Overview. The University General Education Committee (UGEC) is responsible for oversight of the campus-wide undergraduate General Education Requirements, or GER (Attachment A). These requirements were created to ensure that every baccalaureate student at UW-Madison acquires the essential core of an undergraduate education. They create the foundation for preparing students for living a productive life, being citizens of the world, and engaging in lifelong learning in a changing world. The requirements call for students to undertake coursework across the humanities and arts, social studies, and natural sciences, and in communication and quantitative reasoning. In addition, students are required to investigate issues related to our culturally diverse U.S. society. As a whole, GER provides a foundation for the “Wisconsin Experience” – but they are not solely responsible for that experience. Instead, GER complements the work students do in their majors and in degree programs (the province of the schools and colleges) as well as in extracurricular high-impact learning practices available at UW-Madison. The work of the UGEC necessarily involves consultation with colleagues across campus, and committee members from different schools and colleges, academic and co-curricular realms, bring a variety of perspectives together in shared oversight of GER (Attachment B).

The College of Letters & Science (L&S) serves as the campus trustee charged with implementation and administration of GER. The UGEC is organized by L&S, with members appointed by the dean in consultation with the deans of the other undergraduate schools and colleges. The committee reports to the University Academic Planning Council (UAPC), and has authority to recommend policy changes to that body. This report describes administrative procedures for GER, summarizes recent assessment activities, offers preliminary conclusions about requiring “global/international” education, notes several other issues discussed by the committee, and concludes with a policy recommendation. More information about the GER and the committee’s work may be found online at www.ls.wisc.edu/gened.

I. Administration of GER. Consistent with the model for General Education originally proposed by faculty legislation, many courses meet the UW-Madison General Education Requirements, with fewer options available in certain areas of the curriculum (e.g., Comm A, QRA) and many more options available in other areas (e.g., “breadth”). L&S monitors enrollments in key courses and assures that students have access to them, to ensure that completion of GER does not impede timely progress to degree. For an overview of enrollments and courses offered that meet the General Education Requirements, please see Attachment C.

New Courses. Courses are added to the GER course array through the online course proposal process. Proposing faculty request consideration for Communication A or B, Quantitative Reasoning A or B, or Ethnic Studies, or to have the course reviewed to carry an L&S Breadth Designation, which can be applied to meeting GER breadth. These requests trigger review processes by faculty and staff who understand the subject matter, the GER learning outcomes, and the GER course criteria. In the case of Communication and QR, this responsibility is assigned to a “liaison” who also serves on the UGEC. Requests for ESR designation are considered by the Ethnic Studies Subcommittee of the UGEC. Requests for “breadth” are reviewed by the L&S Curriculum Committee, which has faculty representatives from across the three GER divisions (Arts and Humanities, Natural Science, and Social Science). In all cases, additional expertise and consultation is sought when needed. Finally, because the Comm A and QRA course array are the most narrowly defined requirements, special committees are formed to consider rare requests to add new Comm A and QRA courses. If the request for a GER designation is approved, it carries a course attribute that is part of the student’s enrollment record and which can be audited by the Degree Audit Reporting System.
The existence of the online course proposal system has greatly streamlined the approval process; however, we recommend that the next generation of the system will include descriptions of the GER learning outcomes in the “help” materials, so proposers may more explicitly align course design with the GER outcomes and may include appropriate learning outcomes on their syllabi.

**Maintaining the Integrity of the GER Curriculum.** A variety of tools are used to manage “course drift”:

- The QR liaison monitors QRA courses and has reviewed syllabi of all courses that meet the QRB requirement to verify that they have the capacity to deliver the desired learning outcomes.
- The Comm A subcommittee, composed of Comm A course directors and colleagues from units that support the program or serve first year students, meets several times a year to discuss administrative issues (access, enrollment patterns) and learning outcomes for these courses.
- The Writing Across the Curriculum Program provides training for Comm B course instructors (faculty and TAs) as part of its mission to infuse instruction in written and oral communication in Comm B and other writing intensive courses.
- The Ethnic Studies Subcommittee convenes meetings each semester with faculty and staff who teach ESR courses to discuss the requirement and the essential learning outcomes for ESR courses. These meetings were a key element of the recent ESR assessment project.
- Each semester, the chair of the UGEC sends a memo to departments and instructors of courses designated as meeting Comm, QR, and ES requirements to remind of the learning outcomes associated with the courses. Though no parallel procedure exists to communicate with departments about “breadth” requirements, curricular service representatives, enrollment management staff, and deans monitor “meets with” arrangements to ensure that students enrolled in courses bearing “breadth” designations are awarded credit appropriate to the designation.

Another administrative responsibility associated with maintaining the integrity of the curriculum involves managing requests for GER course substitutions (commonly known as “exceptions”). Since General Education Requirements are never waived, it is sometimes necessary to allow students to count non-GER courses toward meeting requirements. For a substitution to be considered, the course must align with the stated learning outcomes and meet any other criteria for the requirement. Requests for substitutions are rare; however, a handful are reviewed by the Communication and QR liaisons or by the Ethnic Studies Subcommittee, and by deans’ offices. In these cases, the student must produce a syllabus from the semester in which the course was taken and must respond to requests for additional information, including samples of work completed in the course or, in the case of the ESR, a short statement describing how the course helped the student achieve the Essential Learning Outcomes for ESR. Course substitutions for “breadth” courses are granted at the discretion of students’ deans’ offices, usually in consultation with the chair of the UGEC and faculty familiar with the breadth area.

II. **Assessment of Student Learning.** Since 2003, the UGEC has used a series of five-year Assessment Plans to guide efforts to understand the impact and efficacy of GER. The hallmark of these plans was that in each of the five years, projects focused on different requirements were being planned, were in the field, were being analyzed, or acted on – rather than assess everything, all the time, this pattern helped achieve sustainability of effort. Today, however, the pace of change demands a less sedate approach, so in 2013-2014, the committee worked to update that plan, which appears as (Attachment D). The draft plan proposes to join campus-wide investigations into some sort of enterprise (or home-grown) system for capturing information about learning on a regular basis, with the goal of conducting analysis for purposes of GER (or other) assessment. Because this proposal suggests
substantial revision to the current GER assessment strategy, efforts to assess GER were put on hold while the plan updates were discussed. However, one project was completed: a focused study of the Ethnic Studies Requirement.

**ESR Assessment Project.** The General Education Assessment Committee, working with the Ethnic Studies Subcommittee of the UGEC and with the faculty who teach courses that meet the ESR, completed a research project intended to help us understand student learning in ESR courses with respect to learning outcomes that were developed by ESR faculty in 2010. The four learning outcomes defined by the faculty as “Essential Learning in Ethnic Studies” are:

- **Awareness of History’s Impact on the Present** – Students who take ES courses learn highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.

- **Ability to Recognize and Question Assumptions** – Students who take ES courses learn to recognize and apply critical thinking skills, specifically with respect to harboring a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. The ESR challenges students to question their own assumptions and preconceived notions on these topics.

- **A Consciousness of Self and Other** - Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, students in ES courses have an opportunity to think about identity issues, including their own identity, as well as connections they might have to people “outside” their focused social circle.

- **Effective Participation in a Multicultural Society** – Students in ES courses should understand the relevance of these topics to their “lives outside the classroom”, and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. Students should be able to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.

In partnership with the faculty and staff who taught ES courses in Spring 2012, researchers gathered “artifacts of student learning” from 21 ES courses. From these participating courses, 15 sets of artifacts were selected for study (steps were taken to ensure that neither students nor faculty knew if their class or project was selected). These artifacts were then evaluated by a team of raters who used a rubric based on standardized rubrics originally developed by the Association of American Colleges and Universities “Liberal Education and America’s Promise” project. This project adapted the AAC&U materials in consultation with ESR faculty, to ensure that they aligned with the aspirations of the locally articulated learning outcomes. Raters were carefully trained to use the tool, and each artifact was rated by several raters. The data from this study were analyzed and a preliminary discussion with faculty was held in both Spring and Fall 2013, and the final report was submitted to the UGEC in April 2014.

Results of the artifact study were equivocal. Statistical analysis of raters’ scores reveals that students in ESR courses are moving from an “emerging and inconsistent” level of cognitive skills associated with the ESR to a “developing and consistent” level; however, the variation in scoring among raters, and the challenges reported by raters with respect to evaluating certain types of artifacts, suggest that there was an inherent difficulty in mapping artifacts to outcomes, and that the very wide variety of artifacts evaluated contributed to the difficulty. A further issue raised in discussion with the ES faculty is that the learning outcomes might be better evaluated by a portfolio of work rather than a single paper or essay written in an exam. Perhaps the most significant result of this effort derives
from what the researchers learned about efforts to assess student learning in this way, and how better to design a study.

The second study had more clear results. Shortly after the end of the Spring 2012 semester, a survey of students was conducted to discern “attitudinal impacts” of the ESR that may contribute to students’ personal growth and affect campus climate (as specified in Faculty Legislation governing the ESR). Three groups of students were surveyed: 

- **Group 1 (N= 545)** All students enrolled in a Spring 2012 ESR course, who had not previously taken an ESR course, and who also consented to participate in the artifact study (27% response rate); 
- **Group 2 (N=1157)** All students enrolled in a Spring 2012 ESR course who had not previously taken an ESR course, who were not participating in the artifact study, and who were not enrolled in a Spring 2012 Comm B or QRB course (21.2% response rate); and 
- **Group 3 (N= 1157)** A randomly selected group of students who were not enrolled in a Spring 2012 ESR course, who had not previously taken an ESR course, and who were enrolled in either a Spring 2012 Comm B or a QRB course (19% response rate). The data were analyzed and discussed with the ES Subcommittee and faculty in Fall 2013, and the final report was submitted in September 2013.

The survey results point to a consistent pattern: those students who had taken an ES course scored higher on the ES learning outcome measures than those who had not, controlling for the student’s age and number of semesters at UW-Madison. Differences among groups were small for most variables, but were mostly statistically significant, even after controls. The same patterns were observed for those with low and high levels of prior experience with diversity, and were observed even in the subgroup of White-identified students with low levels of pre-college exposure to diversity. These measurable differences suggest that a student’s ESR course has a positive impact on their cognitive, affective and behavioral skills and attitudes, though methodological limitations preclude definite statements about causality. For these reasons, the ES Subcommittee and faculty recommend strongly that the ESR should be met “early” in students’ careers, and recommend that this be understood to mean within the first 60 credits taken “in residence”.

This project was the first attempt to directly assess student learning in the Ethnic Studies Requirement. The objective was to obtain evidence of how this academic requirement affects what students know about racial and ethnic diversity in the United States, and how that knowledge affects student attitudes and their reports of their behavior. The committee believes that the requirement appears to be achieving the desired outcomes; however, more and better assessment needs to be done. The reports of both studies are available on in the “Assessment” section of the General Education Requirements website.

**III. Focused Discussion: Global/International Education and General Education.** The UGEC “gap analysis” of the GER in 2012-2013 revealed that peer and other institutions’ requirements frequently include “global” or “international” education, and UW-Madison does not, despite inclusion of “global engagement” as an aspect of *The Wisconsin Experience*. The UAPC asked UGEC to continue its conversations about whether or not UW-Madison should frame such a requirement as a GER, or if the university might promote “global” or “international” learning in other ways. The committee spent several meetings discussing whether a requirement should promote general awareness of “global” issues (substantive problems that require interventions on a global scale, such as climate change), or more specific learning in narrow dimensions of “international” awareness (focused questions that consider U.S. vs. non-U.S. positions). The committee observed that these questions might best be addressed in the context of learning outcomes within the major, or in the context of outcomes specified by the school or college. UGEC members also considered that instituting a single course or limited credit-based GER could have the effect of reducing student interest in global learning: students may achieve a more robust global learning experience if it is linked to an activity (e.g., study abroad, service learning), to their majors, or to their degrees. Before implementing any sort of
institutional outcomes, the committee recommends inviting schools, colleges, and undergraduate programs to describe their global/international learning outcomes (if any); this information could guide analysis of current student behavior and help us determine if this outcome is already being achieved – and what might be done if we wish efficiently to support and institutionalize these behaviors as a “requirement”. We anticipate that these discussions will continue in 2014-2015.

IV. Other Matters. The UGEC considered a wide range of policy matters and other issues related to supporting a breadth of study as part of undergraduate education.

- **Smarter Balanced Assessment Consortium and Wisconsin Common Core State Standards.** The UGEC continued discussion of the State of Wisconsin adoption of the Common Core State Standards, and the interest we have in the definition of “college readiness” and what that may mean for “general education” at each institution. No policy decisions have been made; however, members of the committee are keeping a watchful eye on this area.

- **Information Literacy and Communication A.** As has been noted in prior reports to the UAPC, students who satisfy the Comm A requirement by placement test or transfer credit are not exposed to Library instruction, as is required when using a UW-Madison course to satisfy the requirement. In 2013-2014, the Library Information Literacy Instruction (LILI) group piloted tools to better communicate about this important requirement with advisors. For example, they propose to include this information into students’ advising record, so advisors can counsel students about completing the online “Computerized Library User Education” (CLUE) module. Similarly, LILI has partnered with Communication Arts 100 document completion of CLUE in Learn@UW, which makes that information easily available to instructors. Finally, LILI has been encouraged to propose developing “next-generation CLUE” as an “Educational Innovation”. The UGEC strongly supported this proposal to update the online interface and partner with DoIT to explore how this learning module could be attached to any course or required of students who do not complete Comm A at UW-Madison.

- **Consultation with the Ad Hoc Diversity Planning Committee.** Members of the Ethnic Studies Subcommittee and UGEC met several times with representatives of the committee that has proposed the next generation strategic plan for diversity. Among the many topics discussed were such issues as expanding the ESR, requiring “early” completion of the ESR, and development of new and new forms of ES curricula.

- **UW System Liberal Arts Essay Contest.** The UGEC organized the UW-Madison review of essays submitted in the eighth annual UW System scholarship competition focused on the liberal arts. This annual competition challenges students to describe the role liberal education has played in helping them understand their lived experience.

- **Liberal Education and America’s Promise “LEAP”.** The UW System Advisory Group in the Liberal Arts (SAGLA) successfully hosted a conference “LEAP 2.0: Integrating Liberal Education into a Changing Landscape”, on May 30, 2013.

V. **Policy Recommendation: Supporting Timely Completion of Key Requirements.** As noted above, the recent study of the Ethnic Studies Requirement suggests that student attitudes are positively affected by the requirement; if one of the goals is to improve campus climate, the committee suggests that it should be completed “early”. This emphasis on “early” completion of requirements is not unusual in GER: students are supposed to complete Comm A within the first 45 credits taken in residence. Similarly, students are expected to complete QR-A within the first 60 credits taken in residence. While many students complete Comm A within their first two terms on campus, enforcement has been achieved primarily through advising and course requisites, rather than through more aggressive tools like enrollment holds. As a result, some students are able to delay completion of the requirement well beyond the first 45 credits. Early completion of QR-A is also enforced through advising and requisites; however, some students also delay completion of QR-A. The
committee believe these “soft” enforcement strategies should be replaced with a more consistent and effective tools, perhaps using the course enrollment system.

Recommendations:
(a) Students should complete the Ethnic Studies Requirement within the first 60 credits in residence of undergraduate study.
(b) Completion of “early” requirements (Comm A, ESR, and QR-A) should be enforced through the enrollment system, resources permitting.

On behalf of the University General Education Committee, this report is submitted by

Elaine M. Klein, Chair
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The purpose of the General Education Requirements is to ensure that every graduate of the University of Wisconsin–Madison acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. These requirements provide for breadth across the humanities and arts, social studies, and natural sciences; competence in communication, critical thinking, and analytical skills appropriate for a university-educated person; and investigation of the issues raised by living in a culturally diverse society. The Wisconsin Experience begins with this core of intellectual and practical skills, basic knowledge of human cultures and the physical world (and, importantly, the strategies used to understand these topics), and tools intended to contribute to their sense of personal and social responsibility; the work students do in their majors and to complete their degrees also helps them to learn what they need to know not just for making a living, but also for making a life.

Completing the General Education Requirements is an important part of achieving these competencies, and to do so, students choose from many courses in communication, quantitative reasoning, natural science, humanities/literature/arts, social studies, and ethnic studies. Many of these courses also count toward other degree requirements.

All students except those who matriculated at a college or university before May 20, 1996, must satisfy the university-wide General Education Requirements. Students should always check with their advisors to see if their school or college has any additional requirements that go beyond the basic UW–Madison requirements, or if the programs in which they are enrolled ask them to fulfill these requirements through specific courses or by pursuing them in a particular order. Please see this website for a comprehensive description of the General Education Requirements and the courses that may be taken to fulfill them.

The university-wide General Education Requirements are:

**Breadth, 13–15 credits, distributed over three areas**

All students must complete 13–15 credits of course work intended to provide a breadth of experience across the major modes of intellectual inquiry. Breadth course work is intended to give students a broad intellectual perspective on their undergraduate education and their world by encouraging them to look at and understand subjects through the various modes of inquiry used in the natural, physical and social sciences, arts, and humanities.

Students are required to complete the following breadth requirements:

- Natural Science, 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits
- Humanities/Literature/Arts, 6 credits
- Social Studies, 3 credits

This requirement challenges students to understand that there are many ways to research and explore, and ultimately understand, the world around us. These many "ways of knowing" are intended to enrich the undergraduate experience and complement intensive study in students' majors. Through these courses, many students discover subjects and ideas that will become lifetime interests, or that offer the creative stimulus to see their favorite subjects from new perspectives.

The natural sciences (which include studies in the physical and biological sciences) involve knowing the world through scientific inquiry—assembling objective information that can be used to explain observed natural phenomena in a way that is thorough and verifiable. Laboratory components give students
A firsthand experience in methods of scientific research. These courses help students see both the explanatory and creative processes in science that are transforming our world.

The **humanities, literature, and the arts** examine the world through many different lenses that help students interpret and think critically about creative and cultural expressions of what it means to be human. Some courses focus on the production and analysis of artistic, literary, and scholarly works; others help students learn about and compare religious and philosophical conceptions of humankind; still others study history and the peoples and regions of the world. All of these courses encourage students to analyze the range of creativity, cultural expressions, and ideas about and patterns in human existence—history, literature, art, culture, folklore—and to use that information to better understand humanity.

In the **social sciences**, students learn other ways to understand humanity. Courses in this area are found in a wide range of fields that share a common focus on the systematic study of personal interactions, and the interactions of society and institutions. These fields use quantitative and qualitative research strategies to look at the variety and scale of these interactions, and in these courses, students learn how to formulate research questions and determine what techniques are best used to answer those questions.

These "ways of knowing" the world around us intersect and overlap, and the ideas presented in one area will often inform and transform what we know or think about what we know about the others. Taken as a whole, the breadth requirement is intended to help UW–Madison graduates appreciate the many and complex ways to understand the world around us. By these means, students develop skills that help them make informed decisions in a wide range of political, economic, and social contexts, to think critically about the world, to better understand humanity, and to behave in socially responsible ways.

**Communication, 3 to 5/6 credits**

Part A. Literacy Proficiency. 2–3 credits at first-year level dedicated to reading, listening, and discussion, with emphasis on writing. While most incoming freshmen are required to complete course work to fulfill this requirement, students may be exempted from Part A by approved college course work while in high school, AP test scores, or placement testing. Students are expected to satisfy this requirement by the end of their first year.

Part B. Enhancing Literacy Proficiency. 2–3 credits of more advanced course work for students who have completed or been exempted from Part A. Students should consult with the appropriate undergraduate advisor about when this requirement should be completed. Courses that satisfy this requirement are offered in many fields of study; although a wide variety of courses fulfill this requirement, students are encouraged to select a course most in keeping with their interests or other requirements of their intended field(s) of study.

**Ethnic Studies, 3 credits**

All students must take one course of at least 3 credits which is designated as an Ethnic Studies course. The ethnic studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. Many ethnic studies courses also fulfill other breadth and other requirements.

Information about [learning outcomes to be achieved by Ethnic Studies Courses](#) can be found on the General Education website.

**Quantitative Reasoning, 3 to 6 credits**

Part A. Quantitative Reasoning Proficiency. 3 credits of mathematics or formal logic. Students may be exempted from Part A by approved college work while in high school, AP test scores, or placement testing. Some students, however, may need to complete a prerequisite before enrolling in a Quantitative Reasoning Part A course.
Part B. Enhancing Quantitative Reasoning Proficiency. 3 credits of more advanced course work for students who have completed or been exempted from Part A. Courses that satisfy this requirement are offered in a variety of fields of study. Students are encouraged to select a course in keeping with their interests or other requirements of their intended field(s) of study.

Identifying Courses that Meet General Education Requirements

The university offers hundreds of courses that meet the requirements described above. Students should consider their own interests and check with their advisor when deciding which courses to complete. Please note that many undergraduate programs of study have breadth requirements that go beyond these basic university-wide requirements.

The following symbols are used in the UW–Madison course listings to indicate how courses count toward satisfying the communication, quantitative reasoning, and ethnic studies portions of the General Education Requirements.

- a—Communication Part A
- b—Communication Part B
- q—Quantitative Reasoning Part A
- r—Quantitative Reasoning Part B
- e—Ethnic Studies

Note: Some Communication Part B courses carry Communication B credit only at the lecture or section level and/or only in certain semesters; these courses may instead be footnoted in the Course Guide.

A wide array of indicators are used to designate the type of breadth courses carry. Please refer to this website for more information. General Education and breadth indicators appear in the UW–Madison course listings. Students should also be aware that each school and college may, at its own discretion, designate additional courses that satisfy these requirements. For this reason, students should consult their advisors to obtain information about how these requirements are implemented in the school or college in which they are enrolled.

Policies Related to the General Education Requirements

Exceptions: All students are required to meet the fundamental degree requirements of the university, which include a general education component. The university has determined that waivers to the communication and quantitative reasoning portions of the general education component would fundamentally alter the nature of the University of Wisconsin–Madison degree. (Students should not expect to obtain disability-based waivers to the communication and quantitative reasoning portions of the General Education Requirements.)

Pass/Fail: Effective fall 2012, all courses taken to meet the University General Education Requirements must be taken on a graded basis. These grades are included in students’ GPA calculations according to school/college GPA rules.
University General Education Committee 2013-2014

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**QRA**

Seven QRA courses have been offered in the past 5 years:
- Math 112
- Math 114
- Math 130
- Math 141
- Math 171
- Phil 210
- Comp Sci 202

* **FALL QRA.** A range of 31 to 38 sections were offered in a given semester, with total enrollments ranging from 1350-1800. The highest enrollment period was Fall 2012, with 38 sections and 1800 enrollments.

* **SPRING QRA.** A range of 11 to 23 sections were offered, with total enrollments ranging from 575-700. The highest enrollment period was Spring 2010, with 38 sections and 1800 enrollments.
QR-B

Fifty-four QRB courses have been offered in the past 5 years.

* FALL QRB. A range of 85 to 98 sections were offered in a given semester, with total enrollments ranging from 8,089 to 11,085. Enrollments are steadily and substantially increasing, which reflects overall increasing enrollments we see in many of these subject listings. (Math, Economics Statistics, Computer Sci, Chemistry, and Physics)

* SPRING QRB. A range of 84 to 97 sections were offered, with total enrollments ranging from 7,666 to 8890. Spring enrollments are also increasing, though not at the same pace as Fall enrollments.
COMM - A

Six Comm A courses have been offered in the past 5 years:
LSC COM 100
COM ARTS 100
COM ARTS 181
EPD 155
ENGL 100
ENGL 118

* FALL Comm A. A range of 135 to 150 sections were offered in a given semester, with total enrollments ranging from 2,083 to 2291. Typically, close to 135 sections are offered every semester, in Fall 2013 more sections were added to LSC Com and ENGL 118 for a total of 150.

* SPRING Comm A. A range of 93 to 107 sections were offered, with total enrollments ranging from 1,385 to 1,682. LSC Comm 100 was not offered in spring for past three years. Enrollment in ENG 119 is increasing.
Comm B

Sixty-eight QRB courses have been offered in the past 5 years. Seven new courses were introduced in the last 2 years, including The Historian’s Craft and Videogames & Learning.

* FALL Comm B. A range of 91 to 99 sections were offered in a given semester, with total enrollments ranging from 3027 to 3724. Both sections and enrollments are steadily increasing, with the average student per section held fairly constant.

* SPRING Comm B. A range of 100 to 112 sections were offered, with total enrollments ranging from 3,669 to 4172. Spring 2013 had the highest enrollments and sections.
Ethnic Studies Requirement

One hundred and three ESR courses have been offered in the past 5 years. New courses are consistently being added.

* FALL ESR. A range of 55 to 69 sections were offered in a given semester, with total enrollments ranging from 3,385 to 4449. Both sections and enrollments, on the whole, are rising.

* SPRING ESR. A range of 63 to 76 sections were offered in a given semester, with total enrollments ranging from 4,276 to 4657. Sections have been increasing, but there doesn't seem to be a pattern in enrollments for spring ESR.