

**How we got
here...**

The Ad Hoc Committee on General Education

Report to the Faculty Senate and University Community

February 15, 2016

Findings;

**The university community
(students, alumni, faculty,
instructors and
administrators) finds our
current program
unsatisfactory (see Self-
Study for details).**

The current menu-driven structure encourages students to think of General Education as a random set of courses to "get out of the way"

Our current program goals as articulated in our present General Education Policy are not widely known.

Cohesive General Education relationships are lacking due to the absence of structural and/or instructional connections.

**Assessment of learning outcomes
requires strengthening and
consistent practice.**

The separation of knowledge (Distribution Areas) from skills (Proficiencies) in our current structure is out-of-date and does not compare favorably to the integration model that is increasingly being adopted by colleges and universities across the country.

Who is adopting an integrated model?

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Our program insufficiently develops students' intellectual curiosity beyond the content of particular courses or the practical appeal of a major. Students and instructors believe this is a fundamental feature of a four-year degree. Many have expressed interest in "Big Questions" courses that expose students to the kinds of issues that require integrated, interdisciplinary and collaborative problem solving.

**Our General Education
program does not
sufficiently integrate with
the student's major
through a capstone or
similar requirement.**

**Institutional incentives
for ongoing faculty
and instructor
development of
general education
courses are needed.**

The name "General Education" lacks meaning for the members of the university community and should be changed to reflect the goals and outcomes of the reformed general education curriculum.

**These findings led to
MOA-16/06**