

General Education Review Committee Agenda

March 9, 2007

ADM 201

12:45 p.m. – 1:45 p.m.

I. Roll

- () Doug Parry CAS Oral Communication
- () Ben Curtis Mat-Su/**UAB** Natural Sciences
- () Caedmon Liburd **UAB**
- () Patricia Fagan CAS Humanities
- () Dan Schwartz COE
- () Jack Pauli CBPP/**UAB**
- () Jeane Breinig CAS Written Communication
- () Len Smiley CAS/**UAB** Quantitative Skills
- () Robin Wahto CTC
- () Walter Olivares CAS Fine Arts
- () Tom Miller OAA Guest
- () Vacant CHSW
- () Grant Baker SOENGR/ **UAB**
- () Vacant Student

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for February 23, 2007 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

VI. Old Business

VII. New Business

 A. Assumptions sent to OPRA for projections (pg. 4-7)

 B. Tier 1 & Tier 3 memo (pg. 8-9)

VIII. Informational Items and Adjournment

General Education Review Committee Summary

February 23, 2007

ADM 201

12:45 p.m. – 1:45 p.m.

I. Roll

() Doug Parry	CAS	Oral Communication
(x) Ben Curtis	Mat-Su/ UAB	Natural Sciences
(x) Caedmon Liburd	UAB	
(x) Patricia Fagan	CAS	Humanities
() Dan Schwartz	COE	
() Jack Pauli	CBPP/ UAB	
(x) Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS/ UAB	Quantitative Skills
(x) Robin Wahto	CTC	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Vacant	CHSW	
() Grant Baker	SOENGR/ UAB	
() Vacant	Student	

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for February 16, 2007 (pg. 2)
Under VII A Len made suggestion for Capstone kit
Document that is more proactive and easier for faculty to use
Approved

IV. Chair's Report
Ben Curtis- Gary Rice is on agenda

V. Course Action Requests
None

VI. Old Business

VII. New Business

A. GER Topic Paper- questions/discussion with Gary Rice (pg. 3-12)

2 Issues

Will we have enough Tier 1 sections?

Will we have enough Capstone sections?

Suggestion- focus on benefit to students

Try to find data that determines if what has been done over last 10 years with 12 before 60 improve student improvement. Should we have longitudinal study that answers that question?

Written	Fall 105	Spring 102	Repeaters 10
Oral	Fall 46	Spring 49	Repeaters 1
Quantitative	Fall 55	Spring 54	Repeaters 10

	Success grades	Attrition
Written	78%	20% (English 23%)
Oral	85%	13%
Quantitative	65%	33%

Gary Rice suggested that in order to project future assumption you have to make sure there is a margin of error in assuming things will run the same
Requests that GERC be involved in the process to answer the "what if" questions
Need to gather data in past cycle that benefits of students and cohesiveness of institution
Has make up of population changed in the last few years?
Have the capability to pull out category (age) and see if the general age gone up or down

If all students move courses into first two years would you have to double to accommodate?
Can double courses offered or raise caps to twice amount
Raising caps means lowering standards

Interested in one or two options:
Decision that 12 before 60 can not be enforced
Or providing possibilities and resources for students to take GER's

Do we have enough resources to implement this?

Suggestion to amend Faculty Senate motion to say once a student takes 60 credits if they have a deficiency they have to sign up for a course that will give them progress toward getting that or they will not be able to sign up for other courses.
Need justification to ask for reason to amend policy

OPRA's role- logistics questions or looking forward to future projections?

Ben Curtis- Useful to have logistical information, but in order to changing policy would need future projections as justification

Capstone-
Will there be a capstone section shortage? Do we need to get more online?
Look at numbers now and try to project whether or not there would be a shortage
Memo to provost that we need stipend to have more capstone courses

Faculty has established issue
Faculty Senate has approved
Need to ask administration and deans what they are doing to ensure successful implementation. They need to look at this issue to make sure that students will not have any problems.

VIII. Informational Items and Adjournment

Meeting Adjourned

Gary,

As we discussed Friday, the GERC would like an approximation of the number of additional students and resulting sections at their current size that would be required if 12 credits of Tier 1 before 60 credits is implemented.

Mary Howard informed UAB on Friday that an upgrade to Banner will be in use by Fall 2008 that would allow enforcement of 12 credits before 60, and therefore, the projections will start with Freshman entering in Fall of AY 08-09 completing their 12 credits of Tier 1 in the first two years rather than spread out over five years.

Assumption #1: Start with 05-06 Tier 1 enrollment for projection, and do not include enrollment growth. For 05-06 use Oral Comm. enroll = 2500 section size 20.7, Quant. Skills 3000 enroll section size 24.6, and Written Comm. 4800 enroll section size 18.9.

UAA 05-06	
Oral Comm enroll = 2483 x 20.7 section size = 2422	Sections Fall+Spring+Summer = 46+ 49+ 22 sections 5% of repeaters, 85% success grades, 13% attrition
Quant. Skills enroll = 3006 24.6 section size = 3026	Sections Fall+Spring+Summer = 55+54+14 sections x 52% of repeaters, 65% success grades, 33% attrition
Written Comm= 4773 18.9 section size= 4536	Sections Fall+Spring+Summer= 105+102+33 sections x 43% of repeaters, 78% success grades, 20% attrition

Assumption #2: No change in impact of % repeaters and/or attrition rates. Note: changes in these factors would not significantly impact Oral Comm. but would impact Quant. Skills and Written Comm.

Assumption #3: Oral, Written, and Quantitative Skills can be calculated using the same model. Note: This is a simplifying assumption. For students, compared to Oral Comm., a shift to 12 before 60 is more challenging for Written Comm. as ENGL A111 and then a second ENGL course must be completed, and more challenging for Quantitative as more students require a prior MATH support course to place into a Quantitative skills section.

Assumption #4: Students take the same credit load

Assumption #5: Assume that Freshman in 08 can be represented as 20% of all the 02-06 students who took Tier 1 evenly over 5 years but starting in 08 they complete their Tier 1 in the first two years.

Enrollment(headcount) 02-06

Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).

Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).

Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

Please find attached a calculation I made for Oral Communications. I am not sure that this model is correct, particularly in accounting for the exit of student numbers as new students entered; however, it illustrates the application of Assumptions #1 & #5.

The GERC would also like an estimate of the number of sections of “general purpose” Tier 3 capstone needed to accommodate students graduating in AY 08-09.

You will need a starting number as an estimate of 08-09 graduating students and “2400” has been suggested. For Spring 2007 Mary Howard has 1400 applications for graduation. Tom Miller suggested an additional 1000 for Fall 2006 which would total “2400” for this academic year. I would appreciate it if you could confirm with Mary Howard that “2400” graduates this academic year (06-07) is an appropriate number. As Mary stated that the Spring 07 number was “high” it might be more appropriate to use an average number of graduates from the last few academic years.

Assumption #1: Students with a defined capstone for their major do not need a “general purpose” capstone

“2400” - (students with a capstone course in their major) = “general purpose” capstone students

For students with a capstone course in their major, subtract # of graduating students in each of the following majors/programs/certificates (from 06-07 Graduation applications, or as a % of the total graduates from the last few academic years):

**BA Art, BFA Art
BA BS Anthropology
BA BS Biological Sciences
Certificate in Civic Engagement
BA BS Computer Science
BA Economics
BA Elementary Education
BS Geological Sciences
BA History
University Honors Program
BA BS Mathematics
BS Medical Technology
BS Natural Sciences
BS Nursing Science
BS Physical Education
BA BS Psychology
BA BS Sociology
BS Technology
BBA degree Economics, Finance, Management, Logistics, Marketing,
Management Information Systems
BSW Bachelor of Social Work**

Assumption #2: Average Capstone section size will be ~25, and “50%” of students will take their capstone course in their senior year.

Section size based on GER Topic Paper Table III-4

2400- (students with a capstone course in their major) = “general purpose” capstone students/ 25 = “general purpose” capstone sections needed if all students take this course their senior year.

This number should be reduced to the % of students that take their capstone in the senior year in 08-09. (Note: Most students will take their capstone in junior or senior year, all current “general purpose” capstones require junior standing. You can choose whatever you believe is an appropriate %)

If you have any questions or need clarifications of the above assumptions, please contact me.

Ben

B. Curtis: Example of application of Assumptions #1 & #5 for Tier 1 projection

Oral Communications courses 2500 students enrolled 05-06

year	1 st	2 nd	3 rd	4 th	5 th	
	500	500	500	500	500	= 2500 Oral Communications
08-09	20%	20%	20%	20%	20%	
	100					
	50%					
	+150					= 150 seats/20.7 ≈ 7 sections

	500	500	500	500	500	
09-10	20%	20%	20%	20%	20%	
	100	100				
	50%	50%				
	+150	+150				= 300 seats/20.7 ≈ 14 sections

	500	500	500	500	500	
10-11	20%	20%		20%	20%	
	100	100				
	50%	50%	0%			
	+150	+150	-150			=150 seats/20.7 ≈ 7 sections

	500	500	500	500	500	
11-12	20%	20%			20%	
	100	100				
	50%	50%	0%	0%		
	+150	+150	-150	-150		

	500	500	500	500	500	
12-13	20%	20%				
	100	100				
	50%	50%	0%	0%	0%	
	+150	+150	-150	-150		

DRAFT for GERC Discussion ONLY

To: Provost & Assistant Provost for Academic Affairs

From: Ben Curtis, Chair GERC & Caedmon Liburd, Chair UAB

Subject: OPRA GER Topic Paper and Tier 1-Tier 3 Sections

As requested, the GERC reviewed OPRA's GER Topic Paper, and after examination and discussion of the data, identified two areas of concern in regards to students completing their GER Tier 1 and Tier 3 courses in a timely manner in AY 08-09 and beyond. The GERC requested that OPRA develop an approximation of any needed additional Tier 1 and Tier 3 sections based on projected demand and current average section sizes. While these approximations have a substantial margin of error, they provided a validation for the GERC's concerns.

In regards to Tier 3, the current UAA catalog states that, "The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs." The GERC requested that OPRA estimate the number of "general purpose" Tier 3 Integrative Capstone sections that would be needed for students without a capstone course in their major for graduation in Fall 08 and Spring 09. There are currently five Tier 3 Capstone courses identified by the GERC as "general purpose" based on their required prerequisites providing access for a variety of students in different majors to the course [CIS A376, HIST A390A, HIST A427, PEP A384, & STAT A308 (science majors)]. Based on the OPRA estimate of a potential need for ____ "general purpose" Tier 3 sections in 08-09, the GERC would like to request a continuation of summer funding from Administration for capstone course development (\$1000/course). Specifically, the GERC requests the availability of funds to allow a RFP to all faculty for distributing funds for summer 2007 development of ____ (10?) "general purpose" capstone courses.

In regards to Tier 1 Basic College-Level Skills, the current UAA catalog states that "Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills before completing 60 total degree applicable credits." The Registrar has informed UAB that an upgrade to Banner will allow an effective enforcement of this policy in Fall 2008. For UAA students from 02-06, the GER Topic Paper reports that "58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned." As the five year enrollment summary below illustrates, enforcement of the 12 credits of Tier 1 before 60 credits in Fall 2008 would require a shift from the 02-06 pattern of students completing Tier 1 requirements spread over 5 years, to completion in the first two years of academic standing.

Enrollment(headcount)

Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).

Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).

Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

Assuming that in Fall 2008 all incoming students are required to complete their 12 credits of Tier 1 before 60 credits, the GERC requested that OPRA approximate the number of additional Tier 1 sections needed to accommodate students in Oral Communications (size 20.7), Quantitative Skills (size 24.6), and Written Communications (size 18.9). As 21% of Tier 1 sections were overloaded in the 02-06 data, the number of additional sections were estimated using the Fall 05 average section sizes indicated above. The results are summarized below.

OPRA Projection of Needed Sections for Implementation of 12 Before 60
08-09 09-10 10-11 11-12

Oral Communications
Quantitative Skills
Written Communications

Oral Communications has informed the GERC that they intent to add eight Tier 1 sections in Fall 07 and eight Tier 1 sections in Spring 08.

The GERC has no specific role in resource allocation and GER course scheduling, but believes that any potential “bottlenecks” in student access to Tier 1 and Tier 3 GER courses is a matter that deserves further consideration within the planning process by the Provost, Deans, and affected Department Chairs.