



Open Pathway
Quality Initiative Institutional Report Template

The enclosed *Quality Initiative* report represents the work that the institution has undertaken to fulfill the *Improvement Process of the Open Pathway*.

Mark A. Mone 2/13/15
Signature of Institution's President or Chancellor Date

Mark Mone, Chancellor
Printed/Typed Name and Title

University of Wisconsin-Milwaukee
Name of Institution

Milwaukee, WI
City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Date: February 5, 2014

Name of Institution: University of Wisconsin-Milwaukee **State: WI**

Contact Person for Report: Dev Venugopalan, Vice Provost

Contact Person's email address: dv@uwm.edu

Indicate one of the following: would like a letter of consultation
 does not want a letter of consultation

Report Categories: Final report of a completed initiative
 Milestone report of accomplishments thus far in a continuing initiative

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what has been accomplished, and explains any changes made to the initiative over the time period.

As a Pioneer Cohort 1 institution for Open Pathways, the University of Wisconsin-Milwaukee (UWM) submitted its Quality Initiative proposal on May 2010. The proposal was related to its engagement in two undergraduate education initiatives:

- i) a reform of the general education component, and
- ii) implementation of a systematic process for assessment of student learning.

Together, these two initiatives, connected at multiple levels with overlapping goals and action steps, constitute a major effort on the part of the institution to improve the quality of undergraduate learning leading to a coherent learning experience and academic success for all undergraduate students.

The intended outcomes of the Quality Initiative were listed in the proposal as:

- a. Every undergraduate program at UWM will have
 - i. A set of program learning outcomes that are mapped to the Essential Learning Outcomes;
 - ii. An assessment plan that maps to the curriculum and other student experiences; and
 - iii. Analysis of assessment data and documentation of improvements made based on the analysis.
- b. Institutional level analysis of achievement of student learning outcomes
- c. A coherent, outcomes-based general education component with redesigned general education courses.

The goals of the initiative relate to ongoing processes programs are involved in to measure and improve student outcomes. At this stage, UWM has made very significant progress related to these goals. The general education component of the undergraduate degree requirements has been revised in 2012. Assessment of the general education components based on outcomes has been initiated and UWM is in the second cycle of assessment of general education. In the first cycle, the arts component of the general education was assessed. In the current cycle, cultural diversity component is being assessed.

As discussed in a later section, significant progress has also been achieved with respect to assessment of student learning in the degree programs. As with any institution of higher learning, the processes for assessing and improving student learning are ongoing and this report provides a description of what has been achieved thus far.

Scope and Impact of the Initiative

2. Explain in more detail what has been accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The following section details efforts and accomplishments with respect to the intended outcomes of the initiative.

- a. Assessment of student learning and improvements at the program level

UWM's approach to assessment of student learning places the faculty in a central position to i) define learning outcomes for the program, ii) identify sources of evidence for achievement of learning outcomes, iii) collect assessment data, iv) make sense of the assessment data, and v) document improvements made to the enhance student learning in the program. While faculty and instructional staff, individually and collectively, have always made judgments on student learning and have been making improvements at course and program levels, the emphasis in the QI was to formalize the process and document the work consistent with the accepted practices in higher education. Since 2009, the Provost's office has been engaging faculty in each of the academic departments in discussions related to these tasks. Over this period, faculty have made very significant progress in articulating student outcomes and in reporting on the assessment data and actions taken to improve student learning. As summarized in Appendix 1, a vast majority of the programs have processes that reflect the efforts that faculty make to advance achievement of student learning outcomes. These are documented in our web-based assessment information reporting system.

- b. Institutional Level Analysis of Achievement of Student Learning Outcomes

At the institutional level, UWM participates in the Voluntary System of Accountability (VSA). Within this framework, learning gains made by students in written communication and critical thinking are measured and reported. In 2011-12, UWM administered the Collegiate Learning Assessment (CLA) to incoming first year students and graduating seniors. As shown in Appendix 2, UWM was above average in advancing student outcomes in these two areas in comparison with peer institutions. In this current academic year, UWM is using the VSA option of reporting student gains in these areas using the VALUE rubrics to assess incoming first year students and graduating seniors.

Additionally, assessment data are being integrated from the program level to institutional level on common outcomes specified by the faculty in each program. This work is in progress and we expect to complete this analysis in the summer of 2015.

- c. General Education Reform

At the start of the QI, general education requirements at UWM consisted of competency requirements for English composition, mathematics, and foreign language, as well as a distribution requirement. Students could satisfy the latter by taking two courses (each three credit hours or more) in arts, humanities, natural sciences, and social sciences. The competency requirements could be met at the time of admission to UWM through placement tests (English and math) or high school record (foreign language). UWM sent three teams in successive years to the General Education Institute presented by the American Association of Colleges and

Universities (AAC&U) in 2007, 2008, and 2009 to understand the current concepts in general education under the framework of Liberal Education and America's Promise (LEAP) initiative of AAC&U. The task force charged with making recommendations on general education reform held a number of open sessions to obtain feedback from faculty, staff, and students. Based on all the input, a set of recommendations were made to the Academic Programs and Curriculum Committee (APCC, which is the campus level committee on undergraduate programs) and the revised general education requirements were adopted by the Faculty Senate in February 2012.

The APCC has developed its guidelines for implementation of the new general education requirements including procedures for approving general education courses and periodic review of general education for consistency with the mission including assessment of student outcomes in general education courses. The UW System Board of Regents Shared Learning Goals (which were based on the LEAP Essential Learning Outcomes) were adopted by the APCC to apply to the general education program. The details of the revised general education requirements and the procedures for implementation are given in Appendix 3. The APCC review schedule for the various components of general education is given in Appendix 4.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

An initiative of this type does not have an end date but is part of an ongoing continuous improvement process. UWM has made tremendous progress in institutionalizing the process of assessing student learning through the work of the faculty in each academic program. As such, the processes are imbedded within each program. Faculty members make all the decisions about the process and the assessment data.

4. Explain any new tools, data, or other information that have resulted from the initiative to date.

The assessment data have been gathered and are being analyzed at the institutional level.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

The biggest challenges have been the external conditions, which have impacted UWM in significant ways. The state budget cuts, lack of a merit pay plan for several years, and the challenging environment for higher education have impacted faculty and staff morale negatively. The interest and care taken by faculty and instructional staff in student achievement are the strengths of the institution. This is evident in the high quality work on assessing student learning and actions taken to improve the programs at all levels.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved in the initiative and their perceptions of its worth and impact.

There were a large number of faculty and staff involved in the initiative at various levels as noted above. A number of governance committees had to act on some aspects of policies and processes related to the initiative. A core group (Vice Provost, Director of Assessment and Institutional Research, Staff of CETL, and key members from Student Affairs division) played a leadership role in coordinating the activities related to this initiative. There is a general perception that the initiative was worth the effort.

7. Describe the most important points that have been learned by those involved in the initiative.
 - a. It is important to work closely with faculty and staff and with shared governance bodies to achieve the outcomes of initiatives like this.
 - b. Providing information and effective professional development for those involved is critical to advance the initiative.
 - c. Setting realistic goals and involving the participants in setting the timelines for the goals are important to keep them engaged over the length of the initiative.

Resource Provision

8. Explain the human, financial, physical, and technological resources that have supported the initiative.
 - Numerous hours invested by various individuals in support of the initiative.
 - Annual subscription fee for a commercially available web-based assessment data management system (WEAVE online).
 - Technical support for the above system.
 - Immeasurable amount of emotional energy.

Plans for the Future (Optional)

9. Describe plans for ongoing work or goals yet to be accomplished related to the initiative.
10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.



Appendix 1

Status of UWM's Student Learning Assessment Processes

January 2015

Since 2009, there has been a concerted effort by faculty and staff in the academic programs to make progress in the processes that lead to articulation of student learning outcomes for each degree program, identifying assessment methods, gathering assessment results, analyzing the results, and executing action plans as needed to improve the achievement of student outcomes.

UWM subscribes to the principle that authentic assessment and improvement happens when faculty and instructional staff in each program take the lead in each step of the process. Throughout this process, the Provost's Office and the Center for Excellence in Teaching and Learning (CETL) have provided support through numerous professional development workshops, group and individual meetings, and consultations as needed to enable each program to make progress. The Provost's Office also supports a web-based product for reporting assessment-related information by each degree program which is a repository of assessment information also provides continuity from one academic year to the next.

This report provides the summary statistics in the form of charts on status of bachelor's, masters, and doctoral programs on the five dimensions of the student outcome assessment process. These charts represent data as of December 2014. The data presented here represent a significant progress since the previous HLC visit in 2005.

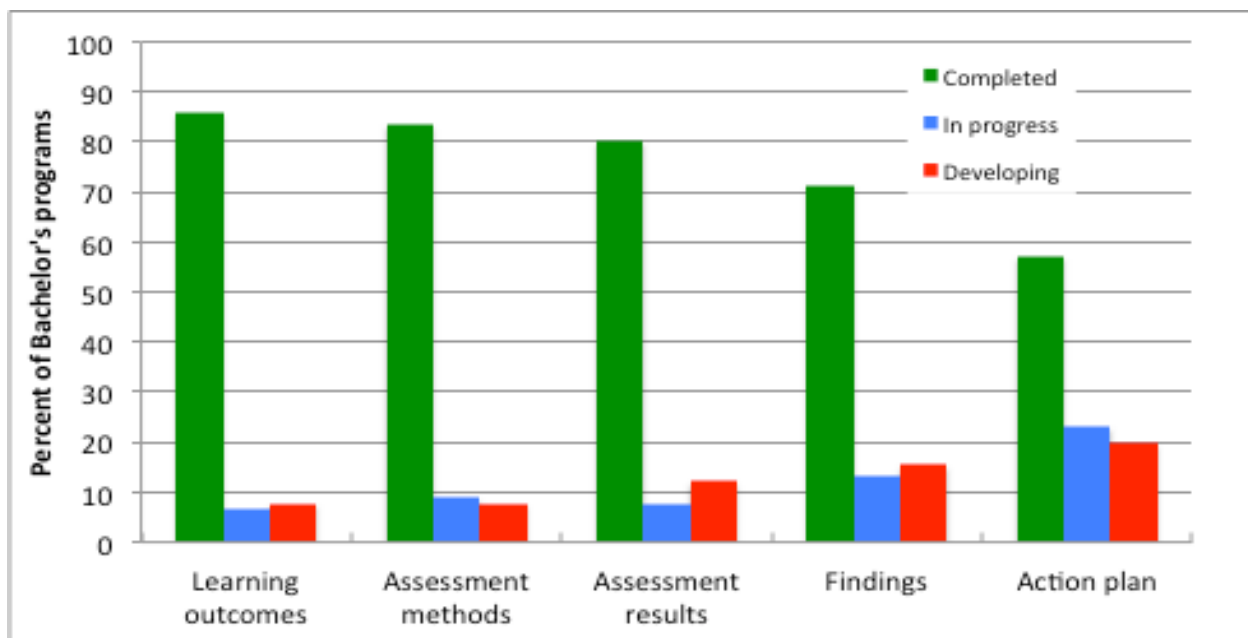


Figure 1 Assessment Process Status for Bachelor's Degree Programs

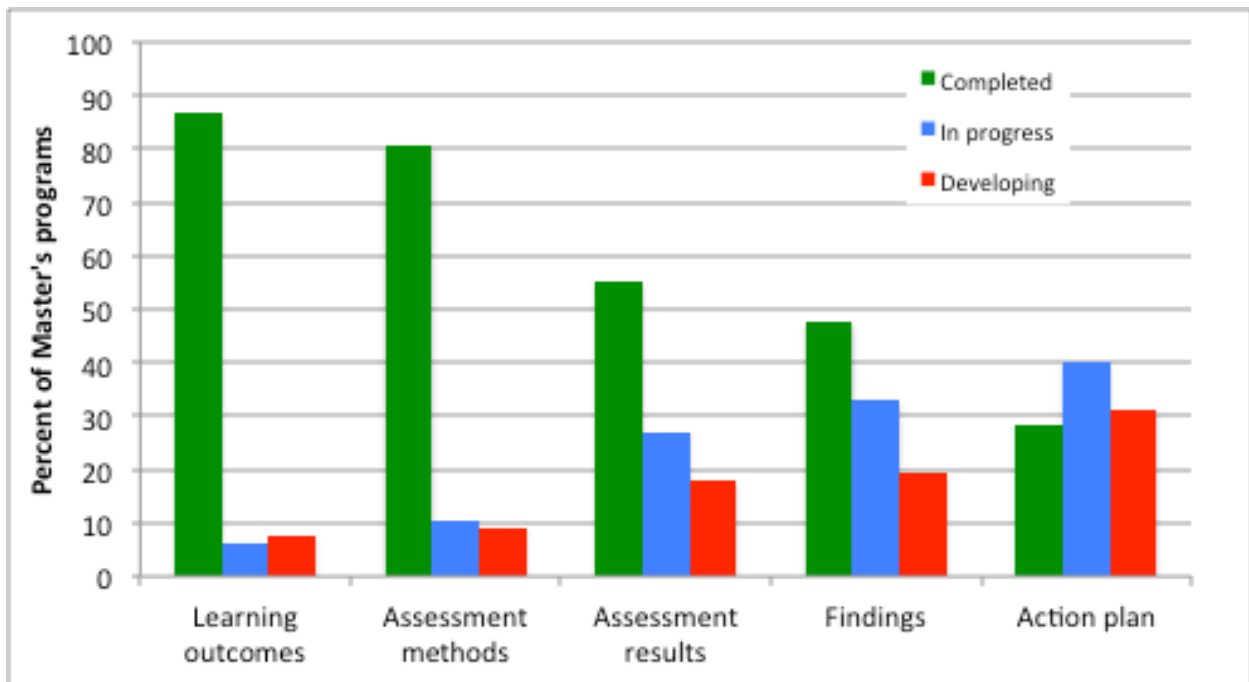


Figure 2 Assessment Process Status for Masters Degree Programs

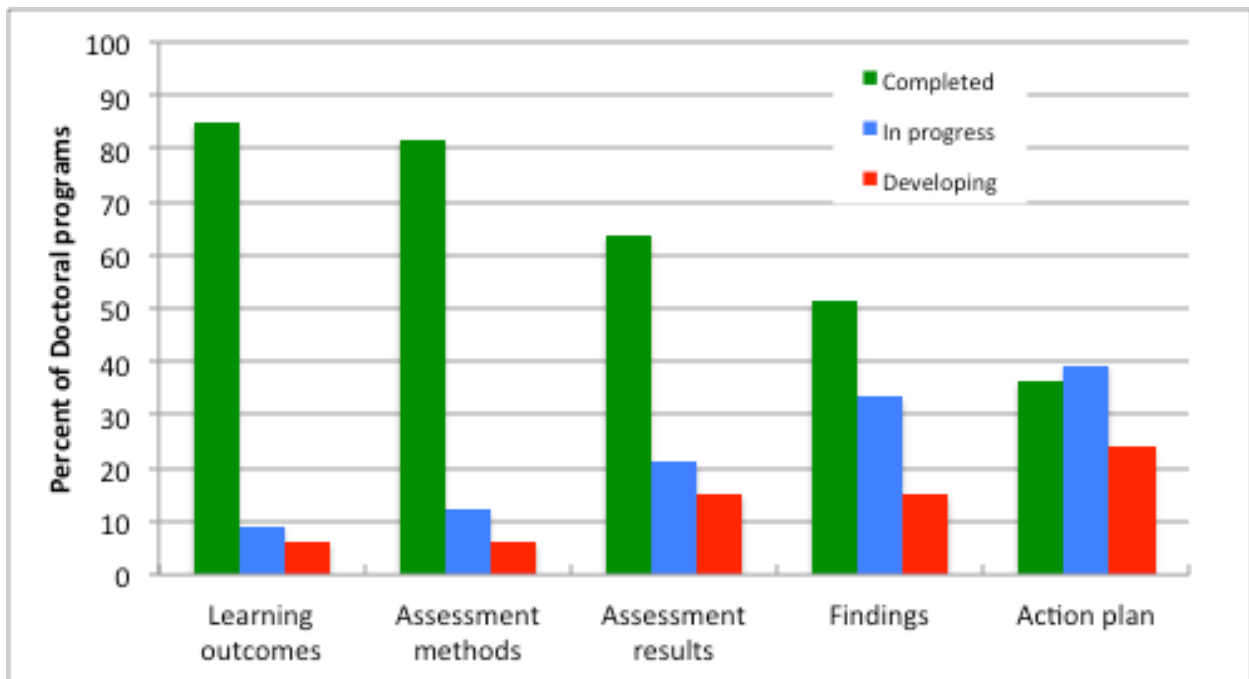


Figure 3 Assessment Process Status for Doctoral Programs

Appendix 2

University of Wisconsin
- Milwaukee

2009-2010 CLA INSTITUTIONAL REPORT

Your 2009-2010 Results consist of two components:

- CLA Institutional Report and Appendices
- CLA Student Data File

Report

The report introduces readers to the CLA and its methodology (including an enhanced value-added equation), presents your results, and offers guidance on interpretation and next steps.

- 1 Introduction to the CLA (p. 3)
- 2 Methods (p. 4-5)
- 3 Your Results (p. 6-8)
- 4 Results Across CLA Institutions (p. 9-12)
- 5 Sample of CLA Institutions (p. 13-16)
- 6 Moving Forward (p. 17)

Appendices

Appendices offer more detail on CLA tasks, scoring and scaling, value-added equations, and the Student Data File.

- A Task Overview (p. 18-21)
- B Diagnostic Guidance (p. 22)
- C Task Development (p. 23)
- D Scoring Criteria (p. 24-26)
- E Scoring Process (p. 27-28)
- F Scaling Procedures (p. 29-30)
- G Modeling Details (p. 31-35)
- H Percentile Lookup Tables (p. 36-41)
- I Student Data File (p. 42)
- J CAE Board of Trustees and Officers (p. 43)

Student Data File

Your Student Data File was distributed separately as a password-protected Excel file. Your Student Data File may be used to link with other data sources and to generate hypotheses for additional research.

The Collegiate Learning Assessment (CLA) offers an authentic approach to assessment and improvement of teaching and learning in higher education. Over 500 institutions and 200,000 students have participated to date. Growing commitment on the part of higher education to assess student learning makes this a good time to review the distinguishing features of the CLA and how it connects to improving teaching and learning on your campus.

The CLA is intended primarily to assist faculty, department chairs, school administrators and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher order skills.

The CLA helps campuses follow a continuous improvement model that positions faculty as central actors. CLA Education empowers faculty by focusing on curriculum and pedagogy and the link between assessment and teaching and learning.

The continuous improvement model also requires multiple assessment indicators beyond the CLA because no single test can serve as the benchmark for all student learning in higher education.

This, however, does not mean certain skills judged to be important by most faculty and administrators across virtually all institutions cannot be measured; indeed, the higher order skills the CLA focuses on fall into this measurable category.

The CLA presents realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in relevance to the task, credibility, and other characteristics. Students' written responses to the task are graded to assess their abilities to think critically, reason analytically, solve problems, and communicate clearly and cogently.

The institution—not the student—is the initial primary unit of analysis. The CLA is designed to measure an institution's contribution, or value added, to the development of these competencies, including the effects of changes to curriculum and pedagogy.

The CLA uses detailed scoring guides to accurately and reliably evaluate student responses. It also encourages institutions to compare their student learning results on the CLA with learning at other institutions and on other assessments.

The signaling quality of the CLA is important because institutions need to benchmark (have a frame of reference for) where they stand and how much progress their students have made relative to the progress of students at other colleges. Otherwise, how do institutions know how well they are doing?

Yet, the CLA is not about ranking institutions. Rather, it is about highlighting differences between them that can lead to improvements in teaching and learning.

While the CLA is indeed an assessment instrument, it is deliberately designed to contribute directly to the improvement of teaching and learning. In this respect it is in a league of its own.

The CLA uses constructed-response tasks and value-added methodology to measure your students' performance in higher-order skills: critical thinking, analytic reasoning, problem solving, and written communication.

Starting with the 2009–2010 CLA administration, your institutional results reflect an enhancement in the CLA value-added methodology. Institutional value added is no longer estimated as the difference between freshman and senior deviation scores through an ordinary least squares (OLS) regression model. Rather, it is estimated through a statistical technique known as hierarchical linear modeling (HLM), which accounts for CLA score variation within and between schools.

Under the enhanced model, a school's value-added score indicates the degree to which the observed senior mean CLA score meets, exceeds, or falls below expectations established by (1) seniors' Entering Academic Ability (EAA) scores* and (2) the mean CLA performance of freshmen at that school, which serves as a control for selection effects not covered by EAA. Only students with EAA scores were included in institutional analyses.

* SAT Math + Verbal, ACT Composite, or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).

While this approach does not depend on mean differences between freshmen and seniors like the original CLA approach, it still works as a value-added model because, for example, if the seniors at a particular school performed higher than expected on the CLA, one may infer that greater growth has occurred at that school than at the typical school enrolling students with similar pre-college ability.

Value-added scores are placed on a standardized (z -score) scale and assigned performance levels. Schools that fall between -1.00 and +1.00 are classified as "near expected," between +1.00 and +2.00 are "above expected," between -1.00 and -2.00 are "below expected," above +2.00 are "well above expected," and below -2.00 are "well below expected."

Value-added scores produced by the old and new approaches are highly correlated and would be essentially identical if large samples of students were assessed at all schools. Analyses reveal that the enhanced approach produces value-added scores that are slightly more reliable and have substantially greater consistency across test administrations than those generated by the original approach (without increasing sample size). Appendix G provides additional details on the derivation and interpretation of the value-added results.

Value-added estimates are also accompanied by confidence intervals, which provide information on the precision of the estimates; narrow confidence intervals indicate that the estimate is more precise, while wider intervals indicate less precision.

In addition, CLA results no longer separately report “unadjusted” and “adjusted” comparisons for each class, because the adjustment came from an OLS regression equation that is no longer used. In a sense, the new value-added estimates correspond to the old “adjusted” estimates, since they take into account freshman CLA performance and Entering Academic Ability (EAA). We also provide “unadjusted” performance information for both seniors and freshmen, including means (averages), standard deviations (a measure of the variation in the sample), and percentile ranks (the percentage of schools that had lower performance than yours).

Our analyses include results from all institutions, regardless of sample size and sampling strategy. Therefore, we encourage you to apply due caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution’s sample are not representative of the larger student body.

Moving forward, we will continue to employ methodological advances to maximize the precision of our value-added estimates. We will also continue developing ways to augment the value of CLA results for the improvement of teaching and learning.

3.1 Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Near	0.65	73	0	1.3
Performance Task	Near	0.52	70	-0.22	1.26
Analytic Writing Task	Near	0.64	71	-0.06	1.34
Make-an-Argument	Near	0.43	64	-0.32	1.18
Critique-an-Argument	Near	0.8	78	0.03	1.57

3.2 Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	100	1236	69	1148	1362	172
Performance Task	50	1194	67	1093	1310	182
Analytic Writing Task	50	1278	67	1207	1391	152
Make-an-Argument	50	1251	61	1171	1380	177
Critique-an-Argument	50	1305	75	1191	1450	192
EAA	100	1057	46	950	1150	146

3.3 Freshmen: Unadjusted Performance

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	100	1150	72	1051	1262	155
Performance Task	50	1122	73	996	1233	167
Analytic Writing Task	50	1178	71	1072	1268	137
Make-an-Argument	50	1167	66	1041	1308	164
Critique-an-Argument	50	1189	78	1043	1319	167
EAA	100	1036	48	950	1150	150

3.4 Student Sample Summary

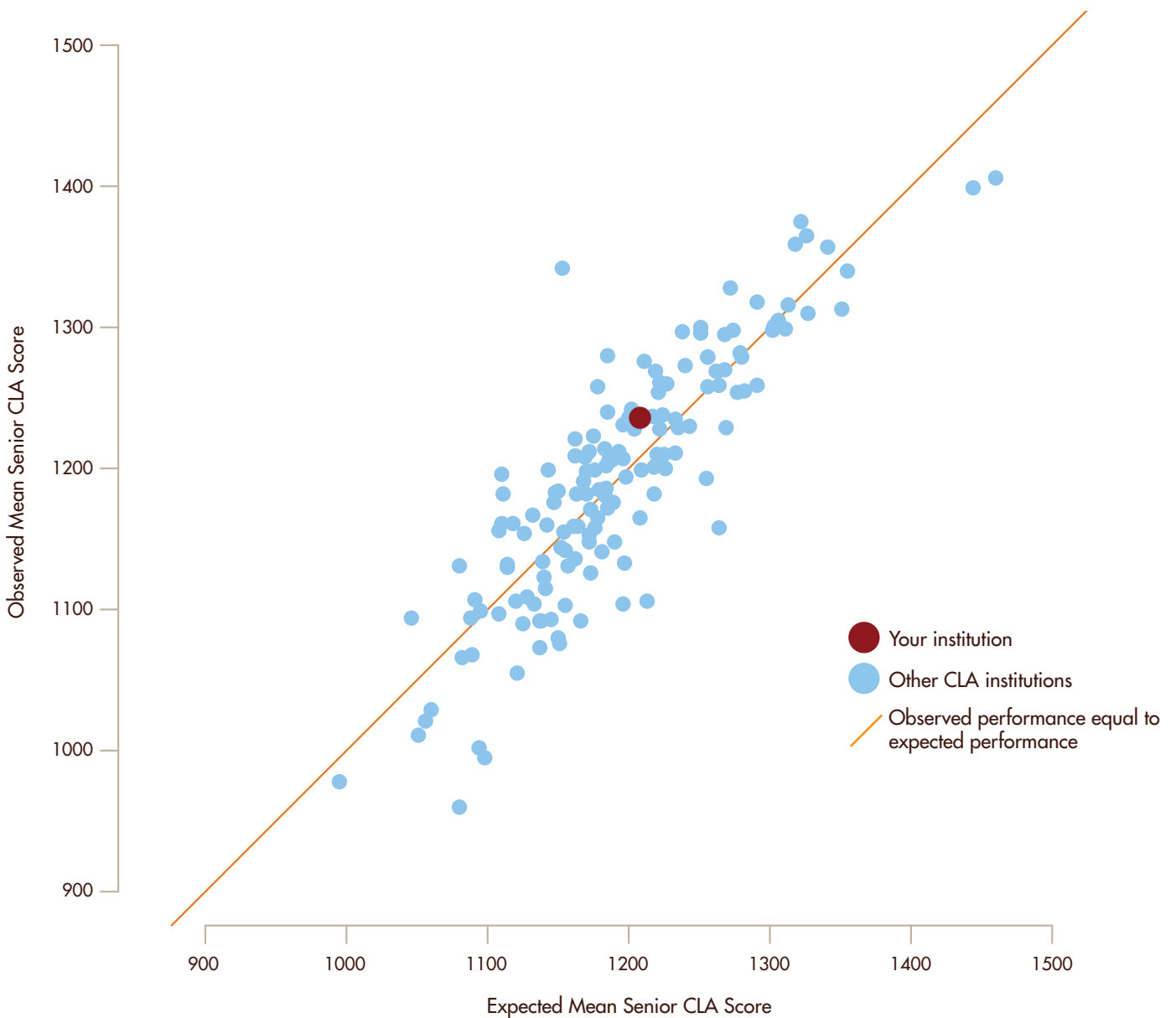
	Number of Freshmen	Number of Seniors	Freshman Percentage	Senior Percentage	Percentage Difference
Transfer					
Transfer Students	0	0	0	0	0
Non-Transfer Students	100	100	100	100	0
Gender					
Male	42	40	42	40	-2
Female	58	60	58	60	2
Decline to State	0	0	0	0	0
Primary Language					
English Primary Language	91	94	91	94	3
Other Primary Language	9	6	9	6	-3
Field of Study					
Sciences and Engineering	19	22	19	22	3
Social Sciences	5	8	5	8	3
Humanities and Languages	10	28	10	28	18
Business	11	14	11	14	3
Helping / Services	31	25	31	25	-6
Undecided / Other / N/A	24	3	24	3	-21
Race / Ethnicity					
American Indian / Alaska Native	0	1	0	1	1
Asian / Pacific Islander	4	6	4	6	2
Black, Non-Hispanic	3	5	3	5	2
Hispanic	7	5	7	5	-2
White, Non-Hispanic	80	73	80	73	-7
Other	5	6	5	6	1
Decline to State	1	4	1	4	3
Parent Education					
Less than High School	1	4	1	4	3
High School	26	18	26	18	-8
Some College	27	27	27	27	0
Bachelor's Degree	24	29	24	29	5
Graduate or Professional Degree	22	22	22	22	0

Performance Compared to Other Institutions

Figure 3.5 shows the performance of all four-year colleges and universities, relative to their expected performance as predicted by the value-added model. The vertical distance from the diagonal line indicates the value added by the institution; institutions falling above the diagonal line are those that add more value than expected based on the model. Your institution is highlighted in red. See Appendix G for details on how the CLA total score value-added estimates displayed in this figure were computed.

3.5

Observed CLA Scores vs. Expected CLA Scores



Performance Distributions

Tables 4.1 and 4.2 show the distribution of performance on the CLA across participating institutions. Note that the unit of analysis in both tables is schools, not students. Figure 4.3 shows various comparisons of different groups of institutions. Depending on which factors you consider to define your institution's peers, these comparisons may show you how your institution's value added compares to those of institutions similar to yours.

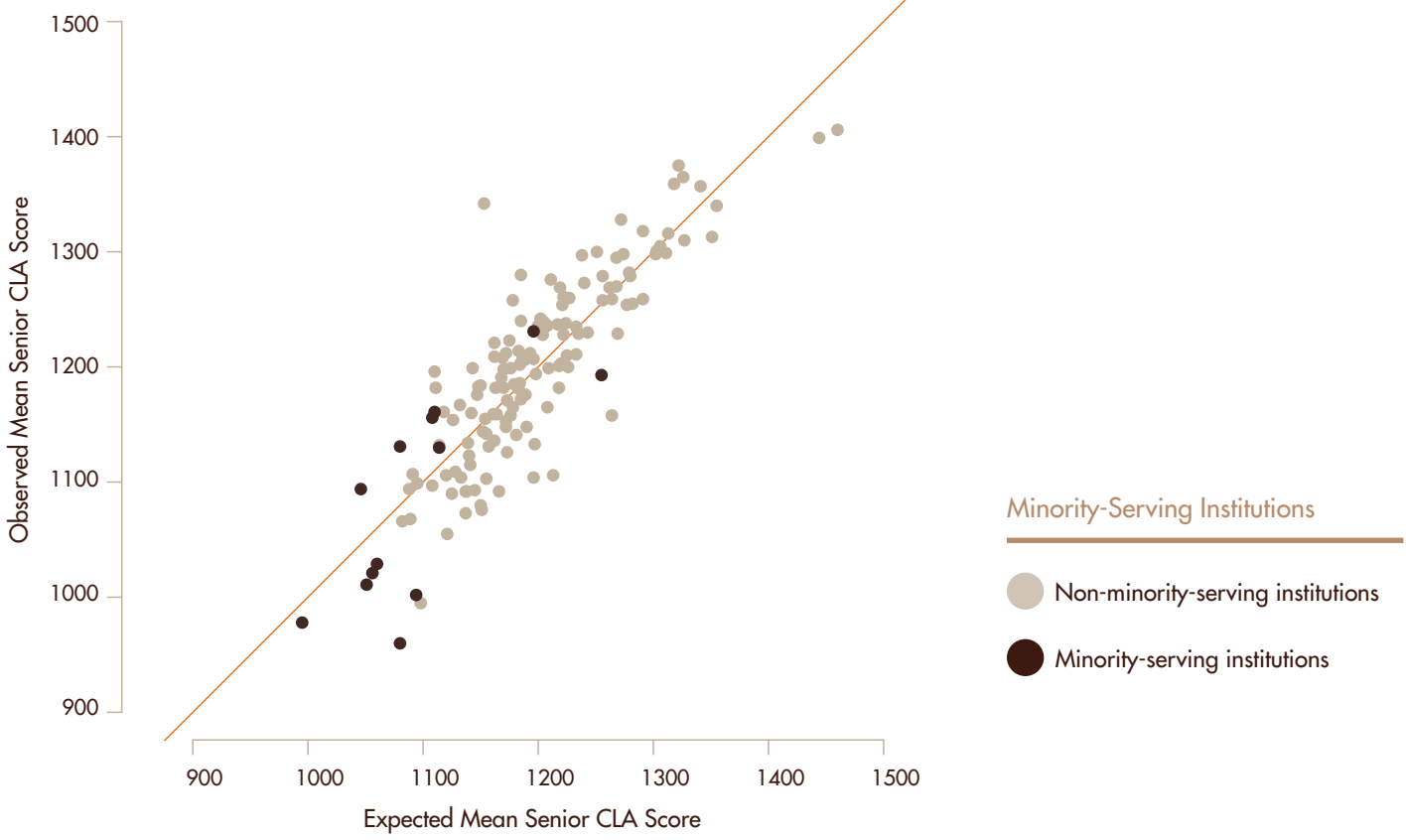
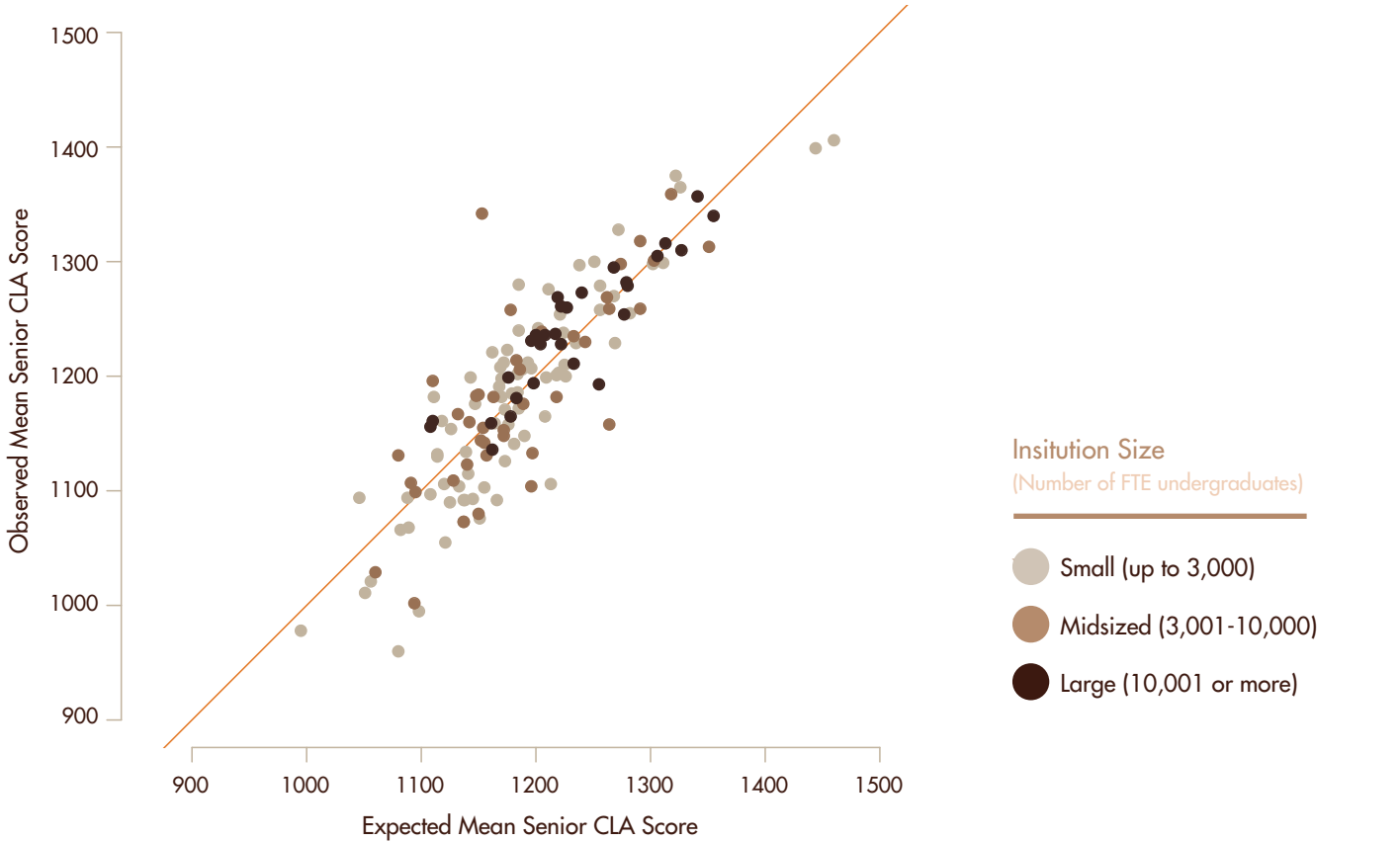
4.1 Seniors

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	159	1191	1133	1255	90
Performance Task	159	1156	1113	1204	89
Analytic Writing Task	159	1226	1155	1287	95
Make-an-Argument	159	1215	1155	1280	97
Critique-an-Argument	159	1235	1164	1302	97
EAA	159	1071	994	1130	107

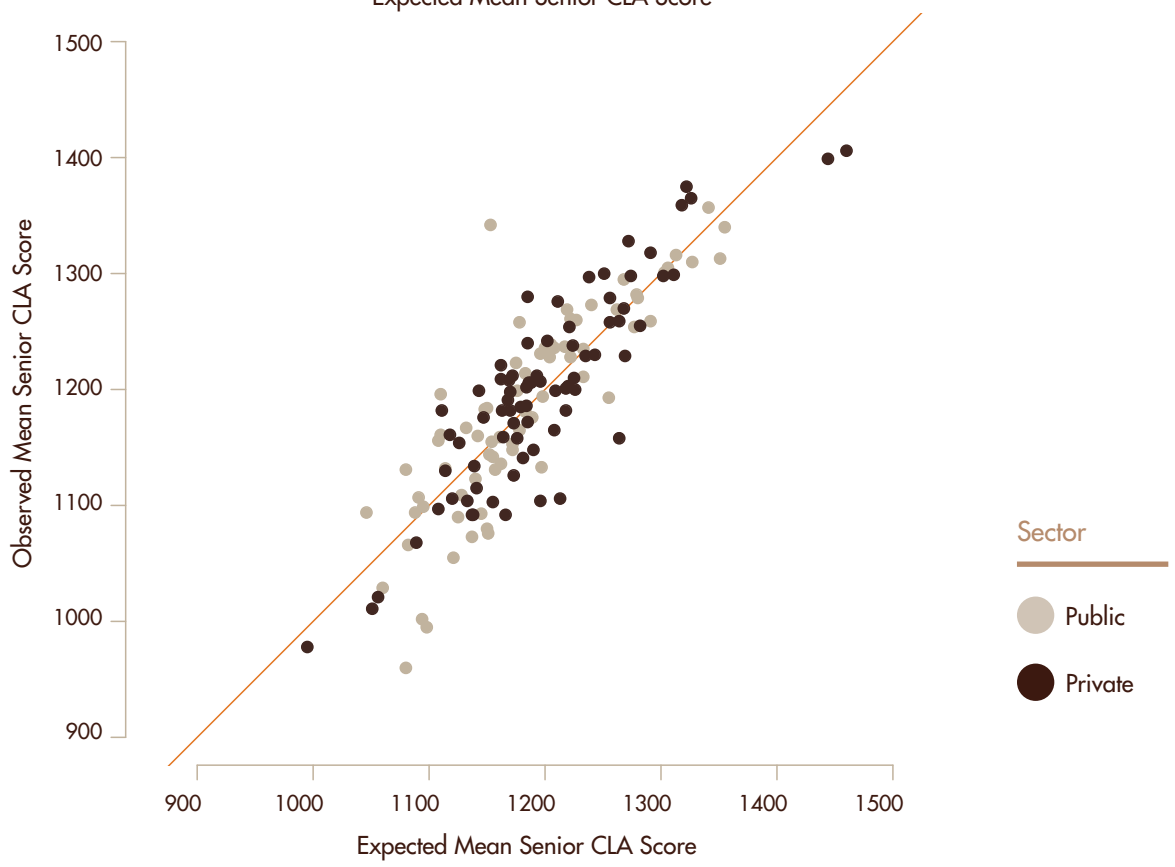
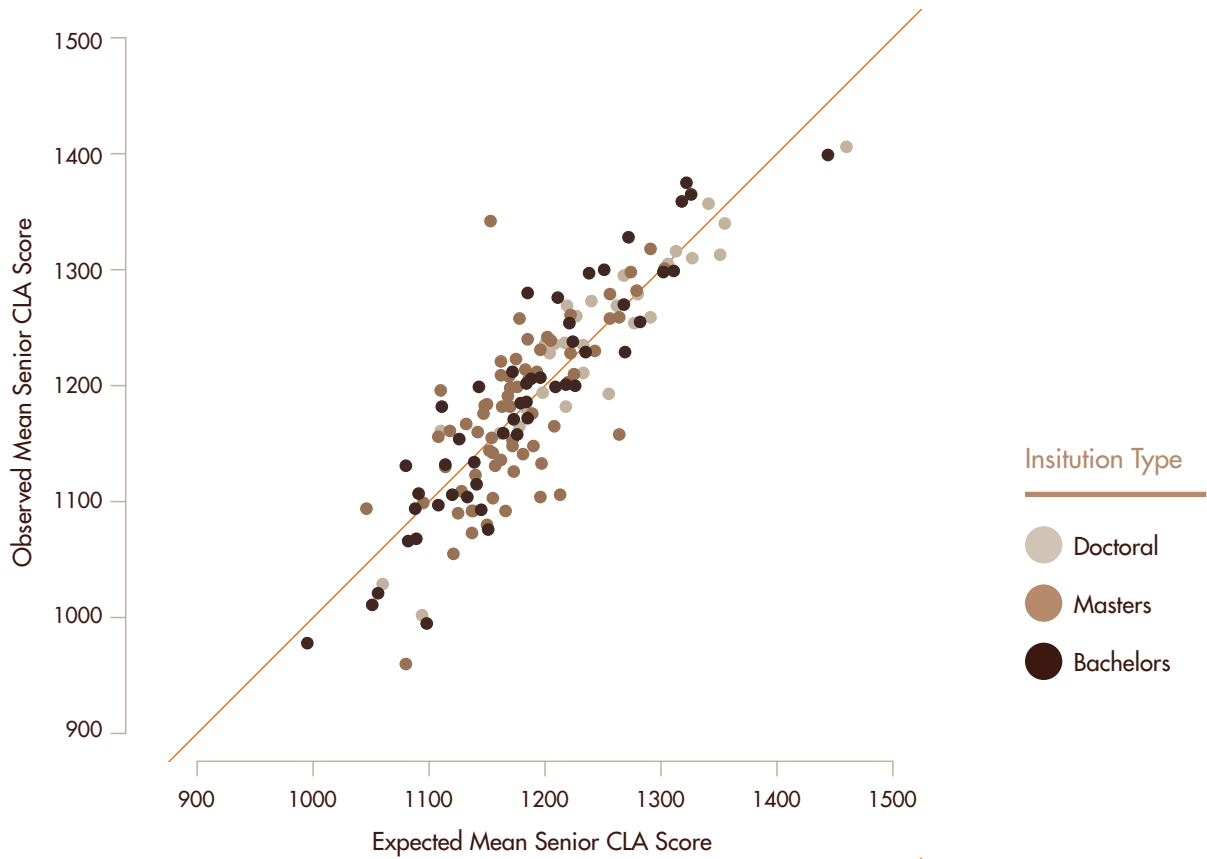
4.2 Freshmen

	Number of Schools	Mean Score	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	153	1092	1033	1156	93
Performance Task	153	1070	1010	1128	89
Analytic Writing Task	153	1115	1049	1183	101
Make-an-Argument	153	1118	1056	1194	108
Critique-an-Argument	153	1111	1040	1177	97
EAA	153	1054	979	1124	115

4.3 Peer Group Comparisons



4.3 Peer Group Comparisons (continued)



Sample Representativeness

CLA-participating students appeared to be generally representative of their classmates with respect to entering ability levels as measured by Entering Academic Ability (EAA) scores.

Specifically, across institutions, the average EAA score of CLA seniors (as verified by the registrar) was only 11 points higher than that of the entire senior class*: 1071 versus 1060 ($n = 155$ institutions). Further, the correlation between the average EAA score of CLA seniors and their classmates was extremely high ($r = .94$, $n = 155$ institutions).

The pattern for freshmen was similar. The average EAA score of CLA freshmen was only 4 points higher than that of the entire freshman class (1050 versus 1046, over $n = 153$ institutions), and the correlation between the average EAA score of CLA freshmen and their classmates was similarly high ($r = .90$, $n = 153$ institutions).

These data suggest that as a group, CLA participants were similar to all students at participating schools. This correspondence increases confidence in the inferences that can be made from the results with the samples of students that were tested at a school to all the students at that institution.

* As reported by 155 school registrars.

Carnegie Classification

Table 5.1 shows CLA schools grouped by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,713 four-year institutions across the nation.

Table 5.1 counts exclude some institutions that do not fall into these categories, such as Special Focus Institutions and institutions based outside of the United States.

5.1 Carnegie Classification of Institutional Sample

Carnegie Classification	Nation (n = 1,713)		CLA (n = 148)	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	283	17	30	20
Master's Colleges and Universities	663	39	68	46
Baccalaureate Colleges	767	45	50	34

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February 11, 2010.

School Characteristics

Table 5.2 provides comparative statistics on some important characteristics of colleges and universities across the nation with those of the CLA schools, and suggests that these CLA schools are fairly representative of four-year, not-for-profit institutions nationally. Percentage public is one exception.

5.2 School Characteristics of Institutional Sample

School Characteristic	Nation	CLA
Percentage public	33	49
Percentage Historically Black College or University (HBCU)	5	5
Mean percentage of undergraduates receiving Pell grants	35	32
Mean six-year graduation rate	52	53
Mean Barron's selectivity rating	3.6	3.2
Mean estimated median SAT score	1061	1052
Mean number of FTE undergraduate students (rounded)	3,849	5,985
Mean student-related expenditures per FTE student (rounded)	\$12,165	\$11,699

Source: College Results Online dataset, managed by and obtained with permission from the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

School List

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CLA Schools

Alaska Pacific University	Emory & Henry College	Mount Saint Mary College
Allegheny College	Emporia State University	Nebraska Wesleyan University
Amherst College	Eureka College	North Park University
Arizona State University	Fairmont State University	Nyack College
Ashland University	Fayetteville State University	Ouachita Baptist University
Auburn University	Florida State University	Pacific Lutheran University
Aurora University	Fort Hays State University	Peace College
Averett University	Franklin Pierce University	Pittsburg State University
Barton College	Frostburg State University	Presbyterian College
Beloit College	Glenville State College	Randolph Macon College
Bethel University	Grand Canyon University	Rice University
Bluefield State College	Greenville College	Richard Stockton College of New Jersey
Bradley University	Hardin-Simmons University	Ripon College
Cabrini College	Hastings College	Robert Morris University
California Baptist University	Hilbert College	Saginaw Valley State University
California State University, Fresno	Illinois College	Saint Anselm College
Carlow University	Indiana University Kokomo	Seton Hill University
Cedar Crest College	Indiana University of Pennsylvania	Slippery Rock University
Central Connecticut State University	Indiana Wesleyan University	Southern Connecticut State University
Champlain College	Jackson State University	Southern Oregon University
Claffin University	Jacksonville State University	Southwest Minnesota State University
Clarke University	Jamestown College	Southwestern University
College of Notre Dame of Maryland	Juniata College	Springfield College
College of Saint Benedict / St. John's University	Keene State College	St. Olaf College
Colorado State University	Kent State University	Stephens College
Concord University	LaGrange College	Stonehill College
Concordia College	Lane College	Sul Ross State University
Coppin State University	Loyola University New Orleans	Tarleton State University
Dillard University	Lynchburg College	Texas Lutheran University
Dominican University	Lynn University	Texas Southern University
Dominican University of California	Marian University	Texas State University San Marcos
Drake University	Marshall University	Texas Tech University
Eastern Connecticut State University	Marywood University	The College of St. Scholastica
Eastern Illinois University	Mayville State University	The Ohio State University
Eckerd College	Minot State University	The University of Kansas
	Misericordia University	The University of Toledo
	Mississippi University for Women	Towson University
	Morgan State University	Trinity Christian College
	Morningside College	Truman State University

School List

The institutions listed here in alphabetical order agreed to be identified as participating schools and may or may not have been included in comparative analyses.

CLA Schools (continued)

University of Charleston
 University of Colorado at Colorado Springs
 University of Colorado, Boulder
 University of Evansville
 University of Findlay
 University of Georgia
 University of Great Falls
 University of Hartford
 University of Houston
 University of Louisiana at Lafayette
 University of Missouri - Kansas City
 University of Missouri - St. Louis
 University of New Mexico
 University of North Dakota
 University of Northern Colorado
 University of Pittsburgh
 University of Texas at Arlington
 University of Texas at Austin
 University of Texas at Dallas
 University of Texas at El Paso
 University of Texas at San Antonio
 University of Texas at Tyler
 University of Texas of the Permian Basin
 University of Texas-Pan American
 University of Washington Tacoma
 University of West Georgia
 University of Wisconsin - Milwaukee
 University of Wisconsin - Oshkosh
 Upper Iowa University
 Ursinus College
 Ursuline College
 Wagner College
 Weber State University
 Wesley College
 West Chester University
 West Liberty University

West Virginia University
 West Virginia University Institute of Technology
 Western Kentucky University
 Western Michigan University
 Western Oregon University
 Western Washington University
 Westminster College (MO)
 Westminster College (UT)
 Wichita State University Fairmount College
 Willamette University
 William Woods University
 Winston-Salem State University
 Wofford College
 Youngstown State University

CCLA Schools

Bellevue College
 Collin College
 Colorado Mountain College
 Howard Community College
 Missouri State University West Plains
 Northern Marianas College

CWRA Schools

A&M Consolidated High School
 Akins High School
 Anson New Tech School
 Asheville School
 Aynor High School
 Bayside High
 Brimmer & May School
 First Colonial High
 Floyd Kellam High
 Frank W. Cox High
 Gilmour Academy
 Green Run High

Heritage Hall
 Herricks High School
 Hillside New Tech High School
 Holland Hall
 Ke Kula O Samuel M Kamakau
 Kempsville High
 Kimball Union Academy
 Landstown High
 Mason High School
 Metairie Park Country Day School
 Mid-Pacific Institute
 Moses Brown School
 Nanakuli High School
 Napa New Tech High School
 Ocean Lakes High
 Princess Anne High
 Ramsey High School
 Randolph-Henry High School
 Riverdale Country School
 Sacramento New Tech High School
 Salem High School
 School of IDEAS
 Severn School
 Socastee High School
 Sonoma Academy
 St. Andrew's School
 St. Gregory College Prep
 Tallwood High
 Tech Valley High School
 The Bronxville School
 The Hotchkiss School
 The Lawrenceville School
 The Scholar's Academy
 Waianae High School
 Warren New Tech High School
 Watershed School
 Wildwood School

We encourage institutions to examine performance across CLA tasks and communicate results across campus, link student-level CLA results with other data sources, pursue in-depth sampling, stay informed through the CLA Spotlight series, and participate in CLA Education offerings.

Student-level CLA results are provided for you to link to other data sources (e.g., course-taking patterns, grades, portfolios, student satisfaction and engagement, major-specific tests, etc.).

These internal analyses can help you generate hypotheses for additional research, which you can pursue through CLA in-depth sampling in experimental areas (e.g., programs or colleges within your campus) in subsequent years or simultaneously.

We welcome and encourage your participation in the CLA Spotlight—a series of free informational web conferences. Each CLA Spotlight features campuses doing promising work using the CLA, guest-speakers from the larger world of assessment, and/or CLA staff members who provide updates or insights to CLA-related programs and projects.

CLA Education focuses on curriculum and pedagogy, and embraces the crucial role that faculty play in the process of assessment.

The flagship program of CLA Education is the Performance Task Academy, which shifts the focus from general assessment to the course-level work of faculty. The Performance Task Academy provides an opportunity for faculty members to learn to diagnose their individual students' work and to receive guidance in creating their own performance tasks, which are designed to supplement the educational reform movement toward a case and problem approach in learning and teaching.

A CLA Education website also has been created to serve as a library for performance tasks developed by faculty. For more information, visit www.claintheclassroom.org, or contact Director of CLA Education, Dr. Marc Chun at mchun@cae.org.

Through the steps noted above we encourage institutions to move toward a continuous system of improvement in teaching and learning stimulated by the CLA. Without your contributions, the CLA would not be on the exciting path that it is today. We look forward to your continued involvement!

APPENDIX 3

The University of Wisconsin-Milwaukee
Academic Program and Curriculum Committee
GENERAL EDUCATION REQUIREMENTS
COMPOSITE DOCUMENT

TABLE OF CONTENTS

Introduction to Composite Document	ii
Faculty Document 1382 as revised in FD 2836	1
I. Introduction	1
II. General Education Requirements	1
A. Competency Requirements	2
1. Oral & Written Communication (OWC) Competency	2
2. Quantitative Literacy (QL) Competency	2
3. Foreign Language	3
B. Distribution Requirements	3
III. Procedural Matters	3
A. Governance and Administration	3
B. General Education Requirements and Admission Requirements	4
C. Registration, Records, and Class Standing	4
D. Effective Date	4
APCC Policies and Procedures for Faculty Document 1382	5
1 Exemptions to GER	5
2 Competency Requirements	5
2.1 Oral & Written Communication	5
2.2 Quantitative Literacy	8
2.3 Foreign Language	9
3 Distribution Requirements	10
4 Divisional Criteria	13
5 Student Appeals	16
6 Special, Transfer, and Second Degree Students	17

I. Introduction

Since the General Education Requirements (UWM Fac. Doc. 1382) were approved by the Faculty Senate in November of 1984, the Academic Program and Curriculum Committee (APCC) has taken a number of actions under the authority given to it by the Senate (III.A.1.2.3.) to establish policies and define procedures for the implementation of GER in the UWM curriculum. In this effort, the APCC has worked closely with, and has been assisted by, the office of the Vice Chancellor for Academic Affairs, the Registrar's Office, the Secretary of the University, and the various schools and colleges. The resulting policy statements and procedural guidelines are gathered here as a convenient reference for department chairs and committees, academic advisors, and campus administrators

MAY 17, 1984 REVISED
OCT. 18, 1984 AMENDED
NOV. 29, 1984 APPROVED
JUNE 1, 2002, Changes made to reflect Faculty Senate Actions 1986 to June 1, 2002
APR. 12, 2011 REVISED
FEB. 16, 2012 Faculty Document 1382 as revised in FD 2836 APPROVED

I. Introduction

The Special Task Force on General Education Requirements presented the following statement on the “Goals and Rationale of General Education,” in a preamble to its report to the Academic Program and Curriculum Committee:

General education should provide opportunities to develop a strong foundation of verbal and quantitative skills; to understand the roles of methods and processes and their constraining effects on thought; to gain cultural and historical perspectives on the world; to develop consciousness of self in relation to tradition; to appreciate creativity, including the creation, testing, and application of ideas; to see how ideas relate to social structures; and to understand how values infuse both action and inquiry.

In addition to the intellectual objectives of general education, there are career considerations. In a society of rapidly expanding knowledge, training for a special task or concentration in a specific skill, risks the obsolescence of that training. Only a broad grasp of method and of the nature of innovation and renovation can prepare a person for work today. University education should provide the basis for intellectual mobility, for continuing education, and for intellectual replenishment in mid-career. Of course, this must be done without sacrificing necessary depth: the environment of a university provides a unique opportunity to delve deeply into specific areas and thus to serve both the individual and society.

The general education curriculum must be embodied in and exemplified through disciplines. In order to achieve the objectives, the courses in that curriculum cannot deal with techniques in the narrow sense but must explore the foundations of knowledge: how the discipline establishes its concepts; how these concepts of choice are established with respect to alternative patterns of inquiry, modes of expression, or courses of action. General and specialized education are directly related.

General education provides a broad body of knowledge as context for specialization, and the general education emphasis on conceptual inquiry leads students to more comprehensive views of their specialties. In this way students learn to relate particular tasks to general areas and thus acquire sufficient agility of mind and mobility of skills to move from problem to problem as knowledge develops.

II. General Education Requirements

The General Education Requirements for UWM include two major requirement categories, the first designed to assure basic student competencies and the second designed to provide students with a broad body of knowledge as a context for specialization. The first set of requirements, competency requirements, includes the general areas of English composition, mathematics, and foreign language. The second set of requirements, distribution requirements, includes the general areas of the arts, the humanities, the social sciences, and the natural sciences.

A. Competency Requirements

1. Oral and Written Communication (OWC) Competency

The oral and written communication requirement insures that students will be creative, flexible, and effective communicators, whether speaking or writing, and has two parts – Part A and Part B.

- a. OWC-Part A is satisfied by either:
 - i. earning a grade of C or higher in English 102 or an equivalent course; or
 - ii. a suitable score on the UW-System English Placement Test (or other appropriate test, as determined by the English Department).
- b. OWC-Part B is satisfied by completing an approved advanced course with a significant written or oral communication component by students who have completed the Part A requirement.

Courses that count toward the Part B requirement may be offered in a variety of disciplines and students are encouraged to choose the course that matches their interests and helps them meet the requirements of their degrees.

Students are expected to complete Part A of this requirement in the first year of their study.

2. Quantitative Literacy (QL) Competency

The Quantitative Literacy requirement ensures that students will have the ability to evaluate, construct, and communicate arguments using quantitative methods and formal reasoning. The requirements are in two parts – Part A and Part B

- a. QL-Part A is satisfied by any of the following:
 - i. a grade of C or higher in Math 103 (106), 105, 175; or
 - ii. a minimum of 2.5 credits with a grade of C or higher in an equivalent or higher level math course; or
 - iii. a placement code of 30 or higher on the Mathematics Placement Test.

QL-A skills must be broad-based in order that they have a positive impact on the readiness of students to take a QL-B course in a variety of disciplines. It is recommended that students complete the QL-A requirement within the first 60 credits earned.

- b. The QL-Part B requirement is satisfied by completing at least one QL-B course (at least three credits) as decided by the major according to the guidelines below. In general it is expected that a QL-A course is a prerequisite for a QL-B course. However, a course with a QL-A course as a prerequisite is not by definition considered QL-B.

To be certified as a QL-B course, a course must make significant use of quantitative tools in the context of the other course material and formally assess for proficiency in applying these quantitative tools.

3. Foreign Language

This requirement is satisfied by:

- a. completing, prior to enrollment at UWM, two years of high school level instruction in a single foreign language with passing grades; or
- b. completing two semesters (minimum of 6 credits) of college level instruction in a single foreign language with passing grades; or
- c. demonstrating foreign language ability equivalent to (b) above by means of a satisfactory score on an approved placement, proficiency, departmental, or other appropriate examination; or
- d. satisfying the APCC-approved alternative GER Foreign Language Requirement, if any, stipulated by the student's particular degree program.

Completion of the Foreign Language Requirement is a prerequisite for graduation.

B. Distribution Requirements

1. The Arts

Three credits in a course on the history, philosophy, theory, or practice of the creative and expressive arts (e.g. visual arts, dance, music, theatre, and creative writing).

2. The Humanities

A total of six credits in at least two courses.

3. The Social Sciences

A total of six credits in at least two courses.

4. The Natural Sciences

A total of six credits in at least two courses. At least one must include laboratory or field experience illustrating the generation and testing of data and the application of concepts and knowledge to the solution of problems.

5. Cultural Diversity

A total of 3 credits from the list of courses approved for cultural diversity credit.

III. Procedural Matters

The following recommendations relate to the implementation and administration of general education requirements.

A. Governance and Administration

1. The Academic Program and Curriculum Committee has the responsibility for establishing policy in the area of general education. This responsibility includes: the approval of courses to be designated as fulfilling the requirements; the approval of all competency examinations and

the setting of minimum scores; the establishment of policies pertaining to student appeals; and the general monitoring of the academic impact of the requirements.

2. The faculty of an individual school or college may request exemption from portions of the general education requirements for one or more of its programs. Such requests should be addressed to the Academic Program and Curriculum Committee and may be based on such grounds as excessive credit burden on majors, conflict with accreditation standards in the profession, or other academic grounds. Decisions of the Academic Program and Curriculum Committee may be appealed to the Faculty Senate.
3. The administration of the General Education Requirements should be handled by the Office of the Vice Chancellor for Academic Affairs, the Registrar's Office, and the separate schools or colleges, in accordance with present procedures. Individual student compliance will be monitored in the same manner as compliance with other curricular requirements, i.e., by school/college advisory staff and by the Registrar's Office. Student appeals will be handled in accordance with established department/school/university procedures. The Academic Program and Curriculum Committee will monitor compliance by schools and colleges.
4. Bulletin copy prepared under (1) and (2) above shall be approved under automatic consent or may be modified by the Faculty Senate before the General Education Requirements are published.

B. General Education Requirements and Admission Requirements

The APCC is charged with the task of working with the Admissions and Records Policy Committee to review admissions standards in relation to general education requirements.

C. Registration, Records, and Class Standing

The Senate should establish a single set of rules for advancement of class standing in all undergraduate schools and colleges.

Freshman – Admission

Sophomore – Semester after completion of 28 credits and removal of all admission deficiencies

Junior – Semester after completion of 58 credits

Senior – Semester after completion of 88 credits, including 18 credits of higher division courses

D. Effective Date

1. These requirements apply to all new students entering at the freshman level in fall 2013.
2. With the exception of Part II, item A.1.b. "OWC – Part B", Part II, item A.2.b "QL – Part B", Part II, item A.3 "Foreign Language," and Part II, item B.5 "Cultural Diversity," these requirements shall apply to new students entering at the freshman level in fall, 1986-87.
3. Part II, item A.3 "Foreign Language" shall apply to new students entering at the freshman level in fall, 1999-00.
4. Part II, item B.5, "Cultural Diversity" shall apply to students new to UWM as of fall, 1989-90.

1 Exemptions to GER

Criteria and procedures for reviewing requests from schools and colleges for variance from the General Education Requirements.

1.1 Criteria

Requests for exemption from particular aspects of the General Education Requirements cannot be based on objections to the goals and rationale of the requirements, as described in Section I of the GER Composite Document, Faculty Document No. 1382, and must be consonant with the general principle and purpose of the requirements. Requests for exemptions must address each of these issues: (a) why the particular requirement at issue is inappropriate for the students of the school or college, and/or what purpose would be served by an exemption from the requirement, and (b) why the school's or college's program cannot be modified in order to accommodate the requirement.

In addition, requests for temporary exemptions for specified periods from particular requirements will be considered if it can be shown that the time is needed to modify the school's or college's program to accommodate the requirement.

1.2 Documentation

With the request for variance, the school or college must submit the most recent available data comparing its program with comparable programs at comparable universities vis-a-vis the requirement at issue, including universities that have adopted or are in the process of adopting university-wide general education requirements similar in character to UWM's.

1.3 Mechanism

Requests for exemption will be reviewed by a standing subcommittee of the APCC consisting of one member from each of the four divisions of the university, and the chairperson of the APCC. The subcommittee will report to the whole APCC, which must act on the request.

1.4 Review

All GER exemptions will be reviewed initially in five years and thereafter every 10 years.

1.5 Appeals

Decisions of the Academic Program and Curriculum Committee may be appealed to the Faculty Senate.

2 Competency Requirements

2.1 Oral and Written Communication (OWC) Competency

The oral and written communication requirement ensures that students will be creative, flexible, and effective communicators, whether speaking or writing. The requirement is in two parts – Part A and Part B.

(a) OWC Part A

The OWC Part A requirement is satisfied by:

1. earning a grade of C or higher in English 102 or equivalent course;
2. attaining a suitable score on the UW-System English Placement Test (or other appropriate test, as determined by the English Department);
3. earning a minimum of 2.5 credits, with a grade of C or higher, in a course that transfers as UWM English 102; or
4. earning a grade of C or higher in a course that transfers as a UWM higher level expository writing course, as determined by the English Department.

Students are eligible to enroll in 102 in one of two ways:

1. earning a 576 or higher on the English Placement Test (EPT); or
2. earning a grade of C or higher in English 101.

NOTE: Fall, 1998-99, English 102 was reactivated and English 112 inactivated in the composition curriculum. English 102 and English 112 are considered repeats of each other, and will be marked as such on transcripts.

(b) OWC Part B

The OWC Part B requirement is satisfied by completing an approved advanced course with a significant written and/or oral communication component after completing Part A of the requirement.

Part B courses may be offered in a variety of disciplines; students are encouraged to choose the course that matches their interests and helps them meet requirements of their degree.

Purpose: The second communication course will typically be a low-enrollment course involving substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening), with emphasis on speaking and/or writing, either in the conventions of specific fields or in more advanced courses in communication. The APCC defines this as follows: the context in which student work is assessed (i.e. lecture, discussion, lab) has an enrollment cap of 25 or fewer students. Requests to approve courses with larger class size must demonstrate clearly how the objectives and requirements of the course can be satisfied within the larger format.

Objectives: Specific objectives will vary with each discipline, but each course is expected to develop advanced skills in:

1. Critical reading, logical thinking, and the use of argument and evidence.
2. The use of appropriate stylistic and disciplinary conventions in writing and/or speaking.
3. Critical analysis of information from primary or secondary sources for some portion of the speaking and/or writing.

Requirements: These will vary, but each course must satisfy the following:

1. Multiple assignments [6-8 would be ideal], spaced throughout the semester that culminate

in oral and/or written presentations. The balance between oral and written presentations may vary, as appropriate to the discipline and the instructor's preferences, so long as the total amount of graded communication remains reasonably consistent from course to course.

Course Focus in %	Written Work	Oral Work
50:50 written/oral communication	16 pages* in multiple assignments	2 or more formal oral presentations totaling at least 10 minutes
75:25 written/oral communication	24 pages* in multiple assignments	1 or more formal oral presentations totaling at least 10 minutes
25:75 written/oral communication	8 pages* in multiple assignments	2 or more formal oral presentations totaling at least 15 minutes
100:0 written/oral communication	32 pages* in multiple assignments	
0:100 written/oral communication		3 or more formal oral presentations totaling at least 20 minutes

* Drafts count toward the total number of pages.

2. At least two assignments that require students to submit a draft or give a practice speech, assimilate feedback on it, and then revise it. Additional opportunities for feedback and revision would be better yet.
3. At least one individual conference with each student, preferably early in the semester, to discuss the student's writing and/or speaking skills.
4. A requirement that a portion of the speaking and/or writing be based on a research component, appropriate to the discipline and course.

Courses may include the option to integrate speaking and writing into new media formats, including video/animation, podcasts, blogs, vlogs, some kinds of social media, or online discussion and presentation settings.

Prerequisite: Successful completion of, or exemption from, first communication course. Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B of the requirement.

Class size: Recommended 25 or fewer students. Those departments or individuals requesting approval for courses with larger class size must demonstrate how the objectives and requirements of the course can be satisfied within the larger format.

Instructors: Faculty and other instructional staff

Assessment: There will be normal evaluations of student work by individual instructors. In addition, each course proposal shall include an assessment plan designed to demonstrate that the course meets the objectives and requirements stated above.

2.2 Quantitative Literacy (QL) Competency

The quantitative literacy requirement ensures that students will have the ability to evaluate, construct, and communicate arguments using quantitative methods and formal reasoning. The requirement is in two parts – Part A and Part B.

(a) QL Part A

QL Part A is satisfied by:

1. earning a grade of C or higher in Math 103(106), 105, 109/175 or equivalent courses (the equivalent of 103(106), 105, 109/175 includes any courses for which Mathematics 103(106), 105, or 109/175 are prerequisites) ; or
2. attaining a satisfactory score on the Mathematics Placement Test, currently a placement code of 30; or
3. earning a minimum of 2.5 credits, with a grade of C or higher, in a course(s) that transfers as UWM course at an appropriate level.

Mathematical Statistics 215 does not satisfy Part A of the requirement.

QL-A skills must be broad-based in order that they have a positive impact on the readiness of students to take a QL-B course in a variety of disciplines. It is recommended that students complete the QL-A requirement within the first 60 credits earned.

(b) QL Part B

QL Part B is satisfied by completing at least one QL-B course (at least three credits) as decided by the major according to the parameters described below.

Purpose: A QL-B course must make significant use of quantitative tools in the context of the other course material and formally assess for proficiency in applying these quantitative tools.

Objectives: Quantitative literacy includes the recognition, construction, and use of valid mathematical models to analyze and manipulate quantitative information in order to reach reasonable conclusions, predictions, or inferences.

Primary learning outcomes: Outcomes should include the following:

1. Students will recognize and construct mathematical models and/or hypotheses that represent quantitative information.
2. Students will evaluate the validity of these models and hypotheses.
3. Students will analyze and manipulate mathematical models using quantitative information.

4. Students will reach logical conclusions, predictions, or inferences.
5. Students will assess the reasonableness of their conclusions.

A QL-B course may, but is not required to, focus on quantitative reasoning in one specific discipline.

Requirements: QL-B courses must include the following:

1. Significant use of quantitative tools in the context of other course material.
2. A prerequisite of “successful completion of, or exemption from, a QL-A course.” An individual QL-A course may be specified. Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B. A course with a QL-A prerequisite is not by definition a QL-B course.
3. Low-enrollment courses. The APCC defines this as follows: The context in which student work is assessed (i.e., lecture, discussion, lab) has an enrollment cap of 25 or fewer students. Requests to approve courses with a larger class size must demonstrate clearly how the objectives and requirements of the course can be satisfied within the larger format.
4. An assessment plan designed to demonstrate that the course meets the objectives and student learning outcomes stated above.

Disqualifying criteria: Courses that do not satisfy the criteria for QL-B courses include those that deal with quantitative information only in one or more of the following ways:

1. Students are given a mathematical model (e.g., equation, formula) and are required merely to produce a numerical or qualitative answer through routine calculations or symbolic manipulation.
2. Students are required to use a computer package to perform calculations or carry out a study without subjecting their results to critical analysis; comparing them to other numerical data; arriving at conclusions, predictions, or inferences; and assessing their reasonableness.
3. Students are required to deal with quantitative information in primarily descriptive or conceptual ways. For example, courses in “research methods” that lack a substantial reasoning component based on tools covered in a QL-A course would not be certified.

2.3 Foreign Language

The requirement is satisfied by one of the options below:

- (a) Two years of high school level instruction in a single foreign language with passing grades prior to enrollment at UWM.
 1. Students who have completed the second year of high-school-level foreign language with a passing grade will have satisfied the requirement.
 2. Students who can document satisfactory completion of the equivalent of two years of study at a secondary institution where the language of instruction is other than English, as defined by UWM International Studies and Programs, will have satisfied the requirement.

- (b) Two semesters (minimum of 6 credits) of college level instruction in a single foreign language with passing grades.
 - 1. Students continuing language study at the university must take a placement test to determine the entry course. The placement exam tests reading comprehension and grammatical structure. Students placing into the first-semester course proceed through the sequence until completion of the second semester course. The requirement is satisfied with the successful completion of the second-semester course.
 - 2. Students who can document satisfactory completion of the equivalent of two semesters of study at a post-secondary institution where the language of instruction is other than English, as defined by UWM International Studies and Programs, will have satisfied the requirement.
- (c) Foreign language ability equivalent to (b) above by means of a satisfactory score on an approved placement, proficiency, departmental, or other appropriate examination.
 - 1. The requirement may be satisfied by placing into the third-semester of a language via an existing UW-System Foreign Language Placement Test.
 - 2. Other nationally or locally developed tests, with appropriate scores, may be approved by the APCC GER Subcommittee for languages not available via the UW-System placement exams.
 - 3. Students wishing to demonstrate competency in a language for which there is no approved local or national exam will be assisted by the GER Coordinator in the Registrar's Office in locating an appropriate person to construct and/or administer an appropriate examination.
- (d) Other methods of certifying competency may be approved by the APCC GER Subcommittee on a case-by-case basis.

3 Distribution Requirements

Criteria and Procedures for Approval of GER Distribution Credit and Assessment of Learning Outcomes.

3.1 Policy

(a) General Policy

The administration of UWM General Education Requirements will be informed by the UW System Shared Learning Goals, endorsed by the UW System Regents at their meeting of December 4, 2008 and included in the UW System Growth Agenda. The UW System Shared Learning Goals embrace the definition of liberal education developed by the American Association of Colleges and Universities (AAC&U):

Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of

concentration. (<http://blog.aacu.org/index.php/what-is-liberal-education/>)

University of Wisconsin System Shared Learning Goals for Students:

1. Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.
3. Effective Communication Skills including listening, speaking, reading, writing, and information literacy.
4. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

The UW System's goals regarding "Knowledge of Human Cultures and the Natural World" are met through UWM's divisional distribution requirements. As mandated in Faculty Document 1382 (revised), these include the following divisional areas: Arts, Humanities, Social Sciences, Natural Sciences, and Cultural Diversity. These divisional requirements, as stated in the 1984 Task Force document, aim to enable students "to gain cultural and historical perspectives on the world; to develop consciousness of self in relation to tradition; to appreciate creativity, including the creation, testing, and application of ideas; to see how ideas relate to social structures; and to understand how values infuse both action and inquiry" (UWM Fac. Doc. 1382, p. 1, par. 2). To achieve these objectives, courses that count toward divisional distribution requirements may not "deal with techniques in the narrow sense but must explore the foundation of knowledge" (UWM Fac. Doc. 1382, p. 1, par. 4).

While General Education courses work through disciplinary foci and methods, they must equip students with foundational bodies of knowledge, basic analytic perspectives, and core intellectual skills that are equally relevant in the pursuit of a variety of disciplines. These transdisciplinary goals of skill and knowledge are described by the UW System statement as follows: critical and creative thinking, effective communication, intercultural knowledge and competence, and individual, social, and environmental responsibility. These transdisciplinary goals represent vital learning objectives for general education courses. Syllabi for UWM general education courses will specify how one or more of these objectives will be attained by students, usually in reference to a particular course assignment whose assessment can be reported in processes aimed at measuring student learning outcomes and the effectiveness of the General Education program. Typically the UW System goals will be integrated in assignments along with the outcomes specified in relation to the relevant divisional criteria in Arts, Humanities, Social Sciences, Natural Sciences, or Cultural Diversity (for criteria see section 4 below).

(b) Course Policy

All departments or instructional units at UWM may submit courses to the Academic Program and Curriculum Committee for inclusion in the list of courses that satisfy GER Distribution Requirements. The APCC and its GER Subcommittee look to the faculty for leadership in

curriculum design and innovation, and will work closely with them to facilitate and implement new or redesigned course plans. All GER courses will include effective assessment plans specific to their chosen learning outcomes; the results of such assessment will be reported to APCC according to the schedule discussed below (b.8). The following policies govern this work:

1. In principle, courses primarily providing professional training do not meet or satisfy GER distribution requirements.
2. Courses satisfying GER distribution requirements in the humanities, social sciences, and natural sciences are offered primarily by departments in the College of Letters and Science. Courses satisfying GER distribution requirements in the Arts are offered primarily by departments in the Peck School of the Arts; creative writing is offered by the Department of English. Other schools and colleges, however, may submit courses for approval in the above areas if they meet the specific criteria listed under the appropriate divisional area.
3. Courses meeting the Cultural Diversity requirement may be offered in any school or college.
4. To be included in the GER curriculum, courses must demonstrate that they:
 - i. frame instruction in the general methodology of the discipline within a broader context of liberal education as described in the UW System Shared Learning Goals statement, with attention to appropriate learning outcomes derived from those Goals;
 - ii. do not deal with techniques in the narrow sense but explore the foundations of knowledge: how the discipline establishes its concepts; how these concepts of choice are established with respect to alternative patterns of inquiry, mode of expressions, or course of action (see UWM Fac. Doc. 1382, p. 1, par. 4); and
 - iii. follow a syllabus that explicitly articulates how the course meets UWM General Education Requirements by integrating UW System Shared Learning Goals with divisional learning outcomes; syllabi will identify the assignment(s) intended to help students achieve specific Shared Learning Goals and divisional criteria, including how such assignments will be assessed.
5. The list of approved courses may be modified by addition or deletion. Request for such modifications must be originated by the appropriate department or unit.
6. Departments or units are urged to integrate GER courses within their programs of study for the major or minor, subject to the guidelines given in (b.4), above.
7. Restrictions:
 - i. No course may be repeated for GER distribution credit beyond a maximum of three credits.
 - ii. Courses listed as variable topics will not be given GER credit unless the course title and catalog description clearly indicate that the topics offered under that course will always conform to the GER criteria addressed in the original course submission to APCC.

8. The regular and effective assessment of GER courses and learning outcomes is a joint responsibility of instructional units and the APCC. The APCC will provide instructional units with clear guidelines and templates for reporting GER outcomes. Instructional units will collect and archive assessment data annually for internal purposes of review and action, and do so according to a schedule and format approved and codified by the Departmental Committee. Instructional units will report data results and any actions taken to the APCC during the scheduled five-year external reviews discussed below.
9. Each year, the GER Subcommittee will prepare a report on the assessment of learning outcomes in one of the divisional areas (Arts, Humanities, Natural Sciences, Social Sciences, Cultural Diversity). These will proceed in sequence each year, creating a five-year cycle for divisional outcomes reports.
10. At the beginning of the academic year, the GER Subcommittee will notify instructional units offering courses with that year's divisional criteria of the timeline for reporting results and with guidelines regarding how many courses should be reported upon.
11. By the end of the academic year, the GER Subcommittee will have submitted its report to the APCC for discussion, as well as to all reviewed instructional units.

4 Divisional Criteria

4.1 The Arts

- (a) **Definition:** A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.
- (b) **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
 1. demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art; and
 2. apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; or
 3. compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

While most courses satisfying this requirement will be at the entry level of the discipline, departments may submit for approval by the APCC some courses in the practice of an art that require a basic level of proficiency.

Courses in the application of the arts as an experience or a method for therapeutic or other applied purposes are not eligible for GER distribution requirements. The application of an artistic methodology to a therapeutic situation places this type of course beyond the scope and intent of the GER Distribution Requirements.

4.2 Humanities

- (a) **Definition:** The academic disciplines that investigate human constructs and values, as opposed to those that investigate natural and physical processes, and those concerned with the

development of basic or professional skills.

The humanistic disciplines—such as art history, history, language and literature, philosophy, religious studies, film and media studies—are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

- (b) **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
1. identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge; and
 2. respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation; or
 3. apply diverse humanistic theories or perspectives to other branches of knowledge or to issues of universal human concern.

4.3 Social Sciences

- (a) **Definition:** A branch of science dealing with the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present.
- (b) **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
1. recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and
 2. identify and critically evaluate the function, structure and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;
 3. recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives;
 4. demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures; or
 5. critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.

4.4 Natural Sciences

- (a) **Definition:** A branch of science concerned with the physical world and its phenomena and with discovering the laws governing them. The branches of Natural Sciences—such as

astronomy, geosciences, biological sciences, chemistry, physics—that deal primarily with matter, energy, and their interrelations and transformations; with living organisms and vital processes; with the laws and phenomena relating to organisms, plants and animal life; with the physical processes and phenomena of particular systems; and with the physical properties and composition of nature and its products.

- (b) **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
1. understand and apply the major concepts of a natural science discipline, including its breadth and its relationship to other disciplines; and
 2. explain and illustrate the relationships between experiments, models, theories and laws;
 3. demonstrate an understanding of the process of generating and testing data, and apply this knowledge to the solution of problems;
 4. discuss and assess the limitations of data and the possibility of alternative interpretations;
or
 5. apply ethical reasoning to questions, concepts, and practices within a natural science discipline.

At least one of the two required courses must include laboratory or field experience to satisfy the Natural Science GER Distribution Requirement.

4.5 Cultural Diversity: Race, Ethnicity, and Diversity in the United States

- (a) **Definition:** Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.
- (b) **Criteria:** Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes. Students will be able to:
1. understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time; and
 2. investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
 3. explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
 4. reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitudes towards, people whose cultural and social identities differ from their own;
 5. articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;

6. analyze the role of diversity in the successful functioning of a multiracial democratic society; or
7. delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

5 Student Appeals

5.1 General Policy

- (a) Student appeals for exemptions from one or more of the General Education Requirements will be handled initially by the school or college in which the student is enrolled (according to the Registrar's classification) in accordance with established department/college/university procedures.
- (b) Appeal boards, committees, or officers are expected to adhere to APCC guidelines on student appeals, as set forth in section 5.2 of this statement. Questions concerning any part of this policy statement should be referred to the Chair of the APCC.
- (c) The APCC will monitor the enforcement of GER by schools and colleges through the appeal procedure (see Section 5.3). If, in the judgment of the committee, questions of compliance are raised, and consultation between the APCC and the unit fails to resolve the problem, the matter will be referred to the Vice Chancellor for Academic Affairs for intervention.
- (d) Approval of GER waivers may be made by one school/college transfer with the student to another school/college provided the integrity of the school/college degree requirements is maintained. For example, approval to consider the GER Humanities requirement satisfaction does not waive a school/college 12 credit Humanities requirement selected from a restricted list of courses, nor does waiver of a competency requirement remove competency as an admission requirement to a major or professional school.

5.2 Grounds for Appeal

- (a) Students may appeal for exemption from one or more of the General Education Requirements on the basis of:
 1. Equivalent academic, professional, or vocational accomplishments as certified by transcripts, diplomas, work records, etc.
 2. Exceptional circumstances, including cases of unwarranted hardship in the fulfillment of the requirements.
 3. Special requirements of combined majors or unique programs of study, if it can be shown that the intent of GER is fulfilled by the student's program.
 4. An academic grievance against a member of the UWM faculty or staff in regard to GER courses or exams, if the grievance is upheld by the appropriate appeals body.
- (b) Students may NOT appeal for exemption from the GER on the basis of:
 1. Philosophical or other objections to GER.
 2. Failure to plan course work properly, or to schedule the required examinations in a timely fashion.

3. Inability to pass a course or examination.
4. Academic deficiencies upon admission to UWM.
5. Transfer to UWM from another institution.
6. A credit load in excess of the University's minimum for graduation, if the additional credits are judged to be within the normal range for the student's degree or program of study.

5.3 Procedures

- (a) Student confers with department or program advisers to determine grounds of appeal, as specified in (5.2) above.
- (b) Student files an appeal with the school or college dean, or with appropriate appeals committee, according to the unit's standard procedures.
- (c) Dean/committee evaluate appeal according to APCC guidelines and Faculty Senate document relating to GER; decision is rendered on the basis of specific circumstances, as presented and substantiated by the student.
- (d) Dean's office reports its decision to APCC via the appeals Monitoring Form (See Attachment); units are expected to file their forms within two weeks of the action.
- (e) APCC chair reviews forms, may request further information on individual cases from the units. If the chair raises questions of compliance with a unit's handling of appeals, and is unable to resolve the matter through consultation with the unit, the matter will be referred to the committee. (Note: if the workload requires it, the chair may appoint an ad hoc subcommittee of the APCC to assist in the screening of appeals.)
- (f) Upon a majority vote of the APCC, units whose appeals procedures seem not in compliance with the goals and standards of the University's General Education Requirements, will be referred to the Vice Chancellor's office. The Vice Chancellor for Academic Affairs will bear the responsibility for intervention and enforcement of the regulations.

6 Special and Transfer Students, and Second Degree Candidates

- (a) A course taken at another college/university will count toward GER distribution if it is equivalent to a course on the approved list.
- (b) A course taken at another college/university will not count toward GER distribution if it is equivalent to a UWM course that is not on the approved list (see d.1 below, for an exception for UW-System transfer students).
- (c) A course that transfers to UWM as an elective from MATC, the UW Centers, UW System campuses or other schools/colleges approved by the APCC chair will count toward GER distribution if the department recommends that the course satisfies its criteria for GER courses, and the APCC chair approves the recommendation.
- (d) In accordance with the UW-System Undergraduate Transfer Policy, the following principles of accommodation apply:
 1. A course designated as fulfilling a general education breadth requirement at one UW

institution should transfer as general education at the receiving campus. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.

2. When applying a course toward general education breadth requirements, the receiving UW institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending UW institution and the student requests that the original designation be applied, the request should be approved where appropriate under UW-System Undergraduate Transfer Policy principles of accommodation.
 3. UW institutions should permit courses completed by UW-System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to students.
 4. A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.
- (e) Second-degree candidates from accredited institutions are not subject to GER.

APPENDIX 4
UWM GER Review Schedule

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ARTS	•					•					•				
CULTURAL DIVERSITY		•					•					•			
HUMANITIES			•					•					•		
NATURAL SCIENCE				•					•					•	
SOCIAL SCIENCE					•					•					•
OWC-B and QL-B		•			•			•			•			•	