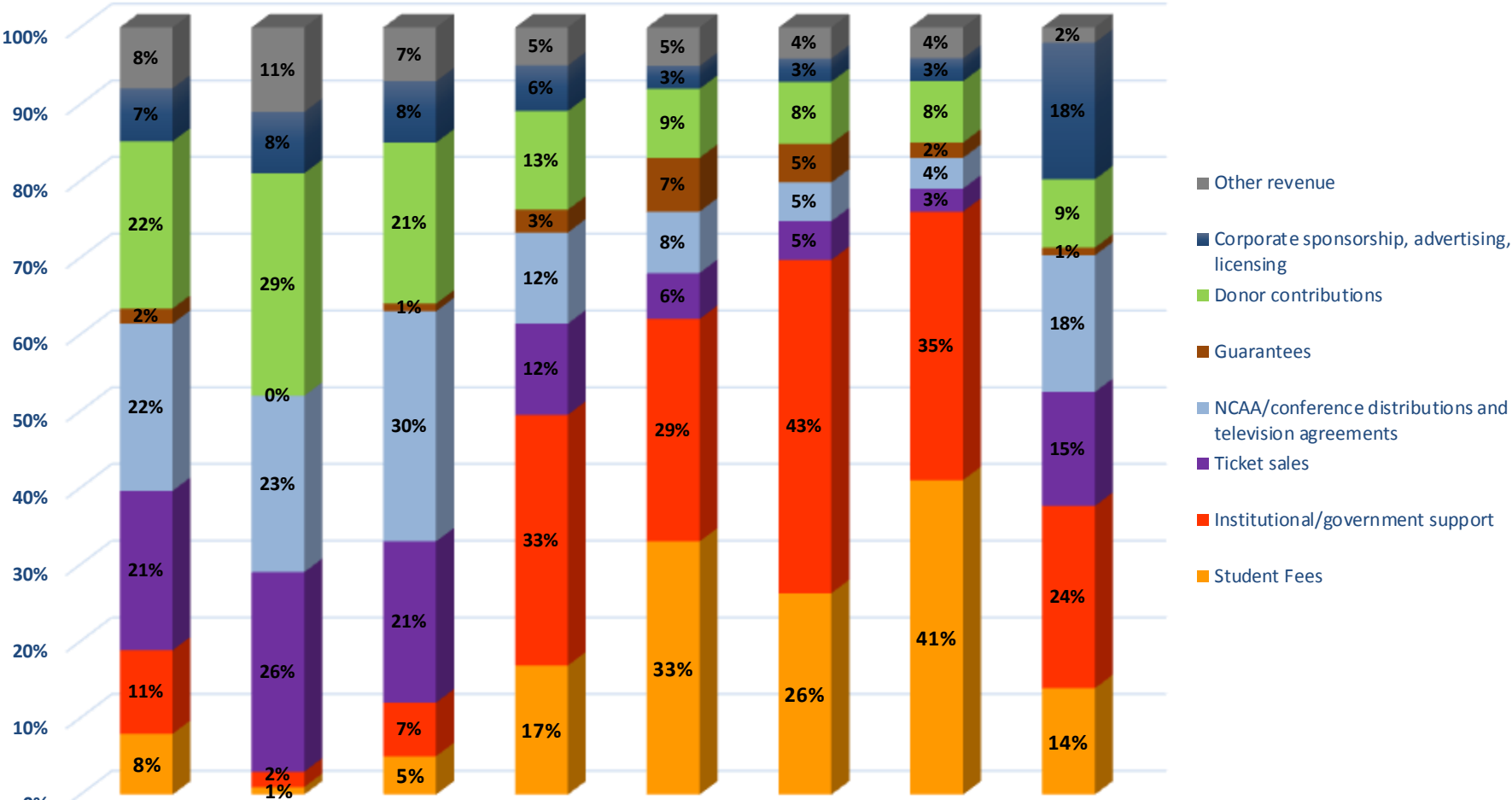
■ Athletic Grant-In Aid  
 ■ Team Travel  
 ■ Compensation  
 ■ Game Expenses  
 ■ Other Expenses





# Where the Money Comes From . . .

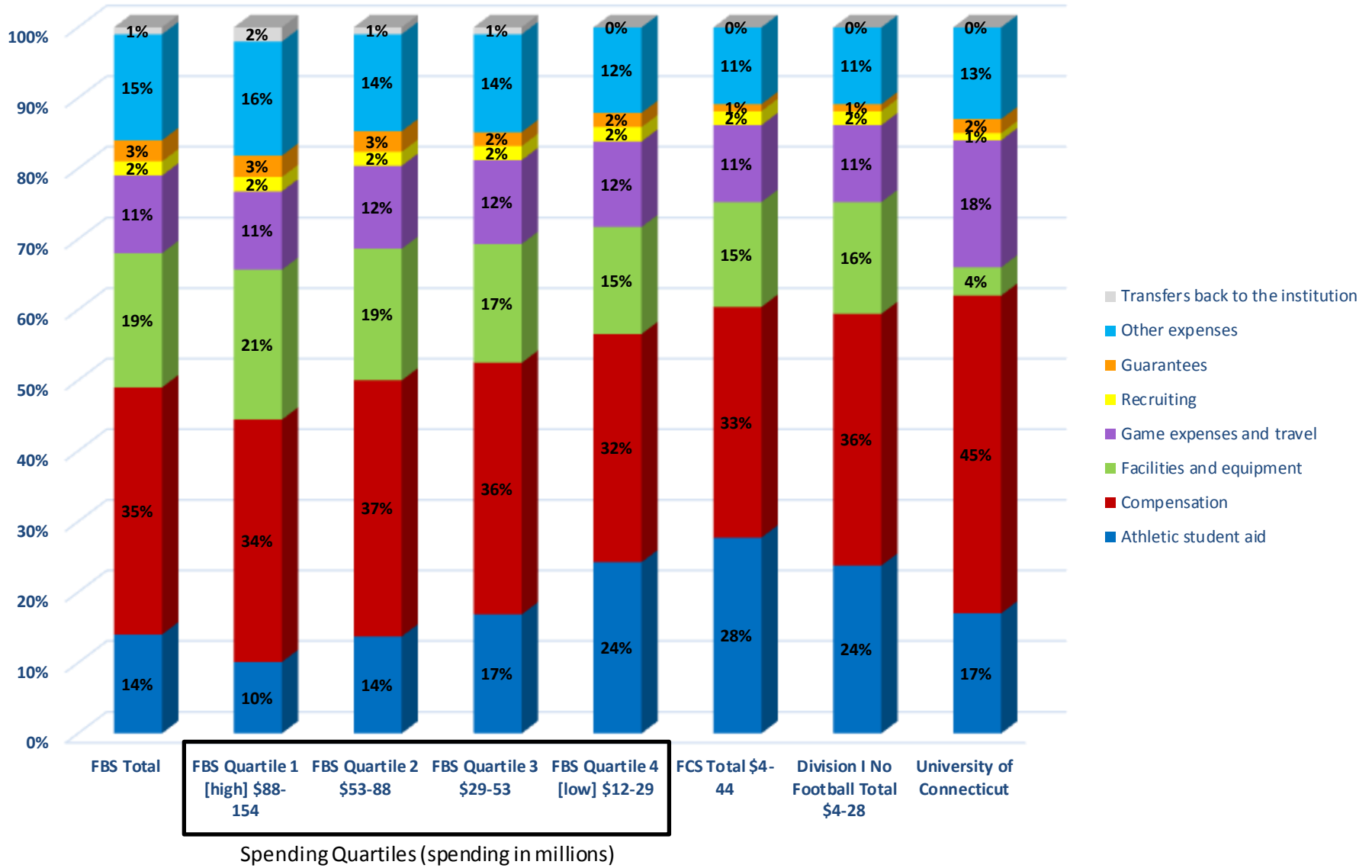
## Sources of Athletic Budget Revenue for Division I Institutions, 2014



Spending Quartiles (spending in millions)

# Where the Money Goes . . .

Distribution of Athletic Expenditures for Division I Institutions, 2014



# Financial Priorities

- Reducing University Subsidy
- Providing resources for our broad-based program with 24 competitive teams
- Athletic District Facilities Capital Campaign – Soccer, Baseball, Softball stadiums
- Facilities – Ongoing and deferred maintenance
- Long Term Financial Plan

# 2.5-5M Potential Budget Offset Goal

## Revenue Opportunities

- Football Scheduling (Guarantee Games)
- Third Tier Rights
- Priority Seating(M Basketball)
- Ticket Sales (Aspire)
- Royalties
- Multi Media Rights
- Billing for Treatments
- Rental of Athletic Facilities
- Annual Fund / Restricted Sport Giving
- Pouring Rights
- Beer Sales (Gample)
- MSG / Yankee Stadium Games
- Corporate Engagement
- Trade
- Courtside Seats

## Expense Reduction Measures

- Summer School
- Cost of Attendance
- Travel Costs
- Regional N/C Scheduling (Olympic sports)
- RGP for Charters (No-Brokers)
- Cost of Rent at PW Stadium & XL
- Football Charters
- Staff Reductions
- Marketing/Branding Budget
- Ticket Printer – WWL
- Paciolan (Contract)
- Professional Development
- Catering in M & W Basketball
- Power Station Production Company



**Questions?**

# Diversity & Inclusion at UCONN

## Early Observations

Joelle A. Murchison

Fall 2016

**UCONN**

# Diversity & Inclusion at UCONN

- Academic Plan, Core Value: **Diversity**
  - “In our culturally and intellectually diverse community, we **appreciate differences** in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.”

# Diversity & Inclusion at UCONN

**Listen. Learn. Lead**



# Listen.

- “Getting to Know You” Tour
  - Storrs campus students, faculty and staff
  - Regional campuses
  - Graduate School
  - Law School
  - External partners
- Activity Assessment
  - What do we do well?
  - Where are our gaps?

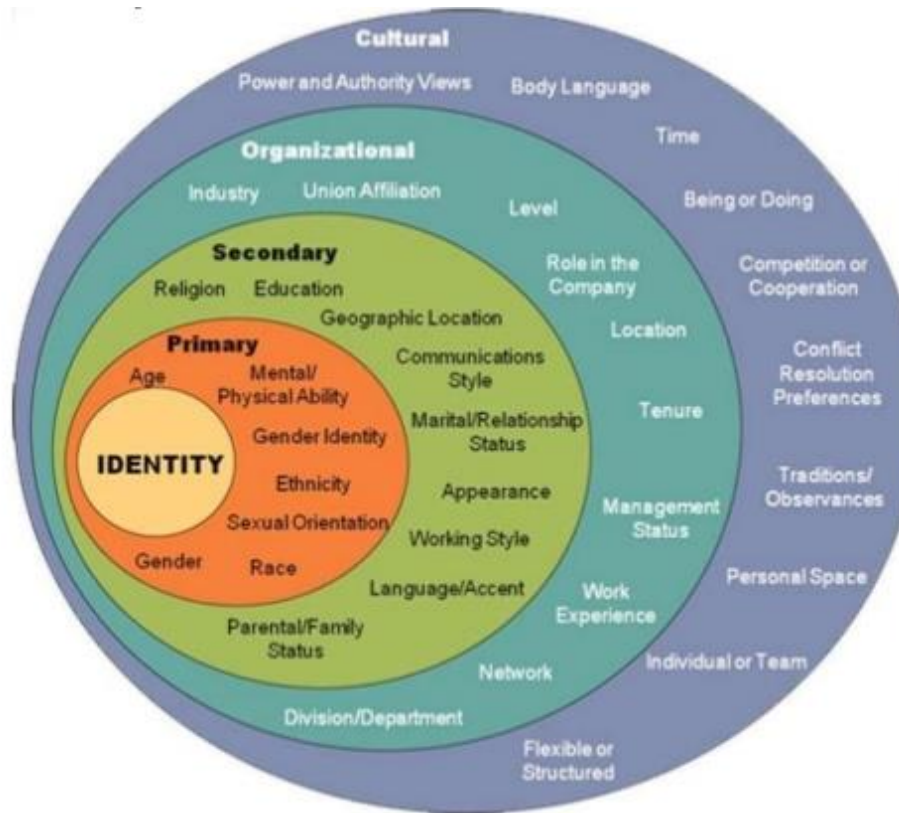


# Learn.

- Content Knowledge **AND** Experiential Knowledge
  - Diversity & Inclusion Education for all students
  - Refresh content of diversity and inclusion training for all faculty and staff – create a learning experience, not a training
  - Identify resources to support faculty to address inclusion in the classroom



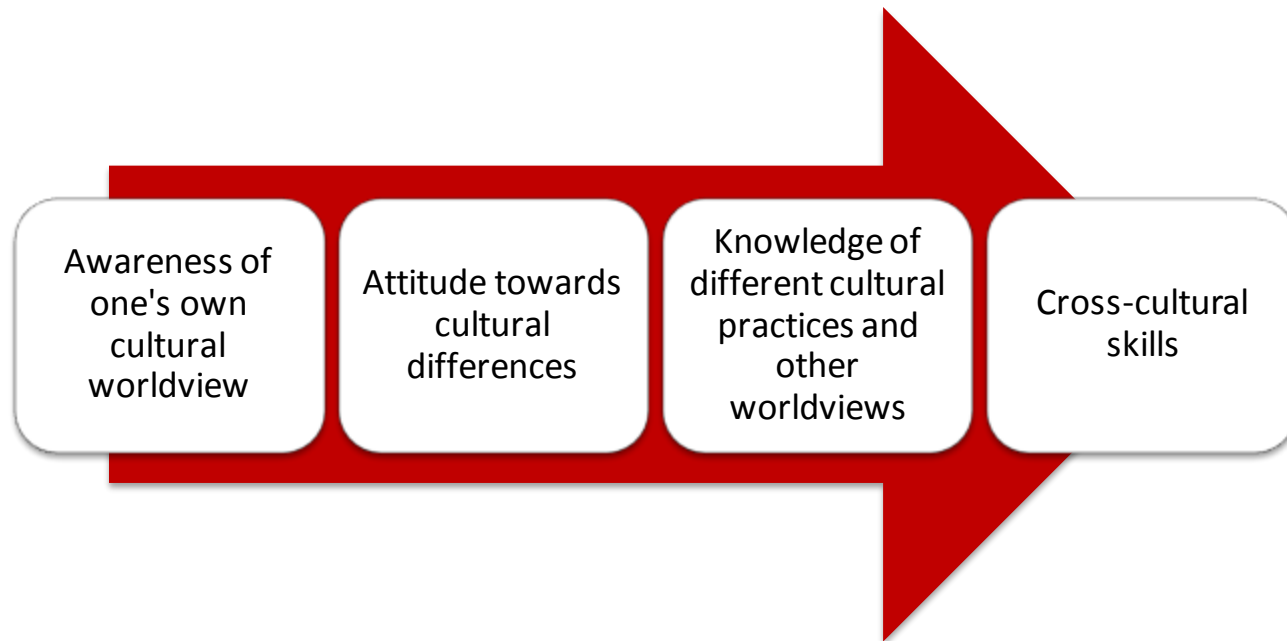
# Dimensions of Diversity



Internal and External Dimension adapted from Marilyn Loden and Judy Rosener, **Workforce America!** (Business One Irwin, 1991)

From **Diverse Teams at Work**, Gardenswartz & Rowe (2<sup>nd</sup> Edition, SHRM, 2003)

# Components of Cultural Competence



# Lead.

- Identify low hanging fruit
- Launch Diversity Council including subcommittees to address goal areas:
  - Recruitment & Retention of Students
  - Recruitment & Retention of Faculty and Staff
  - Education and Engagement
  - Beyond Campus – Alumni, External Partners
  - Communications and Brand
  - Supplier Diversity
- Establish student advisory board
- Establish external advisory board

# *A Culturally Competent UCONNATION*



Understands and values inclusion

Acknowledges its own biases

Understands the university, its customers (the world!)  
and their changing needs

Acts as role models – leads the way

Builds and leverages a diverse team

Demonstrates cultural competence – continuous learning

# **Report of the General Education Assessment Task Force**

Submitted to the Senate Curricula and Courses Committee  
March 28, 2016

**Amvrossios C. Bagtzoglou** :: professor and department head ::  
Civil and Environmental Engineering :: School of Engineering

**Alexis L. Boylan** :: assistant professor :: Art and Art History,  
Women's, Gender and Sexuality Studies :: School of Fine Arts

**Sandra Bushmich** :: professor :: Pathobiology and Veterinary  
Science :: College of Agriculture, Health and Natural Resources

**Mark DeAngelis** :: assistant professor in residence :: Business  
Law :: School of Business

**Fahima Dirir** :: undergraduate student

**Jon Gajewski (Chair)** :: associate professor :: Linguistics ::  
College of Liberal Arts & Sciences

**Jennifer Giroto** :: associate clinical professor :: Pharmacy  
Practice :: School of Pharmacy

**Katrina Higgins** :: University Director of Advising

**Jim Hill** :: director :: Academic Center for Exploratory Students

**Paula McCauley** :: associate clinical professor :: School of  
Nursing

**Tom Scheinfeldt** :: associate professor :: Digital Media and Design  
:: School of Fine Arts

**Jaci VanHeest** :: associate professor :: Educational Psychology ::  
Neag School of Education

## EXECUTIVE SUMMARY

### *Background*

In April 2015, the University Senate Executive Committee (SEC) charged the Senate Curricula and Courses Committee (SCC) with conducting an in-depth assessment of the University's current General Education system. SEC observed that it is the responsibility of the General Education Oversight Committee, a subcommittee of SCC, to:

- Review the University-wide General Education program to ensure that its goals are being met and recommend changes to the Senate Curricula and Courses Committee when appropriate (May 2003).

Since 1985, the goals of General Education at UConn have been expressed by the following statement (Ad Hoc Committee on General Education of 1985; endorsed in the Task Force on General Education Report of 2000, and in the Senate Curricula and Courses Committee Report of May 2001):

- The purpose of general education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

SEC specifically asked SCC to address the following questions:

- To what degree are the goals of the General Education program being met?
- What is the long term impact of the General Education requirements?
- Are the current goals for General Education requirements appropriate for the 21st century university? Are revisions in goals needed?
- Do the content areas as currently constructed meet the needs of our evolving society? Are there content areas within GER which need to be revised, deleted and/or content areas to be added?

The Senate Curricula and Courses committee then convened this General Education Assessment Task Force to conduct the assessment. The Senate Nominating Committee assembled the membership of the task force. The membership includes faculty from all schools and colleges involved with undergraduate education, two directors of advising, and a student member. The membership of the task force was finalized in early November 2015.



### *Methods*

- *Regular Meetings and Discussion.* The task force met every other week from early November to the end of the 2015 fall semester, and then every week in the 2016 spring semester until mid-March when the preliminary report was due to SCC.
- *Review of GEOC Reports.* To determine whether the goals of the General Education program were being met, the task force began by reviewing all available annual reports and occasional assessment reports produced by GEOC.
- *Review of Peer and Aspirant General Education Requirements.* Then, the task force conducted a review of the general education goals and requirements of the universities on the Provost's list of peer and aspirant institutions.
- *Focus Groups.* The task force conducted 13 focus groups: 6 for faculty (n=38), 6 for students (n=65) and 1 for staff advisors (n=22). The focus group questions addressed participants' familiarity with and opinions of the goals of the current system. They also sought suggestions for changes.
- *Online Surveys.* The task force conducted online surveys of faculty (n=303), students (n=756) and alumni (n=683) through the University's Qualtrics account. The surveys asked more specific questions which were motivated by the feedback obtained through focus groups.

### *Results Summary*

- *GEOC Reports.* From the review of GEOC reports, the task force learned that GEOC had endorsed a four phase plan for assessing student learning in the four content areas. The committee also found that the plan had not been carried to completion for any of the content areas.
- *Peer and Aspirant Review.* The task force found that UConn's general education requirements are largely in line with the requirements of peer and aspirant institutions. The task force did identify a small number of requirements that many peer and aspirants has that UConn does not, and noted a trend in naming general education differently.
- *Focus groups.* The focus groups provided the task force with valuable, specific information about faculty and student familiarity with the goals, opinions about the success of the current general education system, and suggestions for changes to goals and requirements.
- *Online surveys.* The online surveys identified clear areas of concern for students, faculty and alumni, while highlighting differences of opinion among the groups. Certain suggestions for changes, taken for the focus groups, emerged as clear favorites.

### *Recommendations*

The task force recommends that the University:

1. Do a better job of communicating the values and the importance of general education to all constituencies involved, including students, faculty and advisors. A single landing site webpage devoted to general education is recommended.
2. Establish a governing body for assessment at the university level. This body must coordinate the assessment activities of many different units across campus, including the

assessment of general education. The body should be faculty led, but include the Office of the Provost, the Office of Institutional Research and Effectiveness, the Center for Excellence in Teaching and Learning, the Registrar, the General Education Oversight Committee, the University Director of Advising, and USG Academic Affairs.

Assessment information, expertise and resources should be shared among these groups.

3. Restate the broad goals of general education with clearer and more forceful language. Consider consequences for requirements.
4. Offer additional support to faculty that teach general education courses, including TA support for large lectures and resources on how to teach general education courses.
5. Investigate further the possibility of changing the general education requirements. Our findings suggest looking into a strengthened communication requirement that would include oral presentations as well as possible training in respectful communication.
6. Continue to find ways to address students' desire for training in life skills, while clearly distinguishing such training from the mission of general education.

### ***Discussion***

#### **Contents:**

I.	Box-Checking	p.4
II.	Assessment	p.5
III.	Peer and Aspirant Review	p.6
IV.	The Goals of General Education	p.6
V.	Connecting Goals and Requirements	p.10
VI.	The General Education Requirements	p.11
VII.	Additional Concerns	p.14
VIII.	Communication	p.19

#### **I. Box-Checking**

A persistent problem with the system of general education requirements at UConn is the perception that it is simply a box-checking exercise, or a chore for students and faculty alike that everyone wants to “get out of the way.” The 2000 Report of the General Education Task Force noted concerning the previous general education system that many felt the general education requirement to be “simply a series of hurdles to be overcome, rather than an important and coherent segment of an undergraduate education.” In the process of evaluating the current general education system, the task force sought to identify forces that may contribute to that perception. We believe that each of the following plays a part in this problem.

1. **Communication of goals.** Students are largely unfamiliar with stated goals of general education.
2. **Course availability.** Students cannot choose a meaningful set of courses to fulfill the general education requirement if the courses they plan to take are not offered or fill quickly. See Figure 9 through Figure 12 below.

3. **Quality of teaching.** Student perceptions about general education instruction quality may drive them to select courses with instructors rated highly on popular websites. See student focus group question 7 in appendix 2.
4. **Advising.** Advisors greatly influence students' perceptions and paths. Too many advising relationships get off on the wrong foot when advisors say they went to help students 'get through' their Gen Eds.
5. **Nature of instruction.** Many students and faculty feel that large lecture courses, especially without discussion sections, fail to live up to ideals of general education. For faculty see Figure 7.
6. **Selection of courses.** Students are confused why courses that clearly meet the goals of general education do not count toward fulfilling the requirements. Faculty and students sense politics and funding drive choices, not goals of general education. See Figure 9.
7. **Large number of requirements.** Some students need to take 49 credits to fulfill general education courses. This encourages students to seek strategies ('double-dipping') rather than formulate meaningful educational goals for themselves. See Figure 9.

## II. Assessment

The task force is not in a position to answer definitively to what degree the goals of the general education program are being met. Much more direct assessment of student outcomes would be required to give such an answer. It is part of the charge to GEOC that it "review the University-wide General Education program to ensure that its goals are being met and recommend changes to the Senate Curricula and Course Committee when appropriate." In 2009, GEOC endorsed a four-phase plan for the assessment of the general education content areas (see Appendix 1). The task force reviewed all of the assessment reports that GEOC has produced. The table below indicates the progress that has been made toward the assessment of each content area.

	Phase I	Phase II	Phase III	Phase IV
Content Area I	Yes (2013)			
Content Area II	Yes (2010)			
Content Area III	Yes (2008)	Yes (2009)	Yes (2010)	
Content Area IV	Yes (2009)	Yes (2010)		

Table 1. Phases of the 2009 GEOC plan for assessment of content areas completed with year that the latest phase was completed.

The writing competency requirement, by contrast, has been subject to more rigorous evaluation. Samples of student writing have been collected and independently evaluated against rubrics based on the goals of the writing competency; see the 2010 Summary Report on the Assessment of Academic Writing at the University of Connecticut. There is reason to believe that current writing requirements are meeting students' needs; see the 2011 report of the W Task Force.

It is necessary that the direct assessment of student learning outcomes in the content areas be restarted and completed. Assessment is a complex and difficult task, especially within the

domain of general education. The effort, however, is necessary. The 2011 reaccreditation letter from NEASC to UConn requires that “self-study prepared in advance of the Fall 2016 evaluation give emphasis to the institution’s success in [...] continuing to implement a comprehensive approach to the assessment of student learning with emphasis on the assessment of general education...” Furthermore, the 2016 NEASC standards require that the general education requirement “informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.”

The task force recommends that there be a standing committee or council at the University dedicated to assessment, including the assessment of general education. The standing committee should be faculty-led and should include, at minimum, members from the Office of Institutional Research and Effectiveness, the Center for Excellence in Teaching and Learning, the Office of the Provost, the Registrar, the University Director of Advising, Student Affairs and the General Education Oversight Committee, as well as students including the USG Academic Affairs Chair.

Assessment of the content areas is crucial to understanding whether the general education system is meeting its broad goals. As will be discussed in Section V below, the exact relevance of such assessment depends on a clear understanding of how the requirements, including content areas, relate to the broader goals. Lacking access to direct evaluations of student outcomes in general education, this task force pursued indirect means of assessing the current state of general education at UConn. These methods included comparison with peer and aspirant systems of general education, the review of OIRE surveys of recent alumni and department head reports on learning goals of majors, focus groups of students and faculty and online surveys of faculty, students and alumni who enrolled after the current general education requirements were put into place in 2005.

### III. Peer and aspirant review

The task force evaluated the general education requirement for aspirant, accountability and competitor peer institutions. Following this intensive review, three primary concepts were evident. First, many peers used the term “core curriculum” or “core competencies” instead of general education to describe their requirements. This is especially true of peer institutions that the Provost’s office identifies as “competitors.” Although it may seem trivial, both branding and titles are essential in providing students, parents and faculty with a better understanding of the rationale for these core educational components. Second, there is a focus on purposeful course integration that enables students to understand the broad scope of the general education component. Third, many of our peer institutions require an oral competency. Coupled with the focus group and online survey findings, it would appear that the ability to communicate both in the written and oral form is essential to an educated individual.

### IV. The goals of General Education

The goals of general education at UConn have been expressed by the following statement since it was penned in 1985. Part of the charge to this task force is to determine whether the current

general education requirements support these goals and whether these goals are appropriate for a 21<sup>st</sup> century university.

### **The Goals of General Education**

The purpose of general education is to ensure that all University of Connecticut undergraduate students

- a. become articulate, and acquire
- b. intellectual breadth and versatility,
- c. critical judgment,
- d. moral sensitivity,
- e. awareness of their era and society,
- f. consciousness of the diversity of human culture and experience, and
- g. a working understanding of the processes by which they can continue to acquire and use knowledge.

It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

The task force sought the opinions of faculty, students and alumni both on the appropriateness of these goals and the apparent success of the general education in helping students to achieve them. Opinions were solicited both through focus groups and online surveys. The results are discussed below.

First, faculty, students and alumni were asked how familiar they were with these goals. In focus groups for faculty and students, it was clear that very few were directly acquainted with the goals as stated. In the online survey, 36% of faculty reported being 'very familiar' with the goals, but only 9% of students and only 7% of alumni reported they were 'very familiar' with the goals. In fact, 41% of students and 59% of alumni reported being 'not at all' familiar with the goals. These results point to a large problem with the visibility of these goals at the university and to a possible source of student frustration: they do not know why they are being asked to fulfill the general education requirements.

The online surveys of faculty students and alumni also included a question asking about the importance of each of these goals. The chart below gives the mean responses of each group in Figure 1.

□

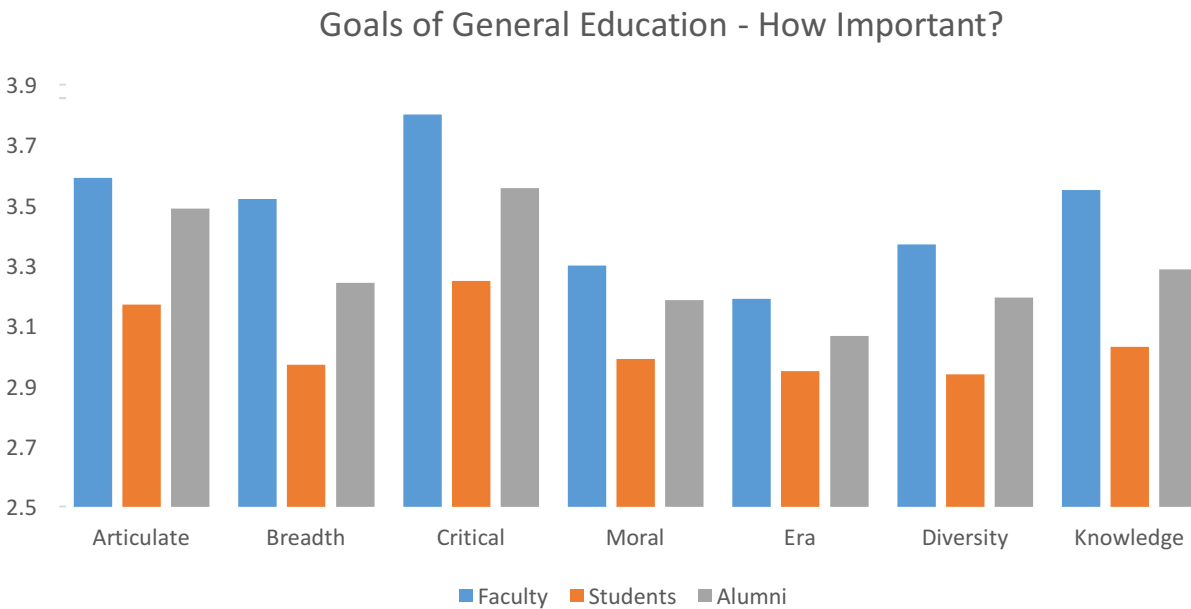


Figure 1. Faculty, Student and alumni ratings of the importance of each of the goals of general education. [Question text: In your opinion, how important is it that a UConn student achieve each of these goals? Options: 4= Extremely important, 3= Very important, 2 = Somewhat important, 1=Slightly important, 0=Not at all important]

Despite differences in rating levels between groups, the trend is the same in all groups. All groups rated ‘acquiring critical judgment’ as the most important of the goals of general education followed closely by ‘becoming articulate.’ These were followed by ‘acquiring intellectual breadth and versatility’ and ‘acquiring a working understanding of the processes by which they can continue to acquire and use knowledge.’ The goals of acquiring ‘moral sensitivity’, ‘awareness of era and society’ and ‘consciousness of the diversity of human culture and experience’ were rated the least important. The lower ratings of these last three raise an important question. It is important to investigate further and determine whether these ratings are a reflection of the values of the university community, or whether the lower ratings may be a reflection of uncertainty of what the goals stand for as stated. There is some reason to believe that the latter explanation may be correct and that more clearly and forcefully stated goals would enjoy greater approval, see the comments on specific goals below.

### Comments on specific goals:

#### *Becoming Articulate*

Despite being considered ‘extremely important’, the goal of ‘becoming articulate’ still occasioned comment and criticism from some faculty and students. The notion of being articulate is broad and is thought by many to encompass oral communication skills as well as writing skills. Rewording this goal could make it clear whether UConn wants its students to focus on writing or whether UConn wants to commit to helping students develop skills of oral presentation. In the online survey, there was an open-ended question seeking suggestions for new content areas and competencies. ‘Public speaking’ was among the three most popular write-in responses for faculty, students and alumni.

### *Critical Judgment*

Acquiring critical judgment was considered to be the most important goal by all three groups. Discussion in focus groups, particularly among faculty, raised some questions about the proper formulation of this goal. A general concern was raised that the emphasis of the goals of general education is too 'passive' or 'receptive.' The goals state that students will gain 'awareness,' 'consciousness,' 'understanding' and 'sensitivity,' but do not say what students will be able to do. Several faculty suggested that critical judgment or critical thinking should be linked to the more active processes of problem solving or decision making. For this reason, problem solving was included as a possible addition to the goals in the online surveys, see Figure 2.

### *Moral Sensitivity*

The requirement that students acquire 'moral sensitivity' caused much discussion in focus groups and comment in online surveys. Many students, faculty and alumni feel uncertain about what the students should be learning that will give them moral sensitivity. Faculty do not know if they are expected to teach particular morals, comparative morality or, perhaps, professional ethics. The task force recommends that the intent of this goal be clarified.

### *Awareness of their Era and Society*

This goal received low ratings of importance from all three groups. Some faculty observed that this goal appears to leave out any requirement that students have an understanding of history, which may be crucial to understanding the present era. A popular suggestion for an added requirement was understanding of contemporary politics and the political process. Clarifying and rewording this goal may help students and faculty to see its importance.

### *Consciousness of the diversity of human culture and experience*

This goal also drew discussion in focus groups on the point of its passive formulation. Some faculty and students worry that consciousness of diversity may not be an adequate goal. The problems that face our campus community and nation may require of informed citizens a more active engagement with issues surrounding diversity. The 2015 report of the UConn Diversity Task Force noted that there are academic units at UConn "constantly struggling to understand power, identify discrimination, and support equity." This goal may need to better reflect those struggles.

At this point it is instructive to compare the current goals of general education with passages from the 2014 Academic Vision that deals with undergraduate education:

"We have done well, but we must continue to create an even more outstanding undergraduate experience for talented students to foster **creativity, critical thinking, problem solving and reasoning, appreciation for diversity and cultural perspectives, and strong communication and leadership skills.**

[...]

- Ensure an undergraduate educational experience that prepares our students for lives of impact and leadership in an increasingly diverse, globalized world by emphasizing problem solving and the capacity to translate knowledge and skills into action;
- Adapt educational practices to provide more interdisciplinary knowledge and increase opportunities for education in areas of pressing need and interest;"

The language in this statement from the Academic Vision is more active and vigorous and could serve as a model for revised goals of general education.

The online surveys included an item seeking faculty, student and alumni input on potential changes to the broad goals of general education. The choices offered were selected from themes that emerged in focus group discussion and from the goals for undergraduate education in the 2014 Academic Vision given above.

□

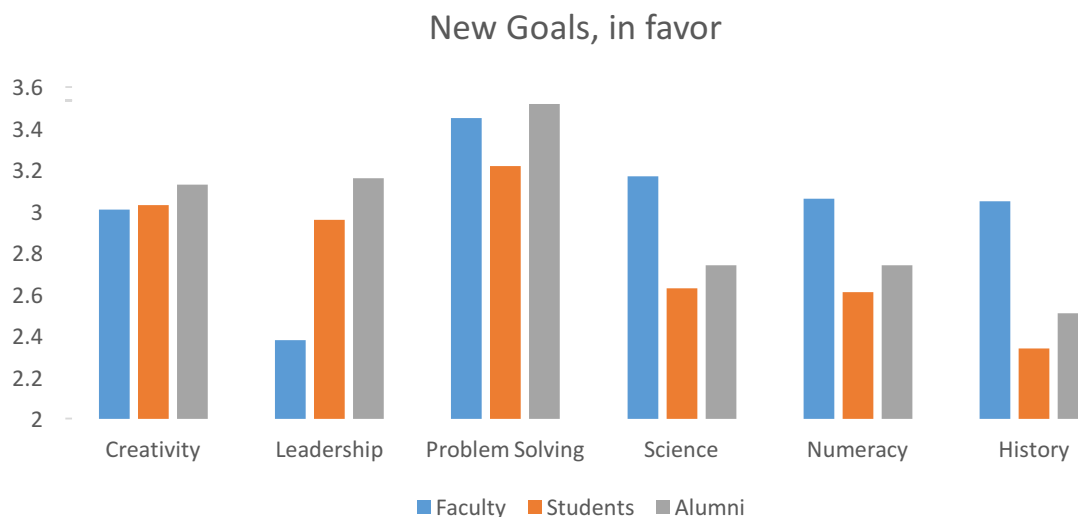


Figure 2. Faculty, Student and Alumni favorability towards including each in revised goals of general education. [Question text: If UConn changed its broad goals for general education, would you be in favor of including any of the following as goals? Items: “Creativity/Innovation,” “Leadership,” “Problem solving,” “Understanding methods of science,” “Reasoning with numbers,” “Knowledge of history.” Options: 4=completely in favor, 3=somewhat in favor, 2=neutral, 1=somewhat opposed, 0=totally opposed.]

All groups favor the inclusion of problem solving as a goal of general education and show moderate support for including creativity and innovation. Faculty differ with students and alumni on the remaining four options, with students and alumni favoring leadership as a goal while faculty support scientific literacy, numeracy and knowledge of history. The shared preference for problem-solving and creativity fits well with the desire for more active goals for general education.

## V. Connecting goals and requirements

Overall, in focus groups and online surveys, faculty and students express support for the broad goals of general education. They agree that these express – more or less – the properties that a ‘well-rounded’ university graduate should have. What is less clear to many is how the general education requirements are meant to achieve these goals. In some cases, the connections between goals and requirements are clear. The writing requirements directly address the goal of



becoming articulate; the Content Area 4 requirement addresses the goal of acquiring consciousness of diversity. The development of intellectual breadth is well served by the content areas and requirement that the courses that students use to fulfill the content area requirements must be drawn from six different subject areas.

It is less clear how other goals are meant to be accomplished. Consider the case of critical judgment. Do all general education courses teach it or only some? If the latter, are all students required to take at least one such course? The general education system at UConn could benefit from making the connections between goals and requirements more transparent. This applies equally to any changes that might be recommended to the goals and requirements. The two must go hand in hand.

## VI. The General Education Requirements

The online surveys explored the connections between requirements and goals by asking faculty, students and alumni whether the former truly support the achievement of the latter.

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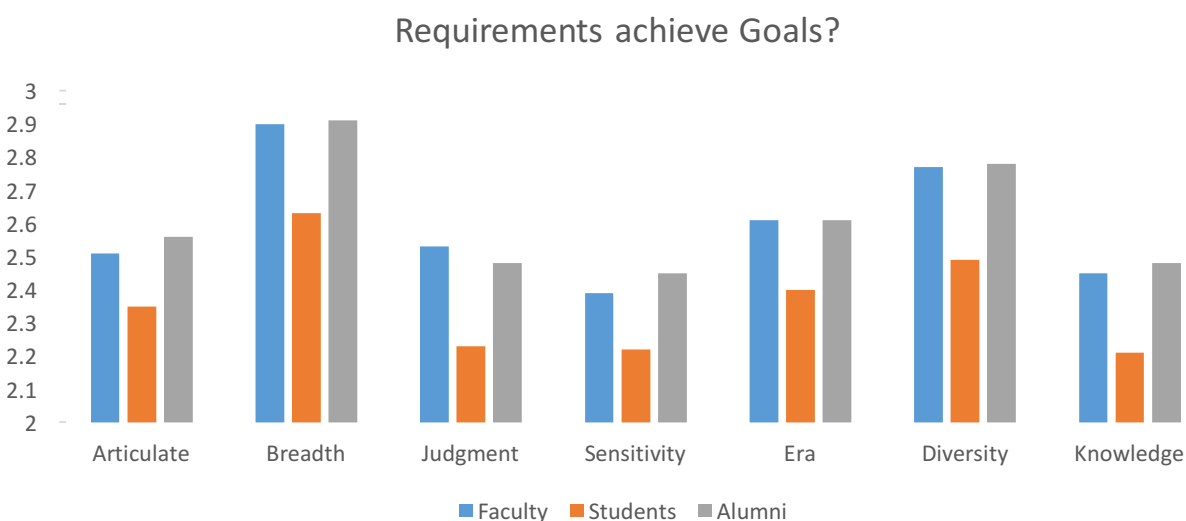


Figure 3. Faculty, Student and Alumni opinions on whether general education requirements help students achieve broad goals of general education. [Question text: 'Do you agree that fulfilling these Gen Ed requirements helps students to achieve each of the following goals?' Options: 4=strongly agree, 3=agree somewhat, 2=neutral, 1=disagree somewhat, 0=strongly disagree.]

The results were mixed. On the one hand, all three constituencies were relatively positive about the way that the requirements support the development of intellectual breadth and consciousness of diversity. On the other hand, most seem skeptical about the role of the requirements in promoting moral sensitivity and critical judgment. There may be many reasons for the disparities. One possibility is that breadth and diversity have clear correlates in the requirements while critical judgment and moral sensitivity do not, as discussed in the previous section. The goal of becoming articulate has a clear correlate in the requirements and is considered quite important, but few think that the requirements support its achievement.

In this context, we asked each group if they would favor including new requirements if the system were changed. Again, the choices of new requirements were drawn from common suggestions in the focus groups.

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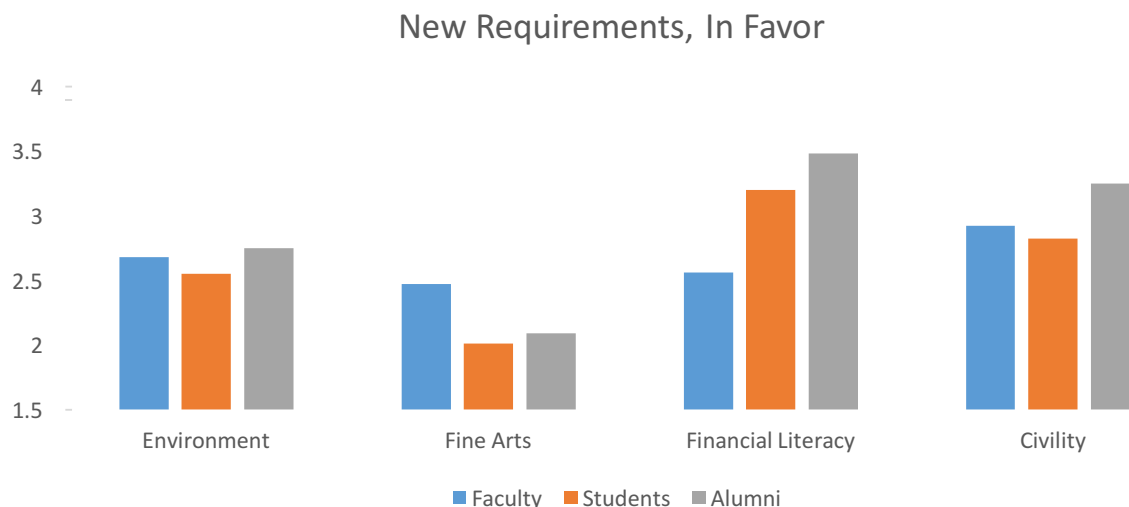


Figure 4. Faculty, student and alumni favorability towards including each in revised general education requirements. [Question text: 'If UConn changed its requirements for general education, would you be in favor of including any of the following as content areas or competencies?' Items: 'Environment and Sustainability,' 'Fine Arts,' 'Financial Literacy,' and 'Ability to communicate clearly and respectfully about divisive issues.' Options: 4=completely in favor, 3=somewhat in favor, 2=neutral, 1=somewhat opposed, 0=totally opposed]

Students and alumni strongly favor inclusion of a financial literacy requirement. Such a requirement was suggested both in student and faculty focus groups. It was clear in the open-ended responses in the online surveys that many students and alumni equate such a requirement with acquiring 'life skills.' This may partially explain the lower rating of this requirement by faculty. One could imagine an academically rigorous course that teaches students about the state of the economy and the place of recent college graduates in it; but students may be seeking a different kind of instruction that is not consistent with the awarding of academic credit.

The table below lists the top three additional suggestions of faculty, students and alumni for new requirements in the general education system.

	<b>Faculty</b>	<b>Students</b>	<b>Alumni</b>
1	Public speaking (11)	Life Skills (55)	Life Skills (60)
2	Statistics (6)	Politics/Civics (15)	Improved Computer Skills (19)
3	Politics/Civics (5)	Public speaking (11)	Public Speaking (17)

Table 2. Faculty, student and alumni suggestions for revised competencies or content areas, top three for each, followed by number of individuals suggesting it. [Question text: 'What other knowledge or skills do you think should be included in UConn's general education requirements as content areas or competencies?']

Students and alumni both list ‘life skills’ as a top priority. The fact that so many students and alumni think that life skills are intellectual work appropriate for college credit and that this kind of work would fall under the rubric of ‘general education’ suggest that the University has not appropriately, forcefully, or effectively communicated what general education is meant to do for our students and community. Or, and perhaps more troubling, this represents a dissonance between what kind of intellectual work professors and administrators imagine should be the core of the university experience and what the public imagines that to be. To speak more plainly, if we (faculty and administrators) imagine students should take, for example, a biology lab, or a language, to help them think and learn differently, but they (students/ public) are frustrated because they think they should be learning how to read a credit card statement for credit, that frustration will only get worse.

There is relatively broad support for including some form of civility training in the general education system. The issue is a complex one. Many who supported its inclusion saw the difficulties that faculty would face in teaching it. In many ways, the issues resemble those in teaching moral sensitivity. The Content Area 4 subcommittee of GEOC issued a report on how civility could be incorporated into the general education requirements, responding to the report of the Civility Task Force. They concluded that the issue was an important one, but one that could best be handled by adjusting the learning outcomes of existing Content Areas and competencies. GEOC accepted, but did not endorse the report. Note that on the advice of several faculty, we did not use the term ‘civility’ in the survey, but instead asked about ‘the ability to communicate clearly and respectfully about divisive issues.’

Though many faculty and students spoke passionately about the need for all students to understand the state of the environment and the need for sustainable practices, the idea of a requirement in the area received limited support. In focus groups, faculty questioned whether such a narrow topic would be appropriate as a general education requirement and how we could justify singling out the environment from a number of other pressing issues.

### *Competencies*

The online surveys also asked about the importance of each of the competencies. All received relatively strong support with the exception of the second language requirement, see Figure 5.

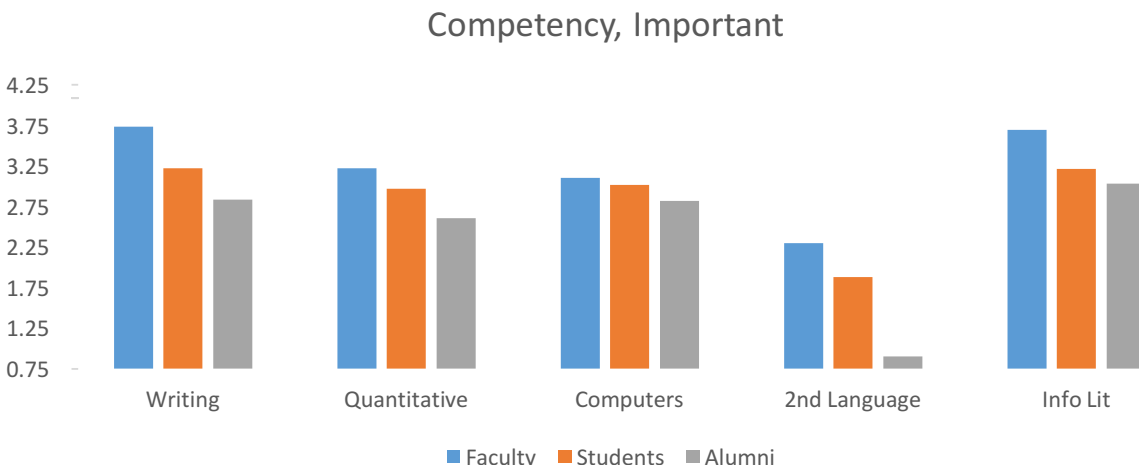


Figure 5. Faculty, Student and Alumni ratings of the importance of each of the current competency requirements. [Question text: How important is it for every UConn student to acquire each of the following competencies? Options: 4= Extremely important, 3= Very important, 2 = Somewhat important, 1=Slightly important, 0=Not at all important)

When asked whether or not students are successful in achieving these competencies, student and faculty show some differences. Faculty are concerned that students are not acquiring adequate skills in writing and quantitative thinking. Students and alumni do not think that they are as successful in acquiring computer skills as faculty think they are. As shown in Table 2 above, an improved Computer Skills competency was high on the list of suggestions by alumni. Many alumni complained that their education did not prepare them to work with software that is common in the workplace, such as Excel. All groups are in relative agreement that students are not achieving competence in a second language.

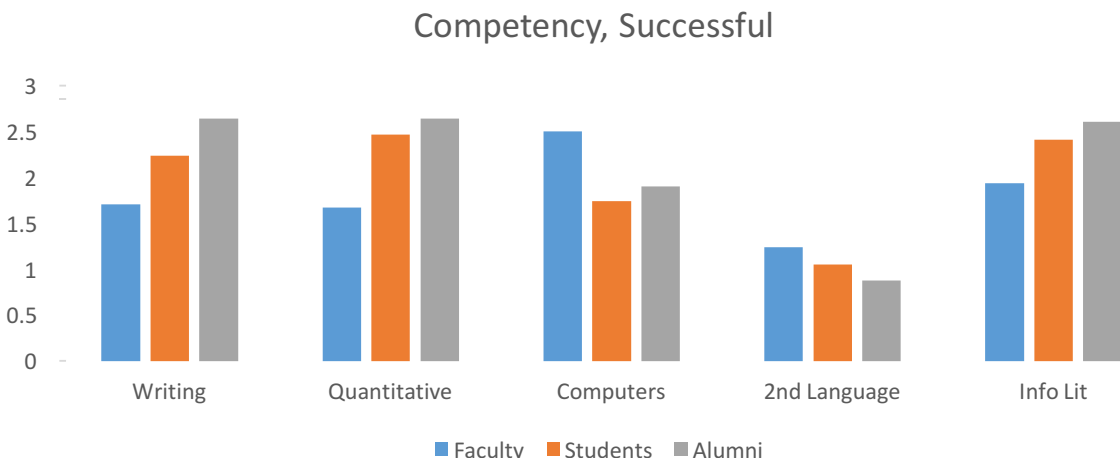


Figure 6. Faculty, Student and Alumni ratings of how successful students are in acquiring each of the competencies. [Question text: In your opinion, how successful are students in achieving each of these by the time they graduate? Options: 4= Completely Successful, 3= Very successful, 2 = Somewhat successful, 1=Slightly successful, 0=Not at all successful]

## VII. Additional Concerns

Based on concerns raised in focus groups, the online surveys polled faculty, students and alumni on what they perceived to be the biggest problems with general education at UConn. Different issues were relevant for faculty and students, so their options were different.

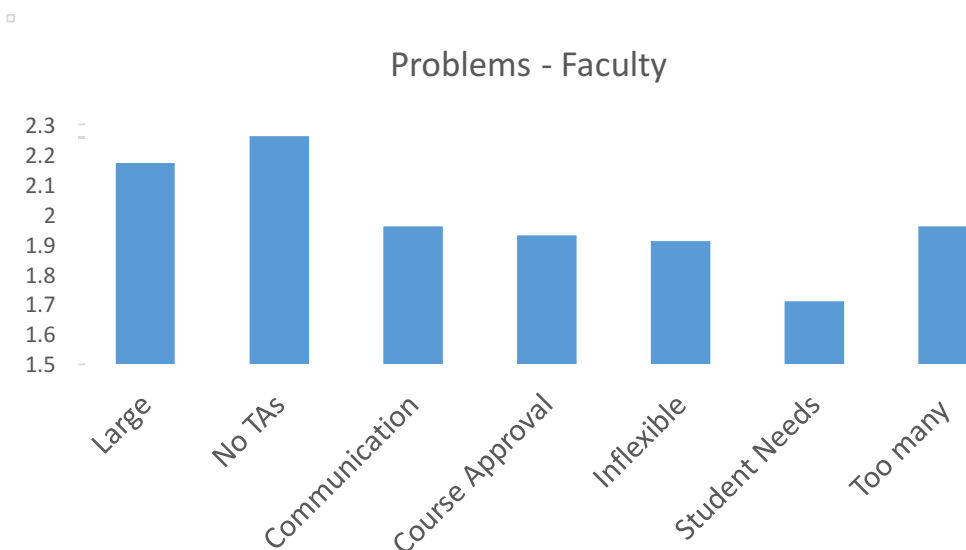


Figure 7. Faculty opinions about problems with current general education system. [Question text: 'In your opinion, how big of a problem is each of the following for general education at UConn?' Items: 'Gen Ed classes are too large,' 'Large Gen Ed classes do not receive adequate TA support,' 'The reason for Gen Eds is not communicated effectively,' 'The process of getting a new Gen Ed course approved is too long and difficult,' 'The Gen Ed system is too inflexible,' 'The current goals of Gen Ed do not address student needs,' and 'Students are required to take too many Gen Ed courses.' Options: 4=A very big problem, 3=A significant problem, 2=Somewhat of a problem, 1=A slight problem, 0=Not a problem at all.]

For faculty, the biggest problems relate to class size. Many faculty consider large lectures to be incompatible with achieving the stated goals of general education. According to many, the problems are exacerbated when there is not adequate teaching assistant support for large general education courses, which are consequently taught without discussion sections. Figure 8 below summarizes the relative frequency of large lecture content area courses taught with and without discussion sections (on the Storrs campus during Fall and Spring semesters). On average between a quarter and a third of all content area courses enroll over 100 students in a semester. Of those, roughly twenty percent are taught without discussion sections.

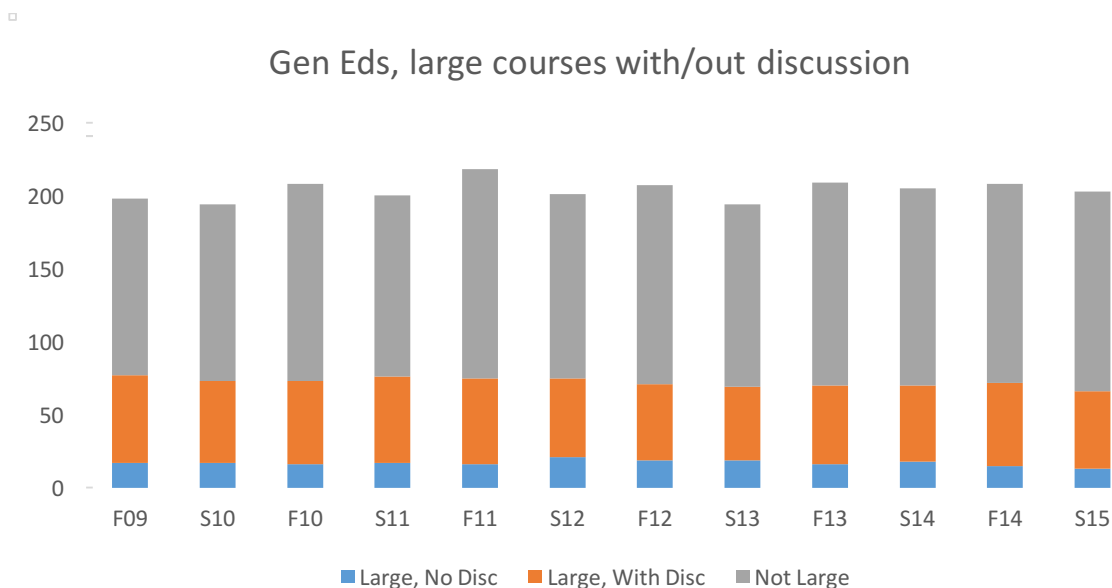


Figure 8. Proportion of general education courses offered with large enrollment ( $\geq 100$ ) with and without discussion sections. The height of the columns gives the total number of general education courses offered during the indicated semester on the Storrs campus.

The online survey showed that students have a different set of concerns, see Figure 9. The size of general education courses does not appear to be a major concern for students. Instead, students overwhelmingly find the biggest problem to be that they are required to take too many general education courses. Under the current system, the worst case scenario is that a student would have to take 49 credits of courses to fulfill all their general education requirements. This can be reduced by ‘double-dipping;’ however, this loophole creates an incentive for students to seek out courses that fulfill multiple requirements – not out of intellectual curiosity, but merely to reduce workload. This may contribute substantially to the feeling that general education is a box-checking exercise. The overall number of credits required could be reduced, but current NEASC standards require that students must get at least 40 credits of general education, see the NEASC Commission on Institutions of Higher Education 2016 Standards for Accreditation, Standard 4.18.

Another problem that emerged in the student focus groups and in the online surveys is the frustration that students feel when they take a course that meets the goals of general education but fails to count toward fulfilling the requirements. Students wonder why they should be forced to take a superficial lower-level large lecture class to fulfill a requirement when they might have already taken an in-depth upper-level discussion based class that deals with the same issues in a much more intellectually engaging way. Alumni report similar concerns.

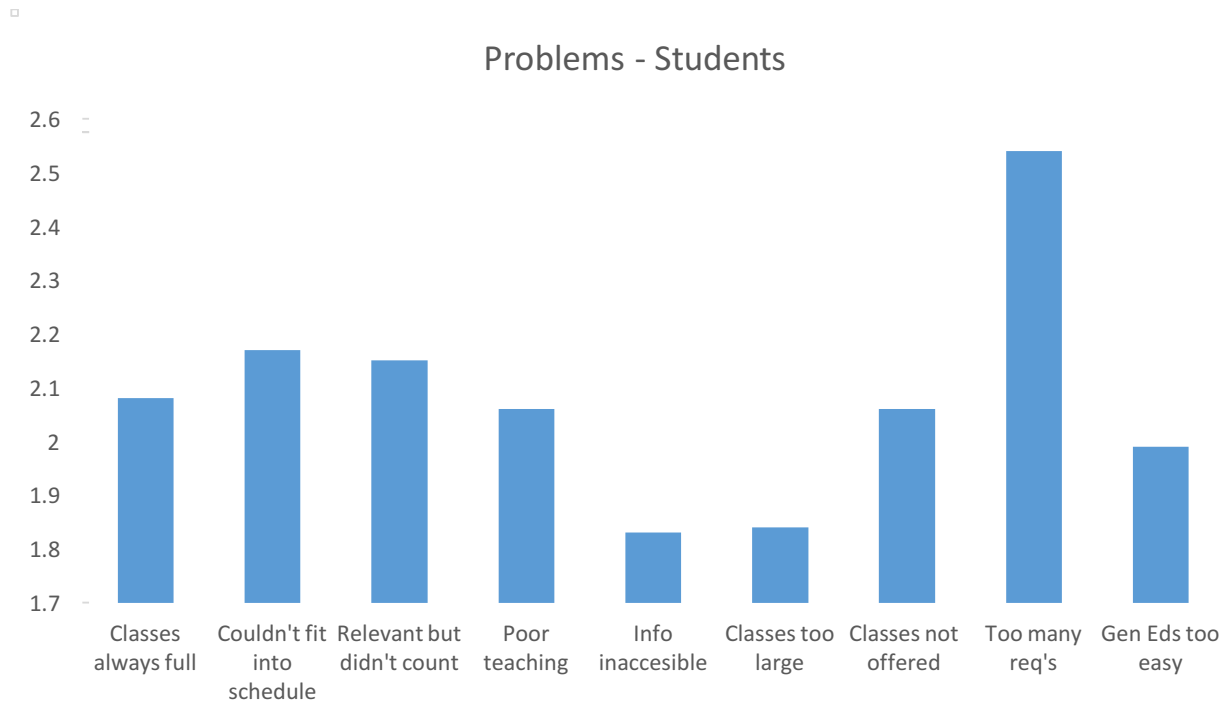


Figure 9. Student opinions about problems with current general education system. [Question text: 'In your opinion, how big of a problem is each of the following for general education at UConn?' Items: 'The courses I wanted to take were always full,' 'I didn't have room in my schedule for Gen Eds,' 'I took courses that fulfilled the goals of Gen Ed, but they didn't count towards the requirement,' 'The quality of teaching in Gen Ed courses was not always good,' 'I didn't know where to get good information about Gen Eds,' 'Gen Ed classes were too large,' 'The courses I wanted to take were not offered,' 'Students are required to take too many Gen Ed courses,' and 'Gen Ed courses were too easy and not worth my time.' Options: 4=A very big problem, 3=A significant problem, 2=Somewhat of a problem, 1=A slight problem, 0=Not a problem at all.]

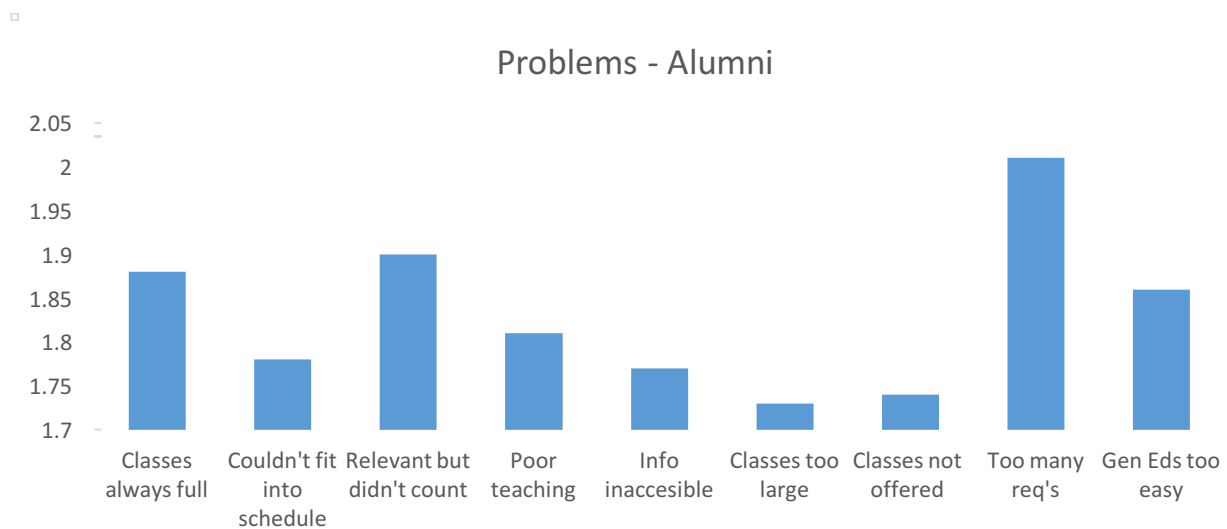


Figure 10. Alumni opinions about problems with current general education system. [Question text: 'In your opinion, how big of a problem is each of the following for general education at UConn?' Items: 'The courses I wanted to take were always full,' 'I didn't have room in my schedule for Gen Eds,' 'I took courses that fulfilled the goals of Gen Ed, but they didn't count towards the requirement,' 'The quality of teaching in Gen Ed courses was not always good,' 'I didn't know where to get good information about Gen Eds,' 'Gen Ed classes were too large,' 'The courses I wanted to take were not offered,' 'Students are required to take too many Gen Ed courses,' and 'Gen Ed courses were too easy and not worth my time.' Options: 4=A very big problem, 3=A significant problem, 2=Somewhat of a problem, 1=A slight problem, 0=Not a problem at all.]

Finally students report that they have difficulty getting into the general education courses they want and that many of the general education courses that they want to take are not offered when they want to take them. Figure 11 below counts the number of courses that were offered 0 to 8 times over the course of 8 semesters. It is worth observing that nearly a quarter of the general education courses listed in the catalog are offered with a frequency of less than once per year. This may contribute to the sense that many general education courses that students want to take are not offered.

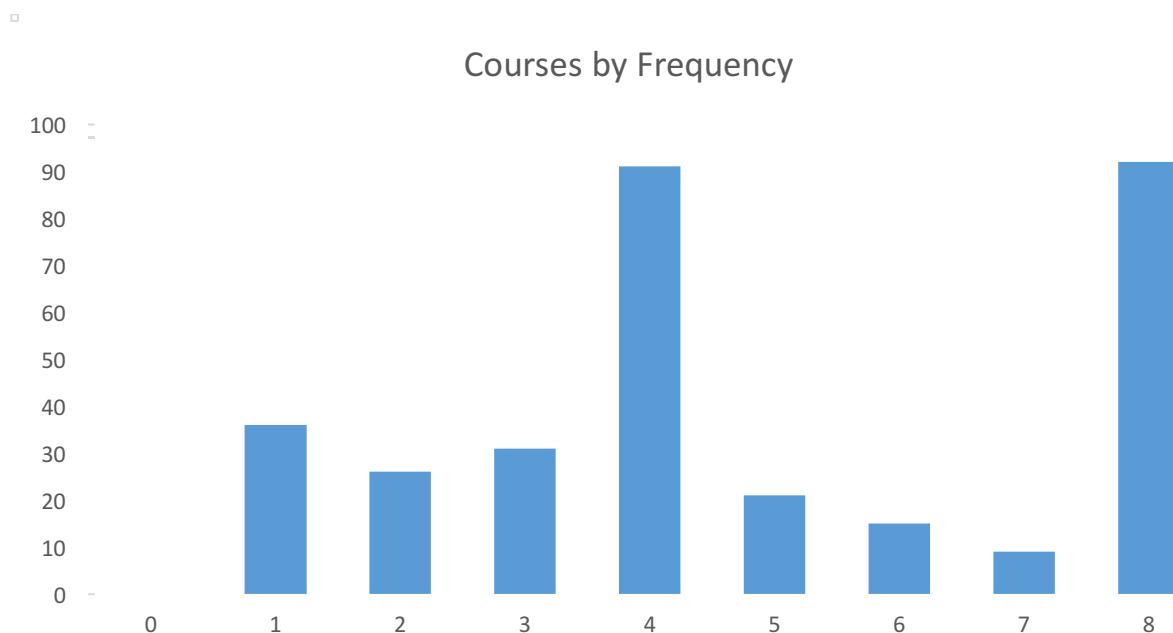


Figure 11. Number of approved general education Content Area courses offered 0 to 8 times over the eight semesters from Fall 2011 to Spring 2015 on the Storrs campus. Includes only the 324 courses listed as approved Content Area course continuously from Fall 2011 to Spring 2015.

The histogram below in Figure 12 shows the number of courses with enrollments of the specified number of students over the eight semesters surveyed. Notice that there are about a dozen courses that enrolled between 2500 and 5000 over eight semesters, and half a dozen that enrolled between 5,000 and 10,500.



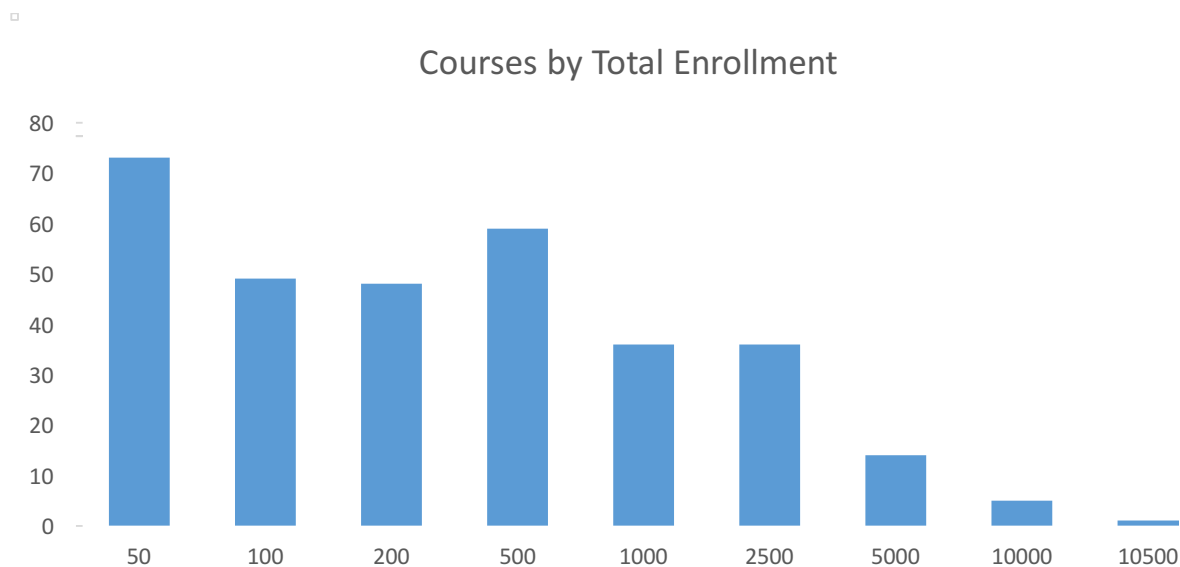


Figure 12. Histogram showing the number of courses that enrolled the indicated number of students from Fall 2011 to 2015 on the Storrs campus. Includes only the 324 courses listed as approved Content Area courses continuously from Fall 2011 to Spring 2015.

When enrollments are totaled, an important fact emerges. Of these 324 courses, the top 27 most highly subscribed courses enrolled more students between Fall 2011 and Spring 2015 than the lower 294 courses. Therefore, a student looking for a seat in the lower 294 courses might well have a problem enrolling and perceive that general education classes fill up quickly.

## VIII. Communication

Many of the issues discussed in the previous section point to the following conclusion - if the University truly believes in general education, then it must take responsibility for advocating for it with all affected parties, including students, parents, faculty, advisors, and the public. Most people agree with the goals. They want to be convinced that the requirements are connected to the goals and that they work. Curricular clarification can help with the former and improved assessment with the latter. Further assessment should be carried out and the results should be communicated widely.

An important point of communication in general education is the student advisor relationship. It is very important that advisors support the mission of general education and convey that commitment to their advisees. Students need to receive positive messages about general education from the very beginning at their orientation advising meetings. Familiarity with the goals of general education should be an objective at all relevant advising meetings. Advisors should have the information they need to help students make meaningful choices about general education. This effort must include not only staff advisors, but faculty as well.

There should be a single landing site webpage at the University for general education. At this point GEOC's page is the only such site. GEOC's site is useful and informative but is designed for those involved in the oversight of general education. There is a need for a site that can answer the questions of all stakeholders, including current and prospective students, parents,

advisors, instructors and the public at large. The webpage could be linked to by the catalog, advising websites, school and college websites, admissions websites and many more.

To end on a positive note. When asked about the relationship between majors and general education requirements, current students report that they do not want to work outside of their major requirements. Alumni, by contrast, have a different attitude: the majority say that they valued the opportunity that general education gave them to explore outside their major. The matured understanding of alumni should not be overlooked. It is critical to communicate this fact to the current students.

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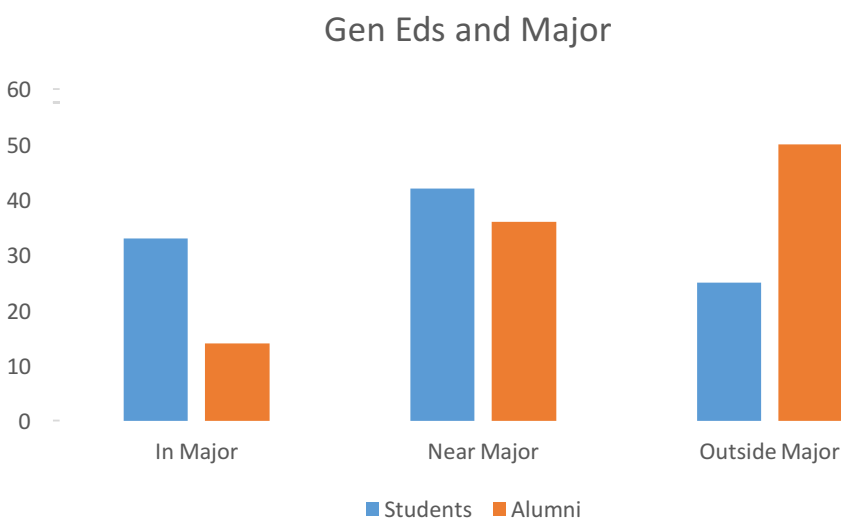


Figure 13. Students and alumni attitudes towards general education and major. Percentage of total for each response [Question text: What best describes your attitude toward the relationship of Gen Eds to your major? Options: 'I would prefer not to have to take Gen Ed classes outside my major,' 'I wish it were easier to find and take Gen Eds outside of, but related to my major,' 'I value the opportunity Gen Ed give me to take courses outside of my major.']

**In summary, following extensive evaluation of the UCONN General Education requirements, greater clarification and communication of goals is necessary. In addition, the re-establishment of the GEOC course assessment plan is critical in determining the congruence between program goals and student outcomes.**

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### **Appendix 1: GEOC plan for assessment from Annual Report 2009-2010**

*Assessment in the Content Areas* [GEOC Annual Report 2009-2010]

Using the model developed for the CA3 assessment by Hedley Freake (2007-08) and Annelie Skoog (2008-09), the GEOC Assessment Subcommittee has recommended that assessment in the other Content Areas follow a similarly staggered and sample approach which in each case needs to be adjusted to the given Content Area and specific findings and recommendations:

- *Phase I:* Inquiry into the extent to which courses *address* and *assess* student learning outcomes as specified for the given Content Area; identification of key courses; interviews with instructors; analysis of course materials; evaluation of resulting data and sharing of results with participating faculty; recommendations to GEOC about how to proceed.
- *Phase II:* Depending on the recommendations resulting from Phase I:
  - *Phase IIa:* Revisiting and revising student learning outcomes based on faculty input gathered at faculty forums and/or in focus groups; recommendations to the GEOC. Or:
  - *Phase IIb:* Development, application, and evaluation of an appropriate student self-efficacy instrument, student surveys, and/or student focus groups pertaining to the given Content Area; dissemination of results of Phase I and II in panels or workshops; preparation of the assessment of actual student learning in the given Content Area.
- *Phase III:*
  - Development, application, and evaluation of direct assessment tools that are embedded in writing assignments, exams, reports, or alike;
  - Measuring student learning based on actual student artifacts;
  - Recommendations to instructors and GEOC how to improve student learning based on the results of the data collection and their evaluation;
  - Further dissemination (e.g., written or in workshops or panels) of the results of Phase I, II, and III.
- *Phase IV+:*
  - Development, application, and evaluation of direct assessment tool templates, e.g., question structures to be used in the respective CA courses and to be distributed through HuskyCT;
  - If needed, refining of the student self-efficacy instrument and new application;
  - If needed, specific assessment foci, e.g., lab courses, TA-led discussion sections, or alike
  - Recommendations of improvements in teaching courses in the CA in question;
  - Dissemination of assessment results to CA-specific instructors and GEOC.

### **APPENDIX 2: Summary of responses to focus group questions for faculty and students.**

## FACULTY FOCUS GROUPS

Six focus groups were conducted for faculty with a total of thirty eight participants:

- College of Agriculture, Health and Natural Resources: one focus group (03/02/16), twelve participants. Moderator: Sandra Bushmich
- College of Liberal Arts and Sciences: two focus groups (02/16/16; 02/24/16), nine total participants. Moderator: Jon Gajewski
- School of Business: one focus group (02/26/16), six participants. Moderator: Mark De Angelis.
- School of Fine Arts: one focus group (02/28/16), five participants. Moderators: Alexis Boylan and Tom Scheinfeldt.
- School of Pharmacy: one focus group (02/17/16), six participants. Moderator: Jennifer Giroto.

*Brief summary of discussions:*

### **1. How familiar are you with these as the goals of General Education at UConn?**

Faculty were mixed in their familiarity with the broad goals of general education at UConn. Many had encountered them in work for GEOC, college curriculum committees or departmental assessments/curriculum proposals. There was general agreement that these goals should be made more visible.

### **2. If you teach Gen Ed classes, do you orient your courses towards these goals? Why or why not?**

Most faculty felt that even if they were not aware of these stated goals they do orient their teaching to most of them. Some noted moral sensitivity as a possible exception.

### **3. What is your opinion of these as goals for UConn graduates?**

Faculty were generally positive about the broad goals, agreeing that these largely express faculty's implicit assumptions about what students should get out of their education. Some noted UConn's responsibility as a state university in helping students to develop skills to engage in a time of particular social and political divisiveness.

Many are confused by 'moral sensitivity.' What are faculty expected to convey to students in this domain? There are many ways that this goal could be clarified. Faculty suggested a few possibilities: students will develop their own sense of morals and ethics; students will come to understand that other people may have different morals; students will learn the professional ethical standards of their field.

### **4. Do you think these goals should be changed? What should be added/removed?**

Faculty noted the importance of a balance across disciplines for student exposure to a breadth of topics and skills, and thought that some things were missing from these goals. Though science, math – or STEM more broadly – and history are included in Content Areas, several thought that each is important enough to be mentioned specifically in the general goals.

A number of faculty felt that the language of the broad goals is too passive or receptive: requiring only “awareness”, “consciousness”, and “understanding.” Some suggest that ‘critical judgment’ could be related to activities such as decision making or problem solving. Specifically, faculty noted that the goals lacked higher levels of thinking to foster critical and creative thinking. Also, mere consciousness of diversity may not be enough; perhaps students should be required to ‘engage with’, ‘appreciate’ or ‘embrace’ diversity. Finally, there could be an overall shift in emphasis to creativity or the generation of new knowledge.

Some faculty wondered if ‘becoming articulate’ is intended to or should be understood to include oral communication.

### **5. Do the current General Education requirements succeed in helping students to achieve these goals?**

Many felt that it is hard to tell. First, the relationship between the general goals and the requirements is unclear. Consciousness of diversity matches to Content Area 4, but what about critical judgment? If possible, the connections should be made clearer. Second, faculty don’t know exactly what students are taking away. The university doesn’t have a complete picture of information on learning outcomes.

There was overall concern for students’ communication abilities. The amount of writing instruction may not be adequate to prepare students for career needs.

Some were also concerned about students’ information literacy skills: many do not know how to use a library, or even how to use Google judiciously.

Pursuant to this matter, faculty discussed the difficulty in assessing the efficacy of the requirements, as there is no mechanism to measure students’ “acquisition” of the goals.

### **6. If you teach General Education courses, have you encountered any special difficulties? If so, please describe.**

Many faculty expressed the concern that large lecture classes, especially those that do not have TA support, are not adequate to help students achieve the goals of general education. Discussion is important, but impossible in many large general education classes.

Another obstacle is a common student attitude that Gen Eds are a chore, as well as the expectation that general education courses should not ‘hurt their GPA.’

Some faculty complained that the approval process for new Gen Ed courses is much too long and onerous.

Many faculty do not feel confident to advise students about Gen Eds. Large departments have advising support staff. It was suggested that a group of small departments could be given a dedicated advisor.

There are many logistical barriers to teaching general education courses. These include difficulties with locating classrooms for large lectures, clunky management of enrollment in Peoplesoft, and the challenge of teaching increasing numbers of ESL students.

### **7. If you do not teach General Education courses, why not?**

Few faculty reported having a choice in this matter. Teaching duties are largely determined by School/College and department need.

Many pointed to the burdensome Gen Ed course approval/oversight process as a reason not to bother with teaching general education courses.

### **8. If the General Education requirements were changed, what themes, competencies, skills etc. would you like to see added/removed?**

The environment and sustainability were brought up many times as a possible new requirement that the University has considered for many years.

A few faculty spoke passionately in favor of a requirement to help raise the level of public discourse. Students need training in communicating respectfully about divisive issues. This is related to the report of the Civility task force, although some faculty resisted the term 'civility'.

Much concern was expressed about the second language requirement and what students get out of it.

Many opposed the imposition of additional requirements. Many believe that students need more flexibility and fewer course requirements, still recognizing that (i) different students come in with different competencies and experiences and, thus, have different needs, and (ii) that it is important to foster student engagement.

Many faculty feel there is a need to reform the Information Literacy and Computer Skills competencies, in particular to update and strengthen Information Literacy and combine it with more modern Computer Skills.

Some faculty feel that we must recognize that our students are graduating into a difficult economic situation. They need financial literacy to understand job markets, interest and student loans, and saving for retirement in a career during which they are likely to change jobs frequently.

Several faculty argued that it is of great importance that our students graduate with an understanding of the world's environmental problems and how sustainable practices can address them.

## **STUDENT FOCUS GROUPS**

Six focus groups were conducted for students with a total of sixty five participants. Each group contained a mixture of school/colleges, majors and standings:

- Student group 1, 02/22/16, 12 participants. Moderator: Jim Hill.
- Student group 2, 02/23/16, 11 participants. Moderator: Katrina Higgins.
- Student group 3, 03/01/16, 12 participants. Moderator: Jim Hill.
- Student group 4, 03/01/16, 12 participants. Moderator: Jim Hill.
- Engaged students, 02/25/16, 11 participants. Moderator: Fahima Dirir.
- Military veteran students, 03/02/16, 7 participants. Moderator: Jim Hill.

*Brief summary of discussions:*

### **1. How familiar are you with these as the goals of General Education at UConn? If familiar, how did you hear about them?**

Students were overwhelmingly unfamiliar with these goals though many assumed that these were behind General Education. Some recalled encountering them at orientation or in course syllabi.

Students want better access to information about General Education. It would be helpful to understand why they have to fulfill General Education Requirements.

### **2. What is your opinion of these as goals for UConn graduates?**

Students broadly agree that these are reasonable goals for General Education. Many feel, however, that ‘moral sensitivity’ cannot be taught. A change to ‘professional ethics’ would be an improvement.

### **3. Has your UConn education helped you to achieve these goals? If so, in what ways?**

Students are in favor of these goals, but skeptical that the Gen Ed system helps to achieve them.

Many of these students expressed the view that extra- and co-curricular activities may be more helpful with meeting these goals. In their opinion, the Gen Ed system should allow these activities to fulfill requirements.

### **4. Do you think these goals should be changed? What should be added/removed?**

Creativity was frequently raised as a possible addition.

### **5. Do the current General Education requirements succeed in helping students to achieve these goals? If so, in what ways?**

Many students think that the requirements are fine, but the quality of teaching does not support the achievement of these goals.

Some students expressed the view that the requirements do not help at all. Large classes do not involve the kind of discussion that would help to achieve these goals.

**6. Have you faced any difficulties in meeting the General Education requirements? If so, please describe.**

Students say that classes fill up quickly, and underclassmen can't get into classes they want. Some students put off Gen Eds until their last year so they can get the courses they want.

Many say that lectures are too large. Discussion is crucial. Smaller courses provide a better General Education experience.

Students complain that the catalog lists many Gen Ed classes that are not offered. This makes planning difficult.

Students wonder why schools/colleges other than CLAS do not offer Gen Ed courses. General education courses in engineering, business and nursing would be popular.

Many students get frustrated when they take courses that meet goals of Gen Ed but do not count for fulfilling requirements. Many suggested a system where all courses are coded for Gen Ed content and students could be free to select whichever meet requirements.

An opposing view is that we need to reduce the number of Gen Ed courses and devote resources to making them the highest quality possible.

Many students are not aware of the substitution procedure that allows some flexibility.

**7. How have you decided which courses to take to fulfill the Gen Ed requirements?**

Students often make decisions on double-dipping and schedule rather than interest level. For many students, quality of the teacher is more important than any other factor. Students turn to peers and rating websites to find good teachers.

They also expressed concern about the potential impact on their GPA as they balance choosing courses for interest against the likelihood of achieving a good grade.

**8. Where do you get information/advising about Gen Ed requirements?**

Students report primarily getting information from word of mouth, Ratemyprofessor.com and the course catalog.



Many students expressed the wish that advising about Gen Eds was better. Advising is better in departments that have a professional advisor. Faculty are not always informed about general education.

**9. If the General Education requirements were changed, what themes, competencies, skills etc. would you like to see added/removed?**

Several students suggested changes to the Content Area 4 requirement, include more upper division Africana courses.

Environment and sustainability.

Many students want Gen Eds to be tailored to majors. Perhaps have majors develop courses within other categories, so students do not have to take Gen Ed course outside major. Others observed that in a system like this, if you change majors, you are in a big trouble.

Students are desperate for practical, life skills courses. Students want to understand repercussions of student loans on their future. A financial literacy course could help.

Many students say that they get little out of second language courses.

Students want to be able to fulfill general education requirements with upper division courses; these are often smaller and promote the goals of general education better.

Students want the number of Gen Ed courses required to be reduced, more Advanced Placement courses to count, and more flexibility of courses that transfer in. Education is very expensive; 40-45 credits is too many.

**STAFF ADVISOR FOCUS GROUP**

Staff advisor focus group, 2/26/16, 22 participants, Moderator: Julie Lynch

**Broad goals of Gen Ed at UConn:**

**1. How familiar are you with the goals of General Education at UConn? Follow-up: How did you become familiar with them?"**

Many had a vague familiarity but could not necessarily have recited them all. Most learned of these goals in training for advising.

**2. How familiar do you think students are with the goals of gen ed?**

Most believe that students are not familiar with these goals unless they remember a quick primer from orientation.

**3. Do you discuss the goals of gen. ed. when you are meeting with your students?**

These goals are discussed at orientation, but little afterwards. There is too little time in advising meetings, advisors must focus on practical considerations, “getting students through.” Maybe the university could create some videos showing students discussing what they got out of gen eds.

**4. What is your opinion of these as goals for UConn graduates?**

These are good goals, but students need to be convinced that they are worthwhile. Center for Career Development uses the term ‘career capital’ for these and other skills that help students get jobs, outside of the knowledge base of their discipline.

**5. Do you think these goals should be changed? What should be added/removed?**

‘Become articulate’ should be clarified to say ‘effective communication skills’ – including writing and public speaking.

**Current Gen Ed requirements (competencies, skills):**

**1. Do you think that the current General Education requirements succeed in helping students to achieve these goals?**

Gen eds are a good start, but not enough. Majors and co-curricular activities fill in the blanks.

**2. What do you think are some barriers to teaching gen ed courses effectively? [eg class sizes quality of teaching etc.]**

Faculty are intimidated by the process of proposing new Gen Eds. Class size and lack of TA resources are also problems. Combining development of Gen Eds and PTR is too difficult for junior faculty. There is not enough training on how to teach a Gen Ed, especially at regionals.

**3. What are students saying about gen. ed? What do they like, what do they dislike?**

Students are frustrated that only certain courses count even though others may more than sufficiently cover the requirements/aims of gen ed.

There is an explanation problem; advisors have a hard time justifying/explaining why certain classes don’t count.

Limitation of courses goes against the goals of gen ed – we want students to get a broad education but then we stop them from being able to select a broad range of classes to fulfill gen ed.

Some faculty are creating courses but want to avoid the difficulty of approval process so are not designing them and submitting them as gen ed.

**4. If we were to change gen ed:**

**a. How would you redesign it?**

**b. What would you add or remove?**

Redesign proposal process for certifying Gen Ed courses, allow more courses to count. Allow greater flexibility with transfer courses. Take courses that aren’t being taught regularly off the Gen Ed list. Update the Information Literacy requirement.

**APPENDIX 3: Online surveys of faculty and students.**

During the spring 2016 semester, the task force developed two sets of survey items (both limited-response and open-ended) for faculty and for students. The survey items and options were motivated by responses to the questions in the focus groups. The surveys were entered into Qualtrics using UConn's site license and reviewed by members of the task force as well as Senate C&C. The review led to minor changes in wording, item order and administration. The task force decided to cast as broad a net as possible in distribution of the survey. In March 2016, the Registrar sent an email to all undergraduate students (all campuses, all levels, N=21,804) on behalf of the task force directing them to the Qualtrics survey. The student respondents (n=756) were reasonably distributed across campuses, levels, schools/colleges and majors. Emails were sent by the UConn Foundation on behalf of the task force to all individuals who had graduated from UConn with undergraduate degrees between 2009 and 2015 (N not known). Alumni respondents (n = 683) formed a fair cross section of schools/colleges and majors. The Provost's Office sent an email on behalf of the task force to all department heads asking them to forward the survey link to all faculty, including in residence faculty, adjuncts and lecturers (N unknown). Faculty (n=303) responded roughly proportionately from all ranks and schools/colleges. Members of the taskforce collated and analyzed responses to comparable survey items.

#### A. The Faculty Survey

##### Faculty General Education Survey

###### Q1 Faculty General Education Survey Informed Consent Form

**Introduction:** You are invited to participate in a review that the General Education Assessment Task Force is conducting. The purpose of this review is to review the broad goals and requirements of general education courses at the University of Connecticut. We are conducting a systematic study of UConn's general education goals and requirements by gathering university data and surveying people with first-hand experience of the general education courses and associated procedures.

**Procedures:** You will be asked questions regarding your experiences with general education courses: content, selection, and procedures at UConn. Your identifiable information will be kept confidential per the guidelines established below. The questionnaire will take approximately 15 minutes or less. The questions were inspired by feedback we received from current UConn students in a series of focus groups. **Risks/Discomforts** We believe there are no known risks associated with this research study; however, a possible inconvenience may be the time it takes for the interview. **Benefits** You may not directly benefit from this research; however, we hope that your participation in the study may provide guidance for students, educators, and administrators who are interested in providing high quality general education.

**Confidentiality:** The following procedure will be used to protect the confidentiality of your data. All electronic files (e.g., database, spreadsheet) containing identifiable information will be password protected. Any computer hosting such files will also have password protection to prevent access by unauthorized users. Only the members of the review staff will have access to the passwords. Data that will be shared with others will be coded to protect your identity. Information will be presented in summary format and you will not be identified in any

publications or presentations. You should also know that the UConn Institutional Review Board (IRB) and the Office of Research Compliance may inspect study records as part of its auditing program, but these reviews will only focus on the researchers and not on your responses or involvement. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. Compensation There are no costs and you will not be paid to be in this study. Participation You do not have to be in this study if you do not want to be. If you agree to be in the study, but later change your mind, you may drop out at any time. There are no penalties or consequences of any kind if you decide that you do not want to participate. When participating in an interview, you do not have to answer any question that you do not want to answer. Questions about the Research Take as long as you like before you make a decision. We will be happy to answer any question you have about this study. If you have further questions about this study or if you have a research-related problem, you may contact the coordinator, Jon Gajewski at: jon.gajewski@uconn.edu. If you have any questions concerning your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. Consent

Q2 I confirm that I am a UConn faculty member and that I have read and understood the above consent form and desire of my own free will to participate in this survey.

- Yes (1)
- No (2)

Q3 What is your employment status?

- Full Professor (1)
- Associate Professor (6)
- Assistant Professor (5)
- APIR (2)
- Adjunct faculty (3)
- Other (please enter) (10) \_\_\_\_\_

Q13 On which campus(es) do you teach courses? Check all that apply.

- Avery Point (1)
- Hartford (2)
- Stamford (3)
- Storrs (4)
- Torrington (5)
- Waterbury (6)

Q5 In which school or college is your (primary) appointment?

- College of Agriculture, Health and Natural Resources (1)
- School of Business (2)
- School of Engineering (3)
- School of Fine Arts (4)
- School of Nursing (5)
- School of Pharmacy (6)
- College of Liberal Arts and Sciences (7)
- Neag School of Education (8)
- Other (please enter) (10) \_\_\_\_\_

Q34 Do you now or have you previously taught general education courses?

- Yes (1)
- No (2)

Q17 Find below a statement of the Broad Goals of General Education at UConn. I understand the next questions are based on these Broad Goals of General Education at UConn. (1)

Q21 How familiar are you with the Broad Goals of General Education at UConn that are listed above?

- Very Familiar (1)
- Somewhat Familiar (2)
- Not at All Familiar (3)

Q23 Before taking this survey, how did you become familiar with UConn's Broad Goals of General Education? Check all that apply.

- Staff development/training (8)
- UConn syllabus guidelines (9)
- Peer coaching (10)
- UConn website (11)
- UConn manuals (12)
- Newsletter or email (13)
- Other (Please enter) (7) \_\_\_\_\_

Q24 In your opinion, how important is it that a UConn student achieve each of these goals?

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
Being articulate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 When you teach general education courses, to what extent do you orient your teaching towards these goals?

	To a great extent (1)	To a certain extent (2)	Not at all (3)
Being articulate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 In your opinion, how successful are students in achieving each of these by the time they graduate? (You may leave any item blank.)

	Completely successful (1)	Very successful (2)	Somewhat successful (3)	Slightly successful (4)	Not at all successful (5)
Being articulate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 If UConn changed its broad goals for general education, would you be in favor of including any of the following as goals?



	Completely in favor (1)	Somewhat in favor (2)	Neutral (3)	Somewhat opposed (4)	Totally opposed (5)
Creativity/Innovation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding methods of science (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reason with numbers (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of history (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 A Summary of General Education I understand the next questions are based on these UConn General Education Requirements (content areas, competencies). (4)

Q28 Do you agree that fulfilling these Gen Ed requirements helps students to achieve each of the following goals?

	Strongly Agree (1)	Agree Somewhat (2)	Neutral (3)	Disagree Somewhat (4)	Strongly Disagree (5)
Being articulate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 In your opinion, how important is it for every UConn student to acquire each of the following competencies?

	Extremely Important (1)	Very Important (2)	Somewhat Important (3)	Slightly Important (4)	Not at all important (5)
Writing well (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking quantitatively (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working competently with computers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing a second language (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to obtain and evaluate information (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 In your opinion, how successful are students in achieving each of these by the time they graduate? (You may leave any item blank.)

	Completely successful (1)	Very successful (2)	Somewhat successful (3)	Slightly successful (4)	Not at all successful (5)
Writing well (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking quantitatively (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working competently with computers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking a second language (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to obtain and evaluate information (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 If UConn changed its requirements for general education, would you be in favor of including any of the following as content areas or competencies?

	Completely in favor (1)	Somewhat in favor (2)	Neutral (3)	Somewhat opposed (4)	Totally opposed (5)
Environment and Sustainability (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Arts (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate clearly and respectfully about divisive issues (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Literacy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 What other knowledge or skills do you think should be included in UConn's general education requirements for all students?

Q39 How easy is it to find information on each of the following? (You may leave any item blank)

	Very easy (1)	Mostly easy (2)	Neither easy nor difficult (3)	Somewhat difficult (4)	Very difficult (5)
Goals of general education (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning goals for Content Areas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning goals for competencies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to advise students about general education requirements (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to write a syllabus for a Gen Ed course (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to teach a Gen Ed course (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to teach a large lecture (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to propose a new Gen Ed course (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 In your opinion, how big of a problem is each of the following for general education at UConn?

	A very big problem (1)	A significant problem (2)	A moderate problem (3)	A slight problem (4)	Not a problem at all (5)
Gen Ed classes are too large. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Gen Ed classes do not receive adequate TA support. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reason for Gen Eds is not communicated effectively. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of getting a new Gen Ed course approved is too long and difficult. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Gen Ed system is too inflexible. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current goals of Gen Ed do not address student needs. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are required to take too many Gen Ed courses. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please enter): (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Please feel free to elaborate below on any of your answers to the previous questions or to comment on any issues that were not addressed by these questions.

## **STUDENT ONLINE SURVEY**

### Student General Education Survey

#### Q1 Undergraduate General Education Survey Informed Consent

Q2 I confirm that I am a UConn student and that I have read and understood the above consent form and desire of my own free will to participate in this survey.

- Yes
- No

#### Q3 What is your standing as a student at UConn?

- First year student
- Second year student
- Third year student
- Fourth year student
- Beyond fourth year
- Not sure.

#### Q4 Are you a transfer student?

- Yes
- No

#### Q13 What campus do you currently attend?

- Avery Point
- Hartford
- Stamford
- Storrs
- Torrington
- Waterbury

Q5 What school or college are you in enrolled in?

- College of Agriculture, Health and Natural Resources
- School of Business
- School of Engineering
- School of Fine Arts
- School of Nursing
- School of Pharmacy
- College of Liberal Arts and Sciences
- Neag School of Education
- I am in ACES
- Other \_\_\_\_\_

Q6 What is your (primary) major in the College of Agriculture, Health and Natural Resources?

Q8 What is your (primary) major in the School of Business?

Q9 What is your (primary) major in the School of Engineering?

Q10 What is your (primary) major in the School of Fine Arts?

Q11 What is your (primary) major in the College of Liberal Arts and Sciences?

Q12 What is your (primary) major in the Neag School of Education?

Q7 Have you completed your university general education requirements?

- Yes
- No
- Not Sure

Q14 In which semester did you complete your general education requirements?

- My 3rd semester
- My 4th semester
- My 5th semester
- My 6th semester
- My 7th semester
- My 8th semester
- After my 8th semester
- Not sure



Q15 In which semester do you plan to complete your general education requirements?

- My 3rd semester
- My 4th semester
- My 5th semester
- My 6th semester
- My 7th semester
- My 8th semester
- After my 8th semester
- Not sure

Q17 Find below a statement of the Broad Goals of General Education at UConn.

I understand the next questions are based on these Broad Goals of General Education at UConn.

Q21 How familiar are you with the Broad Goals of General Education at UConn that are listed above?

- Very Familiar
- Somewhat Familiar
- Not at All Familiar

Q23 How did you become familiar with UConn's Broad Goals of General Education? Check all that apply.

- Orientation
- Class syllabus
- Academic advisor
- UConn website
- Student workbook/manual
- Newsletter or email
- Other (Please enter) \_\_\_\_\_

Q24 In your opinion, how important is it that a UConn student achieve each of these goals?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Being articulate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 If UConn changed its broad goals for general education, would you be in favor of including any of the following as goals?

	Completely in favor	Somewhat in favor	Neutral	Somewhat opposed	Totally opposed
Creativity/Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of methods of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to reason with numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 A Summary of General Education requirements Find below a brief summary of the university general education requirements. I understand the next questions are based on these UConn General Education Requirements (content areas, competencies).

Q28 Do you agree that fulfilling the Gen Ed requirements helps students to achieve each of these goals?

	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree
Being articulate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual breadth and versatility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moral sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of their era and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consciousness of the diversity of human culture and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A working understanding of the processes by which they can continue to acquire and use knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 In your opinion, how important is it for every UConn student to acquire each of the following competencies?

	Extremely Important	Very Important	Somewhat Important	Slightly Important	Not at all important
Writing well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking quantitatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to obtain and evaluate information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 How helpful has your UConn education been in acquiring each of the following competencies?

	Extremely Helpful	Very Helpful	Somewhat Helpful	Slightly Helpful	Not at all Helpful
Writing well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking quantitatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to obtain and evaluate information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 If UConn changed its requirements for general education, would you be in favor of including any of the following as content areas or competencies?

	Completely in favor	Somewhat in favor	Neutral	Somewhat opposed	Totally opposed
Environment and Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate clearly and respectfully about divisive issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 What other knowledge or skills do you think should be included in UConn's general education requirements for all students?

Q30 What best describes your attitude toward the relationship of Gen Eds to your major?

- I would prefer not to have to take Gen Ed classes outside my major.
- I wish it were easier to find and take Gen Eds outside of, but related to my major.
- I value the opportunity Gen Ed give me to take courses outside of my major.
- I have no opinion.

Q31 Where do you get information about a general education course before you decide to take it? Check all that apply.

- Academic advisor
- Peoplesoft
- The Course Catalog
- Student handbook/workbook
- Word of mouth from peers.
- Reviews on websites such as RateMyProfessors.com
- Department or professors' websites
- Other \_\_\_\_\_

Q32 How important is each of the following factors in your decision to take a Gen Ed class?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Interest in subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class is offered at a convenient time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small class size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class is related to my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 In your opinion, how big a problem is each of the following with the current Gen Ed requirements?

	A very big problem	A significant problem	Somewhat of a problem	A slight problem	Not a problem at all
The courses I wanted to take were always full.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses I wanted to take were not offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't have room in my schedule for Gen Eds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took courses that fulfilled the goals of Gen Ed, but they didn't count towards the requirement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of teaching in Gen Ed courses was not always good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't know where to get good information about Gen Eds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gen Ed classes were too large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are required to take too many Gen Ed courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gen Ed courses were too easy and not worth my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Please feel free to elaborate below on any of your answers to the previous questions or to comment on any issues that were not addressed by these questions.

### ALUMNI GENERAL EDUCATION SURVEY

Q1 UConn Alumni General Education Survey Informed Consent

Q2 I confirm that I am a UConn graduate and that I have read and understood the above consent form and desire of my own free will to participate in this survey.

- Yes
- No

Q35 Did you graduate from UConn with an undergraduate degree?

- Yes
- No

Q3 When did you graduate from UConn?

- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015

Q4 Were you a transfer student?

- Yes
- No



Q13 What campuses did you attend? Check all that apply.

- . Avery Point
- . Hartford
- . Stamford
- . Storrs
- . Torrington
- . Waterbury

Q5 What school or college did you obtain your degree from?

- College of Agriculture, Health and Natural Resources
- School of Business
- School of Engineering
- School of Fine Arts
- School of Nursing
- School of Pharmacy
- College of Liberal Arts and Sciences
- Neag School of Education
- I am in ACES
- Other \_\_\_\_\_

Q6 What was your (primary) major in the College of Agriculture, Health and Natural Resources?

Q8 What was your (primary) major in the School of Business?

Q9 What was your (primary) major in the School of Engineering?

Q10 What was your (primary) major in the School of Fine Arts?

Q11 What was your (primary) major in the College of Liberal Arts and Sciences?

Q12 What was your (primary) major in the Neag School of Education?

Q17 Find below a statement of the current Broad Goals of General Education at UConn. I understand the next questions are based on these Broad Goals of General Education at UConn.

Q21 As a student, how familiar were you with the Broad Goals of General Education at UConn that are listed above?

- Very Familiar
- Somewhat Familiar
- Not at All Familiar

Q23 How did you become familiar with UConn's Broad Goals of General Education? Check all that apply.

- . Orientation
- . Class syllabus
- . Academic Advisor
- . UConn website
- . Student workbook/manual
- . Newsletter or email
- . I can't recall
- . Other (Please enter) \_\_\_\_\_

Q24 In your opinion, how important is it that students achieve each of these goals by the time they graduate from UConn?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Being articulate	•	•	•	•	•
Intellectual breadth and versatility	•	•	•	•	•
Critical judgment	•	•	•	•	•
Moral sensitivity	•	•	•	•	•
Awareness of their era and society	•	•	•	•	•
Consciousness of the diversity of human culture and experience	•	•	•	•	•
A working understanding of the processes by which they can continue to acquire and use knowledge	•	•	•	•	•

Q29 How important has each of these been to your life or work since you graduated?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Being articulate	•	•	•	•	•
Intellectual breadth and versatility	•	•	•	•	•
Critical judgment	•	•	•	•	•
Moral sensitivity	•	•	•	•	•
Awareness of era and society	•	•	•	•	•
Consciousness of the diversity of human culture and experience	•	•	•	•	•
A working understanding of the processes by which they can continue to acquire and use knowledge	•	•	•	•	•

Q25 If UConn changed the statement of its general education goals, would you be in favor of including any of the following as broad goals?

	Completely in favor	Somewhat in favor	Neutral	Somewhat opposed	Totally opposed
Creativity/Innovation	•	•	•	•	•
Leadership	•	•	•	•	•
Problem solving	•	•	•	•	•
Understanding of methods of science	•	•	•	•	•
Ability to reason with numbers	•	•	•	•	•
Knowledge of history	•	•	•	•	•

Q27 A Summary of General Education. I understand the next questions are based on these UConn General Education Requirements (content areas, competencies).

Q14 In which semester did you complete your general education requirements?

- My 3rd semester
- My 4th semester
- My 5th semester
- My 6th semester
- My 7th semester
- My 8th semester
- After my 8th semester
- I can't recall.

Q28 Do you agree that fulfilling these Gen Ed requirements helps students to achieve each of these goals?

	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree
Being articulate	•	•	•	•	•
Intellectual breadth and versatility	•	•	•	•	•
Critical judgment	•	•	•	•	•
Moral sensitivity	•	•	•	•	•
Awareness of their era and society	•	•	•	•	•
Consciousness of the diversity of human culture and experience	•	•	•	•	•
A working understanding of the processes by which they can continue to acquire and use knowledge	•	•	•	•	•

Q31 How important has each of the following competencies been to your life and work since graduating?

	Very Important	Somewhat Important	Not at all important
Writing well	•	•	•
Thinking quantitatively	•	•	•
Working with computers	•	•	•
Learning a second language	•	•	•
Knowing how to obtain and evaluate information	•	•	•

Q32 How helpful was your UConn education in acquiring each of the following competencies?

	Extremely Helpful	Very Helpful	Somewhat Helpful	Slightly Helpful	Not at all Helpful
Writing well	•	•	•	•	•
Thinking quantitatively	•	•	•	•	•
Working with computers	•	•	•	•	•
Learning a second language	•	•	•	•	•
Evaluating the quality and sources of information	•	•	•	•	•

Q29 If UConn changed its requirements for general education, would you be in favor of including any of the following as content areas or competencies?

	Completely in favor	Somewhat in favor	Neutral	Somewhat opposed	Totally opposed
Environment and Sustainability	•	•	•	•	•
Fine Arts	•	•	•	•	•
Ability to communicate clearly and respectfully about divisive issues	•	•	•	•	•
Financial Literacy	•	•	•	•	•

Q30 Looking back, what best describes your attitude toward the relationship of Gen Eds to your major?

- I would have preferred not to have to take Gen Ed classes outside my major.
- I wish it had been easier to find and take Gen Eds related to my major.
- I valued the opportunity Gen Ed courses gave me to explore outside my major.
- I have no opinion.

Q31 Looking back, where did you get information about a general education course before you decide to take it? Check all that apply.

- . Academic advisor
- . Peoplesoft
- . The Course Catalog
- . Student handbook/workbook
- . Word of mouth from peers.
- . Reviews on websites such as RateMyProfessors.com
- . Department or professors' websites
- . Other \_\_\_\_\_
- . I can't recall

Q32 How important was each of the following factors in your decision to take a Gen Ed class?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Interest in subject matter	•	•	•	•	•
Teaching quality	•	•	•	•	•
Class is offered at a convenient time	•	•	•	•	•
Small class size	•	•	•	•	•
Class is related to my major	•	•	•	•	•

Q35 In your opinion, how big a problem was each of the following with the Gen Ed requirements?

	A very big problem	A significant problem	Somewhat of a problem	A slight problem	Not a problem at all
The courses I wanted to take were always full.	•	•	•	•	•
The courses I wanted to take were not offered.	•	•	•	•	•
I didn't have room in my schedule for Gen Eds.	•	•	•	•	•
I took courses that fulfilled the goals of Gen Ed, but they didn't count towards the requirement.	•	•	•	•	•
The quality of teaching in Gen Ed courses was not always good.	•	•	•	•	•
I didn't know where to get good information about Gen Eds.	•	•	•	•	•
Gen Ed classes were too large.	•	•	•	•	•
Students are required to take too many Gen Ed courses.	•	•	•	•	•



Gen Ed courses were too easy and not worth my time.	•	•	•	•	•
Other:	•	•	•	•	•

Q30 What knowledge or skills are required in your current life or work that you wish had been required in your UConn education?

Q34 Please feel free to elaborate below on any of your answers to the previous questions or to comment on any issues that were not addressed by these questions.

#### Appendix 4: Review of Peer and Aspirant General Education Requirements

##### Aspirant Peers

Institution	Arts & Humanities	Social Sciences	Science Technology	Sci.Tech Lab	Diversity Multicult	Int'l Course	Computer Technology	Information Literacy	Quant.	Second Language	Writing Part 1	Writing Intensive
	6 cr	6 cr	6-7 cr	One	6 cr	1 course			Two	2 sem	Fresh	two
Brown University	X	X			X		X		X		X	X
Clemson University (*)	6	6	4	X	3	X			3		6	X
Dartmouth College (#)	2	3	3	1	4	1			1			
Duke University (#)	2	2	2		2				2	2	1	2
Johns Hopkins University (*)	9	9	9	X					X			
Northwestern University (^)	4	4	4	X						6	1	1
Penn State University (#)	X	X	X		1	1			X		X	3CR
Purdue University (#)	1	1	2		1			1	1		1	
University of Florida (*)	6-12	6-12	6-12		3	3			6		3	
University of Georgia (@)	3	9	7-8		9	X			6-7		3	3
University of Illinois (@)	6	6	6		1	1			2	X	X	X
University of Pittsburgh (#)	5	1	3		2	3			1	2	1	2
Washington University (^)	16-18	8-9	8-9		2				1		1	1

- Credits \*
- Courses #
- Hours @
- Units ^

Accountability Peers

Institution	Arts & Humanities	Social Sciences	Science Technology	Sci.Tech Lab	Diversity Multicult	Int'l Course	Computer Technology	Information Literacy	Quant.	Second Language	Writing Part 1	Writing Intensive
	6 cr	6 cr	6-7 cr	One	6 cr	1 course			Two	2 sem	Fresh	two
Iowa State University (*)	12	9	8						3			
Ohio State University (@)	6	6	13		6	0-6			3-7	0-12	3	3
Purdue University (#)	1	1	2		1			1	1		1	
Rutgers University (*)	6	6	6		6			3	6			9
University of Georgia (@)	3	9	7-8		9	X			6-7		3	3
University of Iowa (@)	9	3	7		3	3			3	X		
University of Minnesota (*)	9	6	8	X	6	3			3		3	3
University of Missouri (*)	12	9	9	X					6		3	6

- Credits \*
- Courses #
- Hours @
- Units ^

Competitors

Institution	Arts & Humanities	Social Sciences	Science Technology	Sci.Tech Lab	Diversity Multicult	Int'l Course	Computer Technology	Information Literacy	Quant.	Second Language	Writing Part 1	Writing Intensive
	6 cr	6 cr	6-7 cr	One	6 cr	1 course			Two	2 sem	Fresh	two
Boston College (#)	6	2	2		1				1		1	
Boston University (#)	2	2	3									
Delaware University (*)	X	X	X	X	3				3	0-12	3	3
Drexel University	X	X	X				X	X	X		X	X
Fordham University	X	X	X						X	X	X	
Northeastern University	X	X	X		X	X			X		X	X
Penn State University (#)	X	X	X		1	1			X		X	3CR
Quinnipiac University (*)	9	6	7	X					3		6	
University of Maryland (*)	6	6	7		X	X			6		3	3
University of Massachusetts (*)	3	16	8		2				6		3	3
University of Rhode Island (*)	12	6	6		X				3	X	3	3
University of Vermont (*)	3	6	4	X	6	X		X	3		6	

- Credits \*
- Courses #
- Hours @
- Units ^