

Self-Review Report on the General Education Curriculum
Foundations of Society and Culture

Submitted to the Undergraduate Council, Academic Senate
by the General Education Governance Committee
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Preface

Over the last twenty years, all UCLA units responsible for undergraduate education have worked collaboratively to establish a common campus-wide General Education (GE) curriculum and course list based on three foundation areas of knowledge: *Arts and Humanities*, *Society and Culture*, and *Scientific Inquiry*. A General Education Governance Committee was established in 1998-99 to oversee the development of a new GE curriculum and to provide ongoing monitoring, evaluation and improvement of the courses within it. To further maintain and strengthen the quality of UCLA's general education program, the Vice Provost (VP) for Undergraduate Education and the Undergraduate Council (UgC) worked closely with the GE Governance Committee in 2002 to establish a process for the systematic review of the course offerings in each of the new foundation areas of knowledge. As with departments, these GE curricular reviews were slated to take two years to complete and involve a period of self-review, as well as a site visit by campus and extramural scholars.

The following self-review report addresses the *Society and Culture* (SC) General Education Curriculum. The report is divided into five sections that are designed to provide the reader with 1) information about the SC *Ad Hoc* Committee and its charge; 2) the history of UCLA's general education reform effort, and the development of its *Society and Culture* GE foundation area; 3) data on campus-wide SC requirements, course offerings, faculty involvement, and student enrollments; 4) the committee's review of SC curriculum and pedagogy; and 5) recommendations for the further improvement of social and historical analysis GE courses at UCLA.

The Society and Culture *Ad Hoc* Review Committee and Its Charge

Ad Hoc Committee Membership

In Fall 2015, the General Education Governance Committee approved the formation of a Society and Culture *Ad Hoc* Review Committee for the purpose of conducting a self-review of the curriculum of the *Society and Culture* GE foundation area. This committee was jointly appointed by the Chair of the GE Governance Committee, Muriel McClendon, and the Vice Provost for Undergraduate Education, Patricia A. Turner, and its membership was composed of faculty representatives from the social science and natural science divisions of the College of Letters and Science. Professor Tobias ("Toby") Higby of the Department of History served as chair of the *ad hoc* committee. M. Gregory Kendrick, a former member of both the 2002 SC workgroup that reviewed and certified course offerings for the SC curriculum in 2007 and the 2007-2008 self-review of this GE foundation area, provided resource support for Toby and helped prepare the committee's final report. Further support was provided to the *ad hoc* committee by administrative staff from the GE Governance Committee, the Undergraduate Education Initiatives unit, the Registrar's Office, College Academic Counseling, and the Center for Educational Assessment.

The members of the SC *Ad Hoc* Review Committee and their departmental affiliations are listed below:

- Tobias Higby, *Chair* (Department of History)
- M. Gregory Kendrick, *Resource Support* (Freshman Cluster Program/Department of History;
- Victor Bascara (Department of Asian American Studies)
- Jessica Goldberg (Department of History)
- Gaye Theresa Johnson (César E. Chavez Department of Chicana/o Studies)
- Richard Lesure (Department of Anthropology)
- Edward Walker (Department of Sociology)
- Keith Stolzenbach (Department of Civil and Environmental Engineering/Institute of the Environment and Sustainability)

The Ad Hoc Committee Charge

The *ad hoc* committee was charged by the Vice Provost for Undergraduate Education and the General Education Governance Committee to address a wide range of quantitative and qualitative questions and issues relating to the Foundations of Society and Culture GE curriculum (See Appendix A). Among these were the following:

Pedagogical Issues

The mission statement for courses carrying GE credit in the Foundations of Society and Culture area of knowledge is as follows:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed and how new understandings of social phenomena are achieved and evaluated.

Given these aims, the *ad hoc* review committee was asked to review SC courses with the following pedagogical questions in mind:

- Do the current Society and Culture GE courses provide students, particularly those in the Humanities and Natural Sciences, with a satisfactory introduction to:
 - 1) “The ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time;”
 - 2) The methods, or “ways of knowing” historians and social scientists use to study historical questions, social problems, political issues, and economic topics; and
 - 3) How historical and social data are collected and analyzed and “new understandings of social phenomena are achieved and evaluated.”
- Are there other ways of organizing and/or “packaging” these courses so as to insure that their students are able to engage historical and social science issues in some depth?
- Are there important topics in history and the social sciences that are not being addressed by the existing courses in the Society and Culture area, and, if so, how can this situation be rectified by History, the Social Sciences, interdepartmental programs, and those Humanities departments that address matters of concern to historians and social scientists?
- Do our existing Society and Culture GE courses provide UCLA students with adequate opportunities to write and engage in intensive discussions that are capable of conveying to them how historians and social scientists discover, create, and evaluate new knowledge in their areas of research?

Departmental Course Offerings

Another key aim of this foundational area review was to determine if Society and Culture GE courses have been conducted in a manner that is consistent with the course proposals that were submitted and approved by the GE Governance Committee and the UGC in 2002 and thereafter. Specifically, the committee charged with the review of this area needed to determine if the sponsoring departments or programs had:

- Offered their courses on a regular basis and met projected student enrollment targets;
- Introduced the students taking these courses to the ideas, methods and work of departmental faculty and senior graduate students;
- Provided students with syllabi that describe course subject matter and objectives; outline weekly lecture topics, discussion sections, experiential opportunities, and assignments; include a reading list; and provide some description of the course's grading policy; and
- Insured that their courses continue to achieve their designated general education aims.

Student Engagement

The review of the Foundations of Society and Culture was also charged with addressing student engagement in the courses being offered in this area of knowledge. Given the fact that these GE courses are directed at both social science and non-social science students, the committee needed to address the following questions:

- What are the enrollment patterns in the courses that are offered in the Foundations of Society and Culture?
- Are certain classes in Society and Culture over or undersubscribed, and, if so, why is this happening?
- How do non-social science students rate the introduction they are receiving through their SC GE courses to important issues, developments, and methodologies in history and social science?

Historical Background

A Brief History of General Education Reform at UCLA

In 1994, a faculty-student workgroup was organized to examine the General Education curriculum at UCLA. After two years of intensive research and discussion, this group issued a report in June 1997 entitled *General Education at UCLA: A Proposal for Change*. This document called for GE requirements that were “simpler, fewer, more coherent, and clearer in purpose;” a common campus-wide GE curriculum and course list; first year clusters; and a permanent GE oversight authority.

In 1996, Judith L. Smith was appointed Vice Provost (VP) for Undergraduate Education and given authority over general education at UCLA. Vice Provost Smith received permanent money to support curricular initiatives aimed at improving GE from Chancellor Charles E. Young in 1997, and worked with university administrators, Deans, faculty, and Academic Senate committees throughout 1997-98 to draft and implement plans for GE reform. In 1998-99, Vice Provost Smith launched a pilot GE Cluster Program with the aim of developing ten clusters over five years to enroll up to 45% of the incoming freshman class. During the same academic year, UCLA's Undergraduate Council established a GE Governance Committee jointly appointed by the Chair of UGC and the VP for Undergraduate Education.

UCLA's new GE Governance Committee worked with the VP for Undergraduate Education and her staff during the summer and fall of 1998 to develop a proposal for a common campus-wide GE curriculum and course list that would provide lower division students with an ample spectrum of learning in the natural and social sciences, arts, and humanities; introduce them to interdisciplinary approaches to learning; foster responsible citizenship; and strengthen intellectual skills. These deliberations culminated in a formal proposal by the GE Governance Committee in January 2001 to replace the UCLA College's divisional based GE requirements with a 10 course (most with a 5 unit value to reflect the increase in their academic rigor) GE curriculum centered on three foundation areas of knowledge: *Foundations of Arts and Humanities*, *Foundations of Society and Culture*, and *Foundations of Scientific Inquiry*. This GE foundational framework was approved by the College faculty at the end of 2001, and throughout the winter and spring of 2002 three foundation area faculty workgroups evaluated all GE courses, old and new, for certification and inclusion in the new curriculum. This new curriculum was implemented in Fall 2002.

On March 7, 2003, the Undergraduate Council unanimously adopted a proposal by GE Governance for a campus-wide GE framework based on the foundational area of knowledge model with a common GE course list. In 2004, the School of Arts and Architecture and the School of Theater, Film and Television adopted the foundational area framework and course list. The Henry Samueli School of Engineering and Applied Sciences followed suit in the spring of 2005, as did the School of Nursing at the beginning of 2006. As of Fall 2006, all incoming UCLA freshmen satisfy their GE requirements by taking a requisite number of courses across three foundation areas of knowledge.

2002 Review and Certification of GE Courses in the Foundations of Society and Culture

As noted in the foregoing history of GE reform, throughout the winter and spring of 2002, three faculty workgroups (one associated with each of the three foundation areas) evaluated all GE courses. The workgroup charged with the review of courses submitted for general education credit in the Foundations of Society and Culture area was guided in its deliberations by the SC foundation mission statement that outlined the pedagogical purpose and goals of UCLA's social science GE curriculum (See page 2).

The SC workgroup also reviewed proposed SC courses with an eye aimed at determining if their workload merited 4 or 5 units of credit, and if they satisfied one or more principles or aims that the Academic Senate had determined were basic to general education, i.e., familiarizing students with the ways in which social scientists and historians create, discover and evaluate knowledge; teaching them to compare and synthesize different disciplinary perspectives; increasing their ethical awareness and cultural sensitivity; and strengthening basic intellectual skills.

The workgroup affirmed that most of the courses that were submitted for inclusion in the *Society and Culture* area were consistent with the SC mission statement and satisfied many of UCLA's general education goals. There were several issues and questions, however, which arose during the workgroup's deliberations. These were:

- The criteria that courses in other foundation areas of knowledge should satisfy in order to receive GE credit in the Foundations of Society and Culture.
- The need for general education courses that contextualize issues of race, ethnicity, gender, and multicultural interactions worldwide. Specifically, the committee grappled with the question of what a strong GE course dealing with cultural diversity would look like, i.e., what its focus would be and how it would be taught.
- The place of interdisciplinarity in Society and Culture GE courses.

With regard to these issues, the workgroup concluded that:

- For courses to receive GE credit in the Foundations of Society and Culture GE area they need to be focused on 1) a society's historical development and/or its political, social, cultural, and economic arrangements and institutions; and 2) some of the principal theoretical approaches and methods common to the work of scholars in history and the social sciences.
- On the issue of GE courses addressing cultural diversity, the workgroup was unable to resolve what the focus of such courses should be or how they were to be taught. Some members felt that issues of diversity could be adequately addressed within GE courses whose focus was on non-western cultures and societies or how different groups within a society—women, homosexuals, slaves—had been treated in the past. Other members of the group argued for GE diversity courses that were solely about issues of difference within specific social and historical contexts, and that focused student attention on the experiences of groups defined by race, gender, class, language, sexual orientation, ethnicity, and religion.
- The group agreed that there should be SC courses that introduce students to as wide a range of disciplinary perspectives as possible. However, it was also acknowledged that, on the grounds of both academic freedom and the criteria stipulated in the Senate approved description of the

Foundations of Society and Culture, SC courses with a more traditional disciplinary focus have to be accepted for GE credit in this area.

For more information on the work of the 2002 Foundations of Society and Culture Workgroup, go to the following link: <http://www.ugeducation.ucla.edu/uei/docs/ge/rep-sc.htm> .

Periodic Review of the General Education Curriculum

At the recommendation of the Vice Provost, the GE Governance Committee and the UgC agreed that there should be some system of periodic programmatic review of the new GE foundation areas. Consequently, in 2002, the UgC approved a proposal by Vice Provost Smith for an eight-year systematic rotation of reviews for several non-departmental programs that report to her, including General Education. Under this proposal, and according to modifications approved in Spring 2006, Vice Provost Smith’s staff was slated to work with the GE Governance Committee to conduct a self-review of the three foundation areas over a six-year period as follows:

Table 1. Foundation Area Review Schedule – 2005-06 through 2010-11

| Year | Scientific Inquiry | Society and Culture | Arts and Humanities |
|---------|--------------------|---------------------|---------------------|
| 2005-06 | Self-Review | | |
| 2006-07 | UgC Review | | |
| 2007-08 | | Self-Review | |
| 2008-09 | | UgC Review | |
| 2009-10 | | | Self-Review |
| 2010-11 | | | UgC Review |

The self-review for the *Foundations of Society and Culture* was the second internal review of UCLA’s GE curriculum, and it was followed by a full external review administered by the Undergraduate Council in 2008-09 (For further information on this review see Appendix B).

Society and Culture Requirements, Course Offerings, Faculty Engagement, and Student Enrollments

The charge of the *ad hoc* review committee is to provide the Academic Senate with information pertaining to the current state of the *Foundations of Society and Culture* area of UCLA’s GE curriculum. Meeting this charge involves addressing a range of quantitative questions about course offerings, faculty engagement, and student enrollments, and qualitative concerns relating to whether or not current SC courses are providing students with a satisfactory introduction to “the ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time.” Detailed in this section is information pertaining to SC requirements across campus; the number of courses carrying SC GE credit and the departments mounting them; the levels of faculty engagement in these classes; and student enrollments in Society and Culture course offerings. Data for this section were provided by the Undergraduate Education Initiatives unit, the Registrar, the College Academic Counseling Office, and the Center for Educational Assessment.

Requirements for Students in Different Academic Units

All UCLA students are required to take *Foundations of Society and Culture* courses, and they select their courses from the course list approved by the GE Governance Committee in two subfields, Social Analysis and Historical Analysis. The number of required courses, however, is not the same, and Table 2 sets out the requirements of each academic unit with an undergraduate population.

Table 2. Course Requirements for Society and Culture by Academic Unit

| College/School | Subgroups | Requirement | Effective Date |
|---|--|---|----------------|
| UCLA College | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2002 |
| School of the Arts and Architecture | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2004 |
| School of Theater, Film and Television | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2004 |
| Henry Samueli School of Engineering and Applied Science | Social Analysis Historical Analysis | One course from each subgroup. | Fall 2005 |
| School of Nursing | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2006 |

Beyond utilizing a shared course list, GE social science requirements across undergraduate units have a number of other similarities:

- Only students entering UCLA as freshmen must fulfill the GE requirements; transfer students fulfill different requirements set by the statewide Intersegmental General Education Transfer Curriculum (IGETC) requirements.
- AP courses cannot be used as a substitute or “course equivalent” for any GE SC course.
- UCLA students may take a course at a community college during the summer (or when they are not enrolled at UCLA) and the class taken can be used to fulfill UCLA’s GE SC requirements if it has been approved as equivalent to a UCLA social analysis or historical analysis offering.
- Because they are regarded as foundational courses, most GE course offerings are lower division and are intended for students in their freshman and sophomore years.

Curriculum Data: Courses, Faculty, and Student Enrollment

Courses

From Fall 2008 to the end of Spring 2015 (the time span covered by this review), 159 courses were approved as general education courses in the *Foundations of Society and Culture* area for a total of 293 SC classes. These courses are summarized by academic unit in Table 3, and a detailed list of them is provided in Appendix C. The data in Table 3 reveal the following:

- 31 different departments, 7 IDPs (interdepartmental programs), 2 Centers, and 3 lower division programs offer courses approved for GE credit in the *Foundations of Society and Culture*;
- 163 of these courses are approved for historical analysis credit and 130 for social analysis credit; in addition, 70 are approved for *either* historical *or* social science credit, depending on the students’ choice;
- 16 SC courses carry GE seminar and/or Writing II credit: 9 in historical analysis; 7 in social analysis; and 1 is approved as *either* historical *or* social science, depending on the students’ choice.

- 237 SC courses are lecture courses with discussion sections that meet one to two hours each week. 56 SC lecture courses do not have discussion sections assigned to them.
- Both historical and social analysis courses are designed for students planning to major in the arts, humanities, social and natural sciences. 65 SC courses are designated as “preparation” for various majors in history, humanities and the social sciences. 228 SC courses are not listed as “preparation” for a major.

With the exception of Aerospace Studies, Economics, Military Science, and Naval Science, all departments and programs in the Division of Social Sciences offer courses that carry either historical or social analysis GE credit in the *Foundations of Society and Culture*. Departments and programs in the Division of Humanities (Applied Linguistics and TESL, Art History, Asian Languages and Cultures, Classics, Germanic Languages and Cultures, Italian, Musicology, Near Eastern Languages and Cultures, Philosophy, Slavic Languages and Literature, and Spanish and Portuguese), Life Sciences (Molecular, Cell and Development Biology), Physical Sciences (Institute of the Environment and Sustainability, Statistics), and the School of Arts and Architecture (Architecture and Urban Design, Ethnomusicology, World Arts and Cultures), Engineering and Applied Sciences, Education and Information Science (Information Science), Music (Musicology), Public Affairs (Public Policy), and the International Institute (Global Studies) also offer courses carrying GE credit in *Society and Culture*. Finally, a number of Honors Collegium seminars, Civic Engagement courses, and Freshman Clusters carry historical and social analysis GE credit as well.

Table 3. Number of Approved Courses by Program or Department for HA and SA Credit

| | HA only | SA only | Both | Total |
|--|------------|------------|-----------|------------|
| AFRICAN AMERICAN STUDIES | 2 | 0 | 1 | 4 |
| ANTHROPOLOGY | 0 | 2 | 1 | 4 |
| APPLIED LINGUISTICS | 0 | 3 | 0 | 3 |
| ARCHITECTURE AND URBAN DESIGN | 2 | 0 | 0 | 2 |
| ART HISTORY | 3 | 0 | 1 | 5 |
| ASIAN AMERICAN STUDIES | 3 | 2 | 0 | 5 |
| ASIAN LANGUAGES AND CULTURES | 5 | 0 | 0 | 7 |
| CHICANA AND CHICANO STUDIES | 0 | 0 | 1 | 2 |
| CIVIC ENGAGEMENT | 0 | 2 | 0 | 2 |
| CLASSICS | 3 | 1 | 0 | 4 |
| COMMUNICATION STUDIES | 0 | 1 | 3 | 7 |
| DESIGN / MEDIA ARTS | 0 | 1 | 0 | 1 |
| ENGINEERING AND APPLIED SCIENCE | 0 | 1 | 0 | 1 |
| ENVIRONMENT AND SUSTAINABILITY | 0 | 4 | 0 | 4 |
| ETHNOMUSICOLOGY | 0 | 1 | 0 | 1 |
| FRENCH AND FRANCOPHONE STUDIES | 1 | 0 | 0 | 1 |
| GENDER STUDIES | 0 | 2 | 0 | 2 |
| GENERAL EDUCATION CLUSTERS | 6 | 3 | 35 | 79 |
| GEOGRAPHY | 1 | 3 | 0 | 4 |
| GERMANIC LANGUAGES | 5 | 0 | 1 | 7 |
| GERONTOLOGY | 0 | 1 | 0 | 1 |
| GLOBAL STUDIES | 0 | 1 | 0 | 1 |
| HISTORY | 38 | 1 | 3 | 45 |
| HONORS COLLEGIUM | 5 | 1 | 1 | 8 |
| HUMAN GENETICS | 0 | 1 | 0 | 1 |
| INFORMATION STUDIES | 0 | 3 | 0 | 3 |
| INTERNATIONAL AND AREA STUDIES | 0 | 2 | 2 | 6 |
| ITALIAN | 2 | 0 | 0 | 2 |
| LABOR AND WORKPLACE STUDIES | 0 | 0 | 3 | 6 |
| LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES | 1 | 2 | 0 | 3 |
| MOLECULAR, CELL, AND DEVELOPMENTAL BIOLOGY | 0 | 1 | 0 | 1 |
| MUSICOLOGY | 1 | 0 | 1 | 3 |
| NEAR EASTERN LANGUAGES AND CULTURES | 6 | 0 | 2 | 10 |
| PHILOSOPHY | 0 | 1 | 0 | 1 |
| POLITICAL SCIENCE | 0 | 6 | 0 | 6 |
| PUBLIC POLICY | 0 | 1 | 0 | 1 |
| RELIGION, STUDY OF | 4 | 1 | 2 | 9 |
| SCANDINAVIAN SECTION | 0 | 0 | 1 | 2 |
| SLAVIC, EAST EUROPEAN, AND EURASIAN LANGUAGES AND CULTURES | 2 | 1 | 1 | 5 |
| SOCIAL WELFARE | 0 | 1 | 0 | 1 |
| SOCIETY AND GENETICS | 0 | 2 | 6 | 14 |
| SOCIOLOGY | 0 | 3 | 5 | 13 |
| SPANISH AND PORTUGUESE | 2 | 0 | 0 | 2 |
| STATISTICS | 0 | 1 | 0 | 1 |
| WORLD ARTS AND CULTURES/DANCE | 0 | 3 | 0 | 3 |
| Total | 163 | 130 | 70 | 293 |

Course Offerings and Their Instructors

During the academic year, *Foundations of Society and Culture* courses are taught by either tenure-track faculty or by lecturers and teaching fellows. As Tables 4 and 5 demonstrate, of the 293 SC courses offered from 2001-02 to 2014-15, 78.3% of them have been taught by ladder faculty (278) and 21.7% were lecturers, adjuncts, or teaching fellows (77). Summer session SC GE offerings are also included in these numbers. (For additional information on faculty engagement in SC courses, see Appendix D).

Table 4. Use of Ladder vs. Non-Ladder Faculty by AY

| | Ladder | Non-Ladder | Total |
|--------------|------------|------------|------------|
| 2001-2002 | 1 | 0 | 1 |
| 2002-2003 | 36 | 10 | 46 |
| 2003-2004 | 58 | 13 | 71 |
| 2004-2005 | 3 | 0 | 3 |
| 2005-2006 | 0 | 0 | 0 |
| 2006-2007 | 12 | 6 | 18 |
| 2007-2008 | 4 | 1 | 5 |
| 2008-2009 | 5 | 1 | 6 |
| 2009-2010 | 12 | 2 | 14 |
| 2010-2011 | 106 | 27 | 133 |
| 2011-2012 | 7 | 1 | 8 |
| 2012-2013 | 27 | 9 | 36 |
| 2013-2014 | 6 | 2 | 8 |
| 2014-2015 | 37 | 13 | 50 |
| 2015-2016 | 4 | 3 | 7 |
| Total | 318 | 88 | 406 |

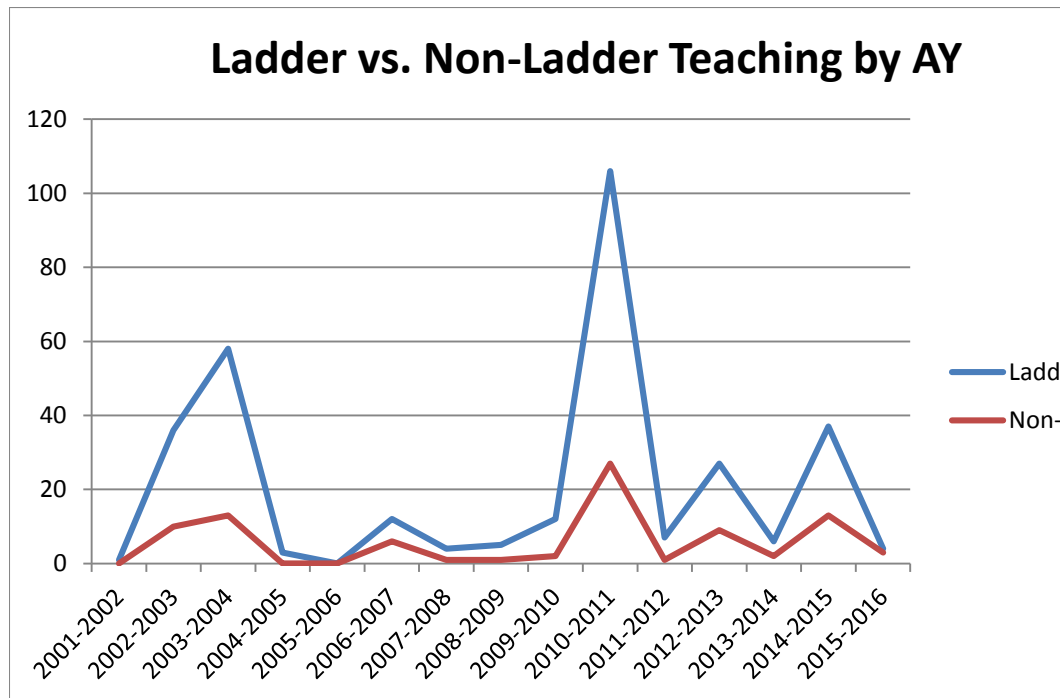


Table 5. Ladder vs. Non-Ladder by Instructor Home Department

| | Y | N | Total |
|--|------------|-----------|------------|
| Architecture & Urban Planning | 0 | 1 | 1 |
| Civil & Environmental Engineering | 1 | 0 | 1 |
| Law | 3 | 0 | 3 |
| Information Studies | 2 | 0 | 2 |
| Social Welfare | 2 | 0 | 2 |
| Dean, School of the Arts | 1 | 0 | 1 |
| Design Media Arts | 1 | 0 | 1 |
| World Arts & Cultures | 2 | 2 | 4 |
| Ethnomusicology | 2 | 0 | 2 |
| Music | 2 | 0 | 2 |
| Honors Programs | 0 | 2 | 2 |
| Educational Initiatives | 0 | 12 | 12 |
| Classics | 6 | 1 | 7 |
| Art History | 4 | 0 | 4 |
| Musicology | 13 | 0 | 13 |
| English | 20 | 26 | 46 |
| French & Francophone Studies | 2 | 0 | 2 |
| Germanic Languages | 3 | 0 | 3 |
| Italian | 1 | 0 | 1 |
| Linguistics | 8 | 1 | 9 |
| Near Eastern Languages & Cultures | 3 | 2 | 5 |
| Asian Languages & Cultures | 6 | 0 | 6 |
| Philosophy | 2 | 0 | 2 |
| Scandinavian Section | 0 | 1 | 1 |
| Slavic Languages & Literatures | 3 | 1 | 4 |
| Spanish & Portuguese | 1 | 1 | 2 |
| Speech & Communication Studies | 3 | 2 | 5 |
| Comparative Literature | 1 | 0 | 1 |
| Study of Religion | 0 | 1 | 1 |
| Ecology & Evolutionary Biology | 0 | 1 | 1 |
| Physiological Science | 12 | 0 | 12 |
| Molecular, Cell, & Developmental Biology | 0 | 1 | 1 |
| Psychology | 2 | 0 | 2 |
| Women's Studies | 3 | 0 | 3 |
| Chemistry & Biochemistry | 0 | 1 | 1 |
| Statistics | 0 | 2 | 2 |
| Anthropology | 4 | 0 | 4 |
| Economics | 2 | 0 | 2 |
| Geography | 8 | 0 | 8 |
| History | 75 | 6 | 81 |
| Public Policy | 3 | 0 | 3 |
| Urban Planning | 0 | 2 | 2 |
| Political Science | 23 | 0 | 23 |
| Sociology | 27 | 3 | 30 |
| Interdepartmental Degree Programs | 0 | 1 | 1 |
| Asian American Department | 14 | 0 | 14 |
| Chicana/o Studies | 1 | 0 | 1 |
| Neurobiology | 1 | 0 | 1 |
| Human Genetics | 3 | 0 | 3 |
| Family Medicine | 7 | 1 | 8 |
| Psychiatry & Biobehavioral Sciences | 0 | 3 | 3 |
| Academic Technology Services | 0 | 1 | 1 |
| Center for Society & Genetics | 1 | 2 | 3 |
| Total | 278 | 77 | 355 |

Student Enrollment

Table 6 reveals that the average yearly enrollment in SC courses from 2001-02 to the present has been 20,151 students. In the seven years since the completion of the 2008 Society and Culture review, that average has increased to 22,194. This increase reflects the fact that SC courses are serving an undergraduate population that has been steadily expanding since 2006-07 (and that is slated to grow even further over the next 2 years). Perhaps what is most striking is the rapidly growing numbers of BS students taking these courses, a shift that reflects the overall decline in the numbers of students seeking a BA at UCLA since 2006-07. The numbers below also point to an increase in SA course enrollments over those carrying HA credit, a development that may indicate more students are opting to take a second SA course to complete their three course requirements in this part of the GE curriculum.

Table 6. Enrollment Summary, 2001-2015

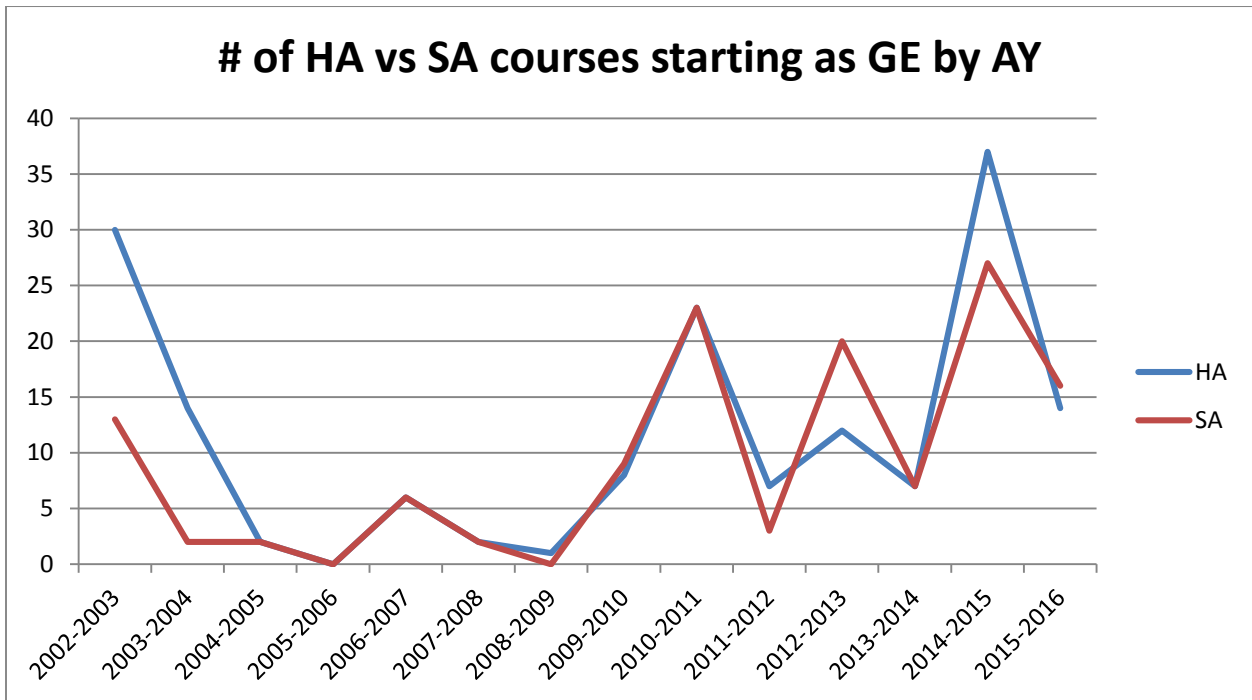
| | Total S&C Enrollment by Academic Year | % AB | % BS | % NDO | % in HA | % in SA | % in BOTH |
|--|--|-------------|-------------|--------------|----------------|----------------|------------------|
| 2001-2002 | 15,447 | 75.2% | 21.5% | 3.3% | 45.2% | 44.9% | 9.9% |
| 2002-2003 | 16,224 | 75.6% | 21.2% | 3.2% | 41.9% | 42.7% | 15.4% |
| 2003-2004 | 17,308 | 73.6% | 23.4% | 2.9% | 40.7% | 45.3% | 14.0% |
| 2004-2005 | 18,012 | 74.5% | 22.9% | 2.6% | 40.8% | 44.5% | 14.7% |
| 2005-2006 | 17,498 | 73.2% | 24.3% | 2.5% | 40.7% | 44.7% | 14.6% |
| 2006-2007 | 21,142 | 71.3% | 25.5% | 3.0% | 37.8% | 48.1% | 14.1% |
| 2007-2008 | 21,132 | 64.4% | 33.2% | 2.4% | 38.9% | 46.7% | 14.4% |
| 2008-2009 | 22,830 | 59.6% | 38.1% | 2.3% | 36.0% | 45.2% | 18.9% |
| 2009-2010 | 22,696 | 57.3% | 39.9% | 2.7% | 32.4% | 51.2% | 16.3% |
| 2010-2011 | 22,574 | 55.3% | 41.5% | 3.1% | 31.1% | 54.6% | 14.4% |
| 2011-2012 | 23,537 | 54.9% | 42.3% | 2.7% | 31.4% | 53.2% | 15.4% |
| 2012-2013 | 21,871 | 54.3% | 42.7% | 2.9% | 31.1% | 56.0% | 12.9% |
| 2013-2014 | 21,070 | 53.3% | 43.5% | 3.2% | 31.0% | 56.8% | 12.2% |
| 2014-2015 | 20,779 | 52.5% | 44.6% | 2.9% | 32.0% | 54.0% | 14.0% |
| <i>Note 1: UIDs may be accounted more than once per AY</i> | | | | | | | |
| <i>Note 2: AY = fall, winter, spring, summer</i> | | | | | | | |

Discussions with representatives from both the Registrar’s Office and College Counseling revealed that students do not appear to be experiencing any difficulty in finding and enrolling in courses satisfying their SC GE requirements. As the table and graph on the following page demonstrate, this is likely due to the fact that increased enrollments at UCLA have been accompanied by an uptick in the numbers of courses submitted and approved for either historical and/or social analysis credit since 2008-09.

Finally, though a majority of students complete their required SC GE course work during their freshman and sophomore years, many continue to take these courses during their junior and senior years. This tendency is especially pronounced during the summer, when SC class offerings are subscribed to more heavily by upper division than lower division UCLA students.

Table 7. HA SA courses starting as GE by term (by AY)

| | # of courses | % |
|--------------|--------------|-------------|
| 2002-2003 | 43 | 14.7% |
| 2003-2004 | 16 | 5.5% |
| 2004-2005 | 4 | 1.4% |
| 2005-2006 | 0 | 0.0% |
| 2006-2007 | 12 | 4.1% |
| 2007-2008 | 4 | 1.4% |
| 2008-2009 | 1 | 0.3% |
| 2009-2010 | 17 | 5.8% |
| 2010-2011 | 46 | 15.7% |
| 2011-2012 | 10 | 3.4% |
| 2012-2013 | 32 | 10.9% |
| 2013-2014 | 14 | 4.8% |
| 2014-2015 | 64 | 21.8% |
| 2015-2016 | 30 | 10.2% |
| Total | 293 | 100% |



To determine the courses that students took most frequently to satisfy their SC requirements, we looked at those that had enrollments greater than 1000 over the seven years covered by this review (2008-2015). Table 8 lists the 41 SC courses that met this criterion.

Table 8. Courses w/>1000 Total Combined Enrollment, 2008-2015

| Course | Foundational Credit | Average Enrollment |
|-------------|---------------------|--------------------|
| ANTHRO 8 | HA/SA | 253 |
| ANTHRO 9 | SA | 285 |
| ANTHRO 33 | SA | 291 |
| ART HIS 50 | HA | 245 |
| ART HIS 55A | HA/SA | 229 |
| ASIA AM 10 | HA | 182 |
| ASIA AM 20 | SA | 194 |
| CHICANO 10B | HA/SA | 264 |
| CLASSIC 10 | HA | 257 |
| CLASSIC 20 | HA | 278 |
| CLASSIC 30 | SA | 288 |
| COMM ST 10 | SA | 228 |
| GE CLST 20 | HA/SA | 206 |
| GE CLST 21 | HA/SA | 187 |
| GE CLST 30 | SA | 177 |
| GE CLST 60 | SA | 212 |
| GE CLST 66 | HA/SA | 187 |
| GE CLST 72 | SA | 172 |
| GE CLST 80 | SA | 140 |
| GE CLST M1 | SA | 149 |
| GE CLST M24 | SA | 155 |
| GEOG 3 | SA | 172 |
| GEOG 4 | HA | 204 |
| GEOG 7 | SA | 175 |
| GLBL ST 1 | SA | 262 |
| HIST 13A | HA | 203 |
| HIST 13B | HA | 193 |
| HIST 13C | HA | 206 |
| HIST 1A | HA | 227 |
| HIST 1B | HA | 246 |
| HIST 1C | HA | 237 |
| HIST 20 | HA | 290 |
| HIST 22 | HA | 252 |
| HIST 2C | HA | 444 |
| HIST 8A | HA | 253 |
| PHILOS 6 | SA | 285 |
| POL SCI 10 | SA | 292 |
| POL SCI 20 | SA | 239 |
| POL SCI 40 | SA | 318 |
| POL SCI 50 | SA | 185 |
| SOCIOL 1 | SA | 285 |

Of these 41 courses, Table 9 lists the ten most heavily subscribed SC courses over the last 7 years:

Table 9. Ten Highest Enrollment Courses

| Course | Foundation Credit | Average Enrollment | 8 Year Enrollment |
|----------------------|-------------------|--------------------|-------------------|
| History 2 | HA | 444 | 9,324 |
| Political Science 40 | SA | 318 | 6,678 |
| Political Science 10 | SA | 292 | 6132 |
| Anthropology 33 | SA | 291 | 6,111 |
| History 20 | HA | 290 | 6090 |
| Classics 30 | SA | 288 | 6048 |
| Anthropology 9 | SA | 285 | 5985 |
| Philosophy 6 | SA | 285 | 5985 |
| Sociology 1 | SA | 285 | 5985 |
| Classics 20 | HA | 278 | 5830 |

It should be noted here that a considerable number of freshmen in the Social Sciences, Humanities, and Natural Sciences satisfy their SC GE requirements through cluster courses. With only one exception (*Evolution of the Cosmos and Life*) all of the clusters afford their students the opportunity to complete one or more of their SC requirements. Taken together, the clusters provided SC general education credit for nearly 57,246 first year students over the past seven years.

Society and Culture Curricular Review

Curricular Review Process

Following its review of *Society and Culture* course requirements, offerings, faculty engagement, and student enrollments, the *ad hoc* committee addressed the issue of whether or not courses in this foundation area were:

- Meeting the pedagogical aims outlined in the mission statement for courses carrying SC GE credit; and
- Advancing at least two of UCLA’s GE principles, or educational aims, i.e., general knowledge, integrative learning, ethical awareness, diversity, and intellectual skills development.

Whereas in the past, GE *ad hoc* review committees have conducted syllabi reviews for all courses carrying GE credit in the different foundation areas, the SC committee opted not to do this in its self-review of the Society and Culture curriculum. This decision was based on the fact that, in accordance with past Senate recommendations, UCLA’s General Education Governance Committee (GEGC) has created an electronic archive with all of the syllabi for both current and past iterations of courses carrying GE credit. The GEGC has also established a process whereby a random sample of 10% of each foundation’s area’s course syllabi are reviewed yearly by the committee’s foundation area workgroups to ensure they meet their pedagogical aims, and advance the university’s established general education principles. The last two years, the GEGC’s SC foundation area workgroup has completed this review process and reported that the classes they examined were well organized, pedagogically sound, and meeting both SC mission statement aims and university expectations.

In place of a course syllabi review, the committee decided to work closely with Marc Levis, Director of the Center for Educational Assessment, and John Toledo, Senior Administrative Analyst in the Office of Instructional Development’s evaluation section, to devise a range of quantitative and qualitative

assessment tools, which could be used to gauge the experience of students, faculty, and graduate student instructors (GSIs) in courses carrying SC credit at UCLA. These included the following:

- Development and implementation of a brief undergraduate survey aimed at gauging whether or not students believe these classes are meeting their educational aims.
- A student “fish bowl” focus group that allowed *ad hoc* committee members to gather qualitative data regarding student experiences within the courses that carry SC GE credit.
- Interviews with the instructors of three large enrollment SC courses—one offering Historical Analysis (HA) credit, one Social Analysis (SA) credit, and one offering either HA and/or SA credit—for the purpose of getting some sense of the actual teaching experience in SC GE classes with over a 1000 students from 2008 to 2015 (the period covered by this review).

Student Survey

Process

Both the General Education Governance Committee and the Undergraduate Council asked the *ad hoc* SC committee to consider ways of soliciting information about the student experience in Society and Culture GE courses. At its February 29, 2016 meeting, the committee charged its Chair, Toby Higbie and resource person, Greg Kendrick, to work with Marc Levis and John Toledo from the Office of Instructional Development’s evaluation section to craft a brief survey to be sent out to all currently enrolled UCLA students who have completed a SC and HA GE course. A draft of this survey was completed, circulated, and approved by the *ad hoc* committee before the end of the Winter Quarter.

The survey consisted of 33 questions that focused on the following areas:

- The degree to which SC GE courses were meeting SC GE guidelines
- Course availability
- Course quality
- Instructor engagement
- Acquisition of intellectual skills
- Student demographic information

Specifically, this survey asked students to respond to the following queries:

1. Pedagogical Aims and Alignment to Society and Culture GE Guidelines

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. SC GE course(s) addressed questions regarding how societies were governed or organized.
- b. SC GE courses(s) discussed the different social, political, cultural, or economic arrangements in societies.
- c. The reading assignments familiarized me with methods that scholars use in the social sciences.
- d. SC GE course(s) made substantial use of primary texts in the study of a given period, society, or civilization.
- e. SC GE course(s) deployed cultural, political, or economic theories.
- f. Writing assignments required analysis and evaluation of both primary evidence and scholarship in history or the social sciences.
- g. I understood the purpose of having a Society and Culture general education requirement.

2. Course Availability and Enrollment

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. I often needed to waitlist to get into the SC GE course(s) that I needed.
- b. I had difficulty finding a SC GE course(s) that fit my schedule.
- c. The number of students enrolled in my SC GE course(s) was too much.
- d. There were too many students in my discussion section(s).

3. Course Quality

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. My instructor(s) taught the SC GE course(s) well.
- b. My TA(s) was/were very knowledgeable about the course topic(s).
- c. I was highly engaged during class activities or discussion.
- d. There is nothing that I would change about the SC GE course(s) that I took.
- e. I did well in my SC GE course(s).
- f. I was satisfied with the overall quality of the SC GE course(s) I took.

4. Instructor Engagement

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. It was easy to approach my instructor(s).
- b. It was easy to approach my TA(s).
- c. I went to my instructor's office hours.
- d. I went to my TA's office hours.

5. Skills Gained

Indicate your level of agreement with each of the following statements: [Response options: Strongly disagree; disagree; slightly disagree; strongly agree; agree; and slightly agree]

- a. The SC GE course(s) strengthened my critical thinking skills.
- b. The SC GE course(s) strengthened my writing skills.
- c. The SC GE course(s) strengthened my oral communication skills.
- d. The SC GE course(s) strengthened my problem-solving skills.
- e. The SC GE course(s) expanded my knowledge of different societies and cultures.

With the help of UCLA's Undergraduate Education Information Technology office and the use of MyUCLA's notices feature, this survey was sent to all currently enrolled UCLA undergraduates who have ever taken a course that carries SC GE credit. Approximately, 19,700 students were sent notices to participate in the online survey that ran from March 29th until April 8th. As an incentive for completing the online survey, potential subjects were offered the opportunity to be entered in a drawing for a \$100 UCLA Store gift certificate. During the time in which the survey ran, 1,849 (9.39%) responded.

Findings

The majority of those who responded to the survey were 19 years old and were either first or second year students. Most of these respondents agreed that their SC GE courses did successfully introduce them to the concerns and methods of the social sciences, and also made them appreciate the purpose of having this curricular requirement. A majority also indicated that they had no difficulty finding courses to satisfy this part of the GE curriculum, and that the classes in which they enrolled were well taught. Most respondents also found their instructors—both faculty and graduate student instructors—to be highly engaged in their teaching and accessible to their students. Regarding the skills acquired in these classes, a majority agreed

that they felt their SC GE experiences strengthened their critical thinking, writing, and oral communication abilities, and also made them more aware of different societies and cultures.

There were also three open-ended questions on the student online survey asking students to identify both their favorite and least favorite elements in their SC GE courses, as well as any changes they would make to the classes they took to satisfy their requirements in this foundation area. On the positive side, respondents spoke favorably of the course content and format of their SC courses. They mentioned that the material they engaged in their classes was relevant to their lives, expanded their knowledge of the world and other disciplines, and made them better critical thinkers. Respondents also complimented their instructors and TAs, describing them as passionate, helpful, knowledgeable, engaging, personable, caring, skilled, and approachable.

On the less favorable side, many respondents complained about workload issues—too much reading, writing assignments with inadequate prompts—and unfair grading. A number of students also indicated that both large lecture classes and discussion sections made it difficult to interact with both their instructors (faculty and TAs alike) and other students. Among the changes these respondents called for in SC GE courses were, predictably, less reading, fairer grading, shorter lecture times, smaller sections, and course content focused less on covering ground and more on specific topics that can be addressed in-depth in lectures and discussion sections. It should be noted here that a significant number of students who did the survey also indicated that they would not change anything about the SC GE course they took, and that they had an overall enjoyable experience in these classes. (For more in-depth information on the student survey and its findings, see Appendix E).

Student Fish Bowl Focus Group

Process

A “fish bowl” focus group is a round table conversation with a moderator that is also open to an outside audience. After the initial discussion, these audience members can pose additional questions to group participants. The *ad hoc* committee collaborated with UCLA’s Center for Educational Assessment (CEA) to put together one of these fish bowl groups on April 13, 2016, in order to gather more qualitative data regarding student experiences in SC GE courses.

The participants included twelve students recruited by CEA from among those who completed the abovementioned student survey. With one exception, all of these individuals were women. They ranged in age from 12 to 26. There were four freshmen, three sophomores, two juniors, two seniors, and one person who was a returning student. Seven of these participants had majors in Humanities, Arts and Architecture, and the Social Sciences. Four had majors in STEM, and one was a Science/Social Science double major. Five faculty members of the *ad hoc* committee comprised the audience and two staff members from the Center for Educational Assessment facilitated the group discussion.

Findings

Overall, the students participating in this focus group found their SC GE experience to have been a positive one. They noted there was a rich array of courses carrying credit in this area, and there was little difficulty finding and enrolling in SC GE offerings. Most of the group’s members stated that they took courses that were of interest to them (with those cross-listed as a major prerequisite being the most popular). They also indicated that these classes did make them aware of unfamiliar societies and cultures, and also familiarized them with the methods used by social scientists and historians to study these communities. Among the skills they acquired in their SC classes was an ability to identify and use primary source materials, do close readings of texts, and conduct academic research.

Group participants also noted that their SC GE courses tended to be large and lengthy, with few opportunities to interact with the faculty lecturers (participants did ultimately interact with UCLA faculty members, but this was usually at the upper division level). Given the size of these classes, students underscored the critical importance of small discussion sections in which they could engage with their TAs in critical conversations about the material covered in lectures and readings. And while the group's discussants acknowledged the rich array of SC GE courses on offer, they would like to see more thematically linked classes comparing and contrasting different societies and historical situations.

Participants recommended that students be given access to current GE course syllabi so as to allow them to make more informed choices regarding the classes they take to satisfy their foundation area requirements. They also emphasized that summer Orientation should provide incoming freshmen with more in-depth information about the university's GE curriculum. Specifically, why the university requires students to take these courses, what they are expected to get out of them, and how these classes can be used to advance their professional and career interests. (For more in-depth information on the student focus group and its findings, see Appendix E).

In-depth Course Reviews

Process

In addition to the student survey and focus group, the committee chose to review three high enrollment SC GE courses in much greater depth by interviewing the faculty members charged with teaching them. These classes were selected as representative of one of three types of SC course:

- A course carrying historical analysis GE credit with discussion sections.
- A course carrying social analysis GE credit with discussion sections.
- A course carrying both historical and social analysis GE credit with discussions sections.

The courses selected for these in-depth reviews were History 13 *History of the U.S. and its Colonial Origins: 19th Century* (Historical Analysis), Sociology 1 *Introduction to Sociology* (Social Analysis), Chicana and Chicano Studies 10B *Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions* (Historical and Social Analysis). All of these courses featured a lecture/discussion section instructional format, enjoyed large student enrollments, and were being offered during Spring Quarter 2016.

The instructors of these three SC GE courses were interviewed by John Toledo, Senior Administrative Analyst in OID Evaluation, on behalf of the *ad hoc* committee. These interviews were thirty to forty-five minutes in length, were conducted via phone or in-person, and addressed the following:

- The overall faculty experience teaching in these high enrollment SC GE courses.
- The interaction between faculty, TAs, and students in these classes.
- Academic skills students acquired while enrolled in their course.
- Suggestions for improving the SC GE curriculum.

Findings

The faculty members charged with teaching these three high enrollment offerings reported an overall positive experience with their classes. They enjoyed working with students, the majority of whom were predominately freshmen that were either undeclared or majoring in the sciences. The faculty viewed this as a wonderful opportunity to familiarize first year students, who they found to be highly motivated and hardworking, with the content, concerns, and methodologies of their respective disciplines. They believe that their students leave their classes with a greater awareness of contemporary issues, an improved ability

to think critically, and a better understanding of what constitutes a primary source and how such material can be read and analyzed. The interviewees also commented on the high quality of the graduate student instructors assigned to their SC GE courses, as well as the critical role these individuals play as supervisors of discussion sections and graders of student assignments.

On the negative side, the three instructors interviewed emphasized that the size of their classes, which ranged from 160 to 420 students, was physically and mentally draining. Not only did these numbers make it impossible for faculty to interact with their students in any meaningful way, but the lengthy meeting times of the lectures (in one case two hours twice a week) made it difficult for students to focus on the material being addressed in class. Large enrollments also made it difficult for the faculty to gauge student learning, or really keep track of what was happening in their TA supervised discussion sections.

As for how the overall SC GE curriculum might be improved, the faculty members teaching these large enrollment courses were unaware that their courses counted for general education credit. They were also unfamiliar with the GE Governance Committee's SC GE guidelines regarding the university's expectations for courses carrying either/or social and historical analysis credit at UCLA. (For more detailed information on the interviews with these faculty members, see Appendix E).

Committee Recommendations

Based on its review of the Society and Culture GE foundation area of knowledge, the *ad hoc* review committee finds that the SC curriculum is largely successful in meeting the aims laid out in its mission statement. The curriculum offers a healthy number of offerings, courses are evenly distributed across the social science and humanities divisions, and students taking these classes are exposed to:

- The history of western and non-western civilizations and cultures;
- The central topics, issues, and concerns of the social sciences; and
- The methodologies used by historians and social scientists to discover, evaluate and disseminate knowledge in their fields of inquiry.

The *ad hoc* committee, however, also found several areas in which there could be improvement in the SC GE foundation area. These are:

1. Course syllabi should clearly indicate that a given class carries SC general education credit and also indicate what this means. This might be achieved by including the mission statement of the Society and Culture GE curriculum prior to describing course content and aims, assignments, grading policy, readings, and weekly topics.
2. SC GE course syllabi, which are currently collected and stored in an electronic archive by the university's General Education Governance Committee, should be made available to registered UCLA students to assist them in making better informed decisions with regard to the courses they select to satisfy their SC requirements. If access to a full syllabus is problematic on the grounds of intellectual property concerns, faculty teaching these courses should be required to provide at least a one page overview of their courses' content, aims, general assignments, and grading policy.
3. Another way to ensure that entering students benefit from the wide array of SC GE courses from which they have to select is to dedicate time during the summer Orientation sessions for a workshop that is specifically concerned with the general education curriculum as a whole. Some questions that might be addressed:
 - Why does the university require students to enroll in a number of courses outside of their field of interest;

- How can students get the most benefit from these requirements both in terms of widening their intellectual horizons and providing them with new perspectives on the world and the research university; and
- Are their ways to navigate this part of the curriculum so as to deepen a student's understanding of a field or topic of interest?

4. The committee was struck by the desire expressed by a great many students in both the survey and fish bowl focus group for more SC GE thematic courses that offer both cross-cultural and multi-disciplinary perspectives on a given theme. Towards this end, we urge social science departments on campus to consider bringing forward more GE offerings that are focused on some "big idea," issue, or concern of timely importance both to students and scholars in different disciplines.

5. While fully aware of the space and time constraints on departmental course scheduling, the committee urges the Social Science division to cap discussion sections in large enrollment SC GE courses to no more than 25 students (preferably 15-20). The committee also recommends that these sections meet for 1.5 to 2 hours a week in order to ensure that GSIs and students are better able to address whatever topics are under consideration in greater depth. Further, in order to ensure that both instructors and students are better able to focus on class lectures, the committee recommends that SC GE classes either meet twice a week for an hour and fifteen minutes, or three times a week for one hour.

6. As stipulated by the Undergraduate Council during the 2002 reform of the GE curriculum, courses carrying general education credit should be taught and/or supervised by ladder faculty. In a case where a SC course is taught by lecturers or post-docs, departments should make sure these individuals know that the course carries general education credit and is expected to achieve certain kinds of educational objectives. It should also be noted here that this information should be communicated to tenured and tenure-track faculty teaching these classes as well.

Appendix A

Society and Culture Ad Hoc Review Committee Charge Letter and
Review Proposal



MEMORANDUM

General Education
A265 Murphy Hall
157101

December 1, 2015

Tobias Higbie, *Chair* (Department of History)
M. Gregory Kendrick, *Resource Support* (Department of History/Freshman Cluster Program)
Victor Bascara (Asian American Studies)
Jessica Goldberg (History)
Theresa Johnson (Chicana/Chicano Studies)
Richard Lesure (Anthropology)
Edward Walker (Sociology)
Keith Stolzenbach (Civil and Environmental Engineering)

Dear Colleagues:

We write to welcome you as members of the special Ad Hoc Committee for the review of UCLA's Foundations of Society and Culture (SC) General Education (GE) curriculum, and to thank you for your willingness to participate in this critically important academic workgroup. This committee is jointly appointed by the Chair of the General Education Governance Committee and the Vice Provost for Undergraduate Education, and its charge is to conduct a self-review of the university's GE offerings in history and the social sciences during the 2015-16 Academic Year. During this review, the Ad Hoc Committee is expected to explore a range of issues and questions relating to the Society and Culture foundation area's pedagogical aims, course quality, and student enrollments (See the attached *Review of General Education Curriculum: Foundations of Society and Culture*).

Professor Tobias (Toby) Higbie of the Department of History has kindly agreed to serve as the chair of the Ad Hoc Committee. A member of the 2002 workgroup that established the Society and Culture GE curriculum, Professor M. Gregory Kendrick, Adjunct Assistant Professor of History and Director of the Freshman Cluster Program, has graciously agreed to provide resource support for both Toby and the committee. To further assist the ad hoc workgroup in its review of the Foundations of Society and Culture, the administrative support team of the General Education Governance Committee will provide you with information on the development and implementation of the Foundations of Scientific Inquiry GE curriculum; SC course offerings; the SC instructional cohort; and SC student demographics, enrollment patterns, and course evaluations. This information will be provided to you at the first meeting of the committee in late January 2016.

The Ad Hoc Committee's work will take place during the winter and spring quarters of 2016 and involve four, perhaps five, meetings. During the summer, the committee will prepare a final report for the General Education Governance Committee and the Undergraduate Council that addresses its findings with regard to the pedagogy, course quality, and student engagement in the Society and Culture GE

curriculum. This report will be followed by an external review of the SC curriculum by the Undergraduate Council during the 2016-17 Academic Year. To give you a better idea of the committee's charge and timeline, we have appended a copy of the recently approved review guidelines to this letter.

Administrative support staff for the General Education Governance Committee will be contacting you regarding your availability for meetings in the upcoming academic year. If you have any questions, please contact the Chair of the GE Governance Committee, Muriel McClendon (mcclendon@history.ucla.edu), or the faculty liaison to the GE Governance Committee, Greg Kendrick (gregk@college.ucla.edu).

Thank you in advance for your commitment to support the important work of this committee. The efforts of this group will further strengthen our GE courses carrying historical and/or social analysis credit.

Sincerely,

Muriel C. McClendon
Chair, General Education Governance Committee

Patricia A. Turner
Vice Provost for Undergraduate Education

cc: James Gober, Chair, Undergraduate Council
Matt Robinson, Committee Analyst, Undergraduate Council
Lucy Blackmar, Assistant Vice Provost for Undergraduate Education Initiatives
Kyle McJunkin, Director, Academic Initiatives

Review of General Education Curriculum Foundations of Society and Culture

I. Background

In 2002, the College of Letters and Science adopted a 10-course (48 unit) General Education (GE) curriculum centered on three foundation areas of knowledge—*Arts and Humanities*; *Society and Culture*; and *Scientific Inquiry*—with a number of sub-categories in each area, e.g., *Social Analysis* and *Historical Analysis* in the *Foundations of Society and Culture*. That same year, the GE Governance Committee, College Faculty Executive Committee (FEC), and the Undergraduate Council (UgC) reviewed and certified course offerings that were submitted by departments and interdepartmental programs across campus for inclusion in this new GE curriculum. As of Spring 2006, the Schools of Arts and Architecture; Theater, Film, and Television; Engineering and Applied Science; and Nursing have joined with the College in adopting both this foundational GE framework and a common list of courses approved for GE credit in the foundation areas of knowledge and their sub-categories.

During the process of revising the university’s GE curriculum, the GE Governance Committee and the UgC decided that there should be some system of periodic programmatic review of the new General Education curriculum with the aim of evaluating:

- How effectively GE courses were meeting the pedagogical aims of their foundation areas;
- How successful departments were in offering their GE offerings and sustaining their quality;
- How students were fulfilling their GE requirements; and
- How students evaluated their educational experience in this area.

On May 17, 2002, the UgC approved a proposal by Vice Provost for Undergraduate Education, Judith L. Smith, for an eight-year systematic rotation of reviews for several non-departmental programs that report to her, including General Education. Under this proposal, Vice Provost Smith’s staff worked with the GE Governance Committee and the UgC to conduct a self-review of the three foundation areas over a six-year period as follows:

| Year | Scientific Inquiry | Society and Culture | Arts and Humanities |
|-------------|---------------------------|----------------------------|----------------------------|
| 2005-06 | Self-Review | | |
| 2006-07 | UgC Review | | |
| 2007-08 | | Self-Review | |
| 2008-09 | | UgC Review | |
| 2009-10 | | | Self-Review |
| 2010-11 | | | UgC Review |

The second self-review of the GE offerings in the Foundations of Society and Culture is scheduled to begin in the 2015-16 Academic Year. As such, it is necessary for the GE Governance Committee and the UgC to do the following: 1) select a Society and Culture (SC) *ad hoc* review committee; 2) determine the scope and review process this committee will follow in its evaluation of the SC curriculum; and 3) establish a timetable for both the self and external reviews of this foundation area. The following relates the review guidelines adopted during the first SC self-review in 2007-08.

II. Scope and Review Process

In keeping with the Academic Senate's expectations for the periodic review of the three foundation areas of knowledge in UCLA's General Education curriculum, the *ad hoc* committee charged with the self-review of the Foundations of Society and Culture is expected to explore a range of issues and questions relating to this foundational area's pedagogical aims, course quality, and student enrollments. To successfully complete this review process, the committee will also require information on the development and implementation of the Foundations of Society and Culture's GE curriculum; SC course offerings; the SC instructional cohort; and SC student demographics, enrollment patterns, and course evaluations. The following sections address in more detail both the scope of this foundational area review and the data that will be provided to the committee that is appointed to oversee that evaluative process.

Pedagogical Issues

The mission statement for courses carrying GE credit in the Foundations of Society and Culture area of knowledge is as follows:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed and how new understandings of social phenomena are achieved and evaluated.

Given these aims, both the self and external review committees need to review course offerings in this foundational area of knowledge with the following pedagogical questions in mind:

- Does the mission statement adopted by the 2002 Society and Culture Faculty Workgroup adequately convey what courses in this area should address?
- Do the current Society and Culture GE courses provide students, particularly those in the Humanities and Natural Sciences, with a satisfactory introduction to:
 - 1) "The ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time;"
 - 2) The methods, or "ways of knowing" historians and social scientists use to study historical questions, social problems, political issues, and economic topics; and
 - 3) How historical and social data is collected and analyzed and "new understandings of social phenomena are achieved and evaluated."
- Are there other ways of organizing and/or "packaging" these courses so as to insure that their students are able to engage historical and social science issues in some depth?
- Are there important topics in history and the social sciences that are not being addressed by the existing courses in the Society and Culture area, and, if so, how can this situation be rectified by History, the Social Science Departments, and the interdepartmental programs that address matters of concern to historians and social scientists?
- Do our existing Society and Culture GE courses provide UCLA students with adequate opportunities to write and engage in intensive discussions that are capable of conveying to them

how historians and social scientists discover, create, and evaluate new knowledge in their areas of research?

Departmental Course Offerings

Another key aim of this foundational area review is to determine if Society and Culture GE courses have been conducted in a manner that is consistent with the course proposals that were submitted and approved by the GE Governance Committee and the UgC in 2002 and thereafter. Specifically, the committee charged with the review of this area will need to determine if the sponsoring departments or programs have:

- Offered their courses on a regular basis and met projected student enrollment targets;
- Introduced the students taking these courses to the ideas, methods and work of departmental faculty and senior graduate students;
- Provided students with syllabi that describe course subject matter and objectives; outline weekly lecture topics, discussion sections, experiential opportunities, and assignments; include a reading list; and provide some description of the course's grading policy; and
- Insured that their courses continue to achieve their designated general education aims.

Student Engagement

The review of the Foundations of Society and Culture also needs to address student engagement in the courses being offered to satisfy their general education requirements in this area of knowledge. Given the fact that these GE courses are directed at both social science and non-social science students, the committee will need to address the following questions:

- What are the enrollment patterns in the courses that are offered in the Foundations of Society and Culture?
- Are certain classes in Society and Culture over or undersubscribed, and, if so, why is this happening?
- How do non-social science students rate the introduction they are receiving through their SC GE courses to important issues, developments, and methodologies in contemporary history and social science?

Information Requirements

To assist the committee in its review of the Foundations of Society and Culture, the following kinds of information will be made available:

Pedagogy

- 2008 Self-Review Report on the General Education Curriculum for the Foundations of Society and Culture.
- 2008-09 Academic Senate Review of the General Education Curriculum for the Foundations of Society and Culture.
- Current approved course lists for the Foundations of Society and Culture area of knowledge.

Course Offerings

- Access to current syllabi of courses in the Foundations of Society and Culture.
- Data indicating when courses in Society and Culture have been offered, their student enrollments and instructors of record.

Student Engagement

- Data pertaining to student enrollment patterns in Society and Culture GE courses.
- Data pertaining to when and how (i.e., through UCLA, transfer, and/or summer session courses) students are satisfying their SC GE requirements at UCLA.
- Student evaluation of courses in the Society and Culture foundation area.

III. Review Timetable

The review of the Foundations of Scientific Inquiry curriculum will be completed in the following manner:

2015-2016 Self-Review

Fall 2015

- Meet with representatives of various Undergraduate Education departments and divisions (e.g., Registrar's Office, College Academic Counseling, Undergraduate Education Initiatives) to discuss data collection needs for the administrative report on Society and Culture curriculum.
- Finalize membership for Society and Culture Ad Hoc Self-Review Committee.
- Collect course data for administrative report: Instructors of record, regularity of course offerings, student enrollments.
- Prepare administrative report on Society and Culture curriculum.
- Formalize appointment of ad hoc self-review committee.

Winter and Spring 2016

January: Meeting of self-review committee to address its charge and draw up an agenda for action during the winter and spring quarters.

Meet periodically over the winter and spring quarters to address pedagogical aims, course quality, and student engagement in the Foundations of Society and Culture curriculum.

Summer 2016

Prepare final report of the self-review committee and submit to the UgC in July.

2016-17 UgC Review

Fall 2016

September: Self-review report formally submitted to the Undergraduate Council with recommendations for external reviewers.

UGC selects external reviewers and sets date for two-day external review.

Winter 2017

External reviewers conduct one-day site visit for the purposes of evaluating the Foundations of Scientific Inquiry curriculum.

Spring 2017

External review report and recommendations are presented to the GE Governance Committee, the College FECs, and the UgC.

Appendix B

2008 Self-Review Report on the General Education Curriculum
Foundations of Society and Culture

Preface

Over the last ten years, all UCLA units responsible for undergraduate education have worked collaboratively to establish a common campus-wide General Education (GE) curriculum and course list based on three foundation areas of knowledge: *Arts and Humanities*, *Society and Culture*, and *Scientific Inquiry*. A General Education Governance Committee was established in 1998-99 to oversee the development of a new GE curriculum and to provide ongoing monitoring, evaluation and improvement of the courses within it. To further maintain and strengthen the quality of UCLA's general education program, the Vice Provost (VP) for Undergraduate Education and the Undergraduate Council (UgC) worked closely with the GE Governance Committee in 2002 to establish a process for the systematic review of the course offerings in each of the new foundation areas of knowledge. As with departments, these GE curricular reviews were slated to take two years to complete and involve a period of self review, as well as a site visit by campus and extramural scholars.

The *Scientific Inquiry* (SI) curriculum was selected to be the first GE foundation area to undergo a programmatic review from 2005 through 2007. Acting as the "faculty in charge," the General Education Governance Committee appointed a special *ad hoc* review committee to conduct the SI self review during the 2005-06 Academic Year (AY). This *ad hoc* group was composed of faculty representatives from the School of Engineering and the Physical, Life, and Social Sciences divisions of the UCLA College, and was assisted in its work by members of the Undergraduate Education Initiatives unit, the Registrar's Office, and College Academic Counseling. The committee met throughout the winter, spring and summer of 2006, and explored a range of questions and issues relating to the pedagogical aims, course quality, instruction, and student enrollments of the SI foundation area.

The following self-review report addresses the *Society and Culture* (SC) General Education Curriculum. The report is divided into five sections that are designed to provide the reader with 1) information about the SC *Ad Hoc* Committee and its charge; 2) the history of UCLA's general education reform effort, and the development of its *Society and Culture* GE foundation area; 3) data on campus-wide SC requirements, course offerings, faculty involvement, and student enrollments; 4) the committee's review of SC curriculum and pedagogy; and 5) recommendations for the further improvement of social and historical analysis GE courses at UCLA.

The Society and Culture *Ad Hoc* Review Committee and Its Charge

***Ad Hoc* Committee Membership**

In Fall 2007, the General Education Governance Committee approved the formation of a Society and Culture *Ad Hoc* Review Committee for the purpose of conducting a self-review of the curriculum of the *Society and Culture* GE foundation area. This committee was jointly appointed by the Chair of the GE Governance Committee, Robert Gurval, and the Vice Provost for Undergraduate Education, Judith L. Smith, and its membership was composed of faculty representatives from the social science, humanities, and natural science divisions of the College of Letters and Science. Professor Muriel McClendon of the Department of History served as chair of the *ad hoc* committee. A former member of the 2002 SC workgroup that reviewed and certified course offerings for the SC curriculum in 2002, Professor M. Gregory Kendrick of the Freshman Cluster Program, provided resource support for Muriel and played a key role in the

preparation of the committee's final report. Further support was provided to the *ad hoc* committee by administrative staff from the GE Governance Committee, the Undergraduate Education Initiatives unit, the Registrar's Office, and College Academic Counseling.

The members of the SC *Ad Hoc* Review Committee and their departmental affiliations are listed below:

- Muriel McClendon, *Chair* (Department of History)
- Greg Kendrick, *Resource Support* (Freshman Cluster Program/Department of History; Member of the 2002 workgroup reviewing and recertifying courses for the new *Foundations of Society and Culture* GE)
- Scott Bartchy (Department of History and GE Governance Committee member 2003-present)
- Jeff Brantingham (Department of Anthropology)
- Robert Gurval (Department of Classics and GE Governance Committee Chair 2007-08)
- Steven Nelson (Department of Art History)
- Stanley Trimble (Department of Geography)
- Abel Valenzuela (César E. Chavez Department of Chicana and Chicano Studies)
- Blaire Van Valkenburgh (Ecology and Evolutionary Biology)

The Ad Hoc Committee Charge

The *ad hoc* committee was charged by the Vice Provost for Undergraduate Education and the General Education Governance Committee to address a wide range of quantitative and qualitative questions and issues relating to the Foundations of Society and Culture GE curriculum (See Appendix A). Among these were the following:

Pedagogical Issues

The mission statement for courses carrying GE credit in the Foundations of Society and Culture area of knowledge is as follows:

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed and how new understandings of social phenomena are achieved and evaluated.

Given these aims, the *ad hoc* review committee was asked to review SC courses with the following pedagogical questions in mind:

- Do the current Society and Culture GE courses provide students, particularly those in the Humanities and Natural Sciences, with a satisfactory introduction to:
 - 1) “The ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time;”

- 2) The methods, or “ways of knowing” historians and social scientists use to study historical questions, social problems, political issues, and economic topics; and
 - 3) How historical and social data are collected and analyzed and “new understandings of social phenomena are achieved and evaluated.”
- Are there other ways of organizing and/or “packaging” these courses so as to insure that their students are able to engage historical and social science issues in some depth?
 - Are there important topics in history and the social sciences that are not being addressed by the existing courses in the Society and Culture area, and, if so, how can this situation be rectified by History, the Social Sciences, interdepartmental programs, and those Humanities departments that address matters of concern to historians and social scientists?
 - Do our existing Society and Culture GE courses provide UCLA students with adequate opportunities to write and engage in intensive discussions that are capable of conveying to them how historians and social scientists discover, create, and evaluate new knowledge in their areas of research?

Departmental Course Offerings

Another key aim of this foundational area review was to determine if Society and Culture GE courses have been conducted in a manner that is consistent with the course proposals that were submitted and approved by the GE Governance Committee and the UgC in 2002 and thereafter. Specifically, the committee charged with the review of this area needed to determine if the sponsoring departments or programs had:

- Offered their courses on a regular basis and met projected student enrollment targets;
- Introduced the students taking these courses to the ideas, methods and work of departmental faculty and senior graduate students;
- Provided students with syllabi that describe course subject matter and objectives; outline weekly lecture topics, discussion sections, experiential opportunities, and assignments; include a reading list; and provide some description of the course’s grading policy; and
- Insured that their courses continue to achieve their designated general education aims.

Student Engagement

The review of the Foundations of Society and Culture was also charged with addressing student engagement in the courses being offered in this area of knowledge. Given the fact that these GE courses are directed at both social science and non-social science students, the committee needed to address the following questions:

- What are the enrollment patterns in the courses that are offered in the Foundations of Society and Culture?
- Are certain classes in Society and Culture over or undersubscribed, and, if so, why is this happening?
- How and when are non-social science students satisfying their GE requirements in the Historical and Social Analysis sub-categories of Society and Culture?

- How do non-social science students rate the introduction they are receiving through their SC GE courses to important issues, developments, and methodologies in history and social science?
- How many history and social science majors are using these courses to satisfy both GE and pre-major requirements?

Historical Background

A Brief History of General Education Reform at UCLA

In 1994, a faculty-student workgroup was organized to examine the General Education curriculum at UCLA. After two years of intensive research and discussion, this group issued a report in June 1997 entitled *General Education at UCLA: A Proposal for Change*. This document called for GE requirements that were “simpler, fewer, more coherent, and clearer in purpose;” a common campus-wide GE curriculum and course list; first year clusters; and a permanent GE oversight authority.

In 1996, Judith L. Smith was appointed Vice Provost (VP) for Undergraduate Education and given authority over general education at UCLA. Vice Provost Smith received permanent money to support curricular initiatives aimed at improving GE from Chancellor Charles E. Young in 1997, and worked with university administrators, Deans, faculty, and Academic Senate committees throughout 1997-98 to draft and implement plans for GE reform. In 1998-99, Vice Provost Smith launched a pilot GE Cluster Program with the aim of developing ten clusters over five years to enroll up to 45% of the incoming freshman class. During the same academic year, UCLA’s Undergraduate Council established a GE Governance Committee jointly appointed by the Chair of UgC and the VP for Undergraduate Education.

UCLA’s new GE Governance Committee worked with the VP for Undergraduate Education and her staff during the summer and fall of 1998 to develop a proposal for a common campus-wide GE curriculum and course list that would provide lower division students with an ample spectrum of learning in the natural and social sciences, arts, and humanities; introduce them to interdisciplinary approaches to learning; foster responsible citizenship; and strengthen intellectual skills. These deliberations culminated in a formal proposal by the GE Governance Committee in January 2001 to replace the UCLA College’s divisional based GE requirements with a 10 course (most with a 5 unit value to reflect the increase in their academic rigor) GE curriculum centered on three foundation areas of knowledge: *Foundations of Arts and Humanities*, *Foundations of Society and Culture*, and *Foundations of Scientific Inquiry*. This GE foundational framework was approved by the College faculty at the end of 2001, and throughout the winter and spring of 2002 three foundation area faculty workgroups evaluated all GE courses, old and new, for certification and inclusion in the new curriculum. This new curriculum was implemented in Fall 2002.

On March 7, 2003, the Undergraduate Council unanimously adopted a proposal by GE Governance for a campus-wide GE framework based on the foundational area of knowledge model with a common GE course list. In 2004, the School of Arts and Architecture and the School of Theater, Film and Television adopted the foundational area framework and course list. The Henry Samueli School of Engineering and Applied Sciences followed suit in the spring of 2005, as did the School of Nursing at the beginning of 2006. As of Fall 2006, all incoming UCLA freshmen satisfy their GE requirements by taking a requisite number of courses across three foundation areas of knowledge.

2002 Review and Certification of GE Courses in the Foundations of Society and Culture

As noted in the foregoing history of GE reform, throughout the winter and spring of 2002, three faculty workgroups (one associated with each of the three foundation areas) evaluated all GE courses. The workgroup charged with the review of courses submitted for general education credit in the Foundations of Society and Culture area was guided in its deliberations by the SC foundation mission statement that outlined the pedagogical purpose and goals of UCLA's social science GE curriculum (See page 2).

The SC workgroup also reviewed proposed SC courses with an eye aimed at determining if their workload merited 4 or 5 units of credit, and if they satisfied one or more principles or aims that the Academic Senate had determined were basic to general education, i.e., familiarizing students with the ways in which social scientists and historians create, discover and evaluate knowledge; teaching them to compare and synthesize different disciplinary perspectives; increasing their ethical awareness and cultural sensitivity; and strengthening basic intellectual skills.

The workgroup affirmed that most of the courses that were submitted for inclusion in the *Society and Culture* area were consistent with the SC mission statement and satisfied many of UCLA's general education goals. There were several issues and questions, however, which arose during the workgroup's deliberations. These were:

- The criteria that courses in other foundation areas of knowledge should satisfy in order to receive GE credit in the Foundations of Society and Culture.
- The need for general education courses that contextualize issues of race, ethnicity, gender, and multicultural interactions worldwide. Specifically, the committee grappled with the question of what a strong GE course dealing with cultural diversity would look like, i.e., what its focus would be and how it would be taught.
- The place of interdisciplinarity in Society and Culture GE courses.

With regard to these issues, the workgroup concluded that:

- For courses to receive GE credit in the Foundations of Society and Culture GE area they need to be focused on 1) a society's historical development and/or its political, social, cultural, and economic arrangements and institutions; and 2) some of the principal theoretical approaches and methods common to the work of scholars in history and the social sciences.
- On the issue of GE courses addressing cultural diversity, the workgroup was unable to resolve what the focus of such courses should be or how they were to be taught. Some members felt that issues of diversity could be adequately addressed within GE courses whose focus was on non-western cultures and societies or how different groups within a society—women, homosexuals, slaves—had been treated in the past. Other members of the group argued for GE diversity courses that were solely about issues of difference within specific social and historical contexts, and that focused student attention on the experiences of groups defined by race, gender, class, language, sexual orientation, ethnicity, and religion.
- The group agreed that there should be SC courses that introduce students to as wide a range of disciplinary perspectives as possible. However, it was also acknowledged that, on the grounds of both academic freedom and the criteria stipulated in the Senate

approved description of the Foundations of Society and Culture, SC courses with a more traditional disciplinary focus have to be accepted for GE credit in this area.

For more information on the work of the 2002 Foundations of Society and Culture Workgroup, see Appendix B.

Periodic Review of the General Education Curriculum

At the recommendation of the Vice Provost, the GE Governance Committee and the UgC agreed that there should be some system of periodic programmatic review of the new GE foundation areas. Consequently, in 2002, the UgC approved a proposal by Vice Provost Smith for an eight-year systematic rotation of reviews for several non-departmental programs that report to her, including General Education. Under this proposal, and according to modifications approved in Spring 2006, Vice Provost Smith’s staff is slated to work with the GE Governance Committee to conduct a self-review of the three foundation areas over a six-year period as follows:

Table 1. Foundation Area Review Schedule – 2005-06 through 2010-11

| Year | Scientific Inquiry | Society and Culture | Arts and Humanities |
|---------|--------------------|---------------------|---------------------|
| 2005-06 | Self-Review | | |
| 2006-07 | UgC Review | | |
| 2007-08 | | Self-Review | |
| 2008-09 | | UgC Review | |
| 2009-10 | | | Self-Review |
| 2010-11 | | | UgC Review |

The self-review for the *Foundations of Society and Culture* is the second internal review of UCLA’s GE curriculum, and it will be followed by a full external review administered by the Undergraduate Council. Both the GE Governance Committee and the UgC see this review of the *Society and Culture* foundation area as a way of further refining this curricular review process.

Society and Culture Requirements, Course Offerings, Faculty Engagement, and Student Enrollments

The charge of the *ad hoc* review committee is to provide the Academic Senate with information pertaining to the current state of the *Foundations of Society and Culture* area of UCLA’s GE curriculum. Meeting this charge involves addressing a range of quantitative questions about course offerings, faculty engagement, and student enrollments, and qualitative concerns relating to whether or not current SC courses are providing students with a satisfactory introduction to “the ways in which humans organize, structure, rationalize and govern their diverse societies and cultures over time.” Detailed in this section is information pertaining to SC requirements across campus; the number of courses carrying SC GE credit and the departments mounting them; the levels of faculty engagement in these classes; and student enrollments in Society and Culture course offerings. Data for this section were provided by the Undergraduate Education Initiatives unit, the Registrar, and the College Academic Counseling Office.

Requirements for Students in Different Academic Units

All UCLA students are required to take *Foundations of Society and Culture* courses, and they select their courses from the course list approved by the GE Governance Committee in two subfields, Social Analysis and Historical Analysis. The number of required courses, however, is

not the same, and Table 2 sets out the requirements of each academic unit with an undergraduate population.

Table 2. Course Requirements for Society and Culture by Academic Unit

| College/School | Subgroups | Requirement | Effective Date |
|--|--|---|----------------|
| UCLA College | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2002 |
| School of the Arts and Architecture | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2004 |
| School of Theater, Film and Television | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2004 |
| Henry Samueli School of Engineering and Applied Science | Social Analysis Historical Analysis | One course from each subgroup. | Fall 2005 |
| School of Nursing | Social Analysis Historical Analysis | One course from each subgroup with a third course from either subgroup. | Fall 2006 |

Beyond utilizing a shared course list, GE social science requirements across undergraduate units have a number of other similarities:

- Only students entering UCLA as freshmen must fulfill the GE requirements; transfer students fulfill different requirements set by the statewide Intersegmental General Education Transfer Curriculum (IGETC) requirements.
- AP courses cannot be used as a substitute or “course equivalent” for any GE SC course.
- UCLA students may take a course at a community college during the summer (or when they are not enrolled at UCLA) and the class taken can be used to fulfill UCLA’s GE SC requirements if it has been approved as equivalent to a UCLA social analysis or historical analysis offering.
- Because they are regarded as foundational courses, most GE course offerings are lower division and are intended for students in their freshman and sophomore years.

Curriculum Data: Courses, Faculty, and Student Enrollment

Courses

From Fall 2003 to the beginning of Fall 2007 (the time span covered by this review), 134 courses were approved as general education courses in the *Foundations of Society and Culture* area. These courses are summarized by academic unit in Table 3, and a detailed list of these courses is provided in Appendix C. The data in Table 3 reveal the following:

- 19 different departments, 4 IDPs (interdepartmental programs), and 4 lower division programs offer courses approved for GE credit in the *Foundations of Society and Culture*;
- 68 are approved as historical analysis courses and 42 as social analysis courses; in addition, 24 are approved as *either* historical *or* social science courses, depending on the students’ choice;

- 20 SC courses carry GE seminar and/or Writing II credit: 6 in historical analysis; 8 in social analysis; and 6 that are approved as *either* historical *or* social science courses, depending on the students' choice.
- 98 SC courses are lecture courses with discussion sections that meet one to two hours each week. 24 SC lecture courses do not have discussion sections assigned to them and the remaining 12 are small learning environment classes limited to enrollments of no more than 20 students.
- Both historical and social analysis courses are designed for students planning to major in the arts, humanities, social and natural sciences. 36 SC courses are designated as "preparation" for various majors in history, humanities and the social sciences. 98 SC courses are not listed as "preparation" for a major.

With the exception of Aerospace Studies, Economics, Human Complex Systems, Military Science, and Naval Science, all departments and programs in the Division of Social Sciences offer courses that carry either historical or social analysis GE credit in the *Foundations of Society and Culture*. Departments and programs in the Division of Humanities (Applied Linguistics and TESL, Art History, Asian Languages and Cultures, Classics, Germanic Languages and Cultures, Italian, Musicology, Near Eastern Languages and Cultures, Philosophy, Slavic Languages and Literature, and Spanish and Portuguese), and the School of Arts and Architecture (Architecture and Urban Design and Ethnomusicology) also offer courses carrying GE credit in *Society and Culture*. Finally, a number of Honors Collegium seminars and Freshman Clusters carry historical and social analysis GE credit as well.

Table 3. Number of Approved Courses by Program or Department for Humanities and Social Sciences

| Program or Department | General | | | General w/Section | | | Major Prep | | | Major Prep w/Section | | |
|--|-----------|------------|-----------|-------------------|------------|------------|------------|-----------|-----------|----------------------|------------|-----------|
| | HA | SA | Both | HA | SA | Both | HA | SA | Both | HA | SA | Both |
| <i>Programs Offering Courses</i> | | | | | | | | | | | | |
| Freshman Clusters | 1 | 4 | 4 | 2 | 8 | 8 | | | | | | |
| Honors Collegium | 2 | | 1 | | | | | | | | | |
| <i>Subtotal</i> | 3 | 4 | 5 | 2 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Departments & IDPs Offering Courses</i> | | | | | | | | | | | | |
| African-American Studies | | | 1 | | | | | | | 1 | | |
| American Indian Studies | | | | | | | | | | | 1 | |
| Anthropology | | | | | 1 | | | | | | 1 | 1 |
| Applied Linguistics & TESL | | 1 | | | | | | | | | | |
| Architecture and Urban Design | | | | | | | | | | 2 | | |
| Art History | | | | | | | 2 | | | | | 1 |
| Asian American Studies | | | | | | | | | | 2 | 1 | |
| Asian Languages & Cultures | | 1 | | 1 | | | | | | 1 | | |
| Chicana/o Studies | | | | | | | | | | | | 1 |
| Classics | | | | | | | | | | 2 | 1 | |
| Communication Studies | | 1 | | | 1 | | | | | | | |
| Ethnomusicology | | | | | 1 | | | | | | | |
| Geography | | | | | | | | | | 1 | 2 | |
| Germanic Languages | | | | 3 | | 2 | | | | | | |
| Global Studies | | | | | | | | | | | 1 | |
| History | 2 | | 1 | 29 | | 2 | | | | 5 | | |
| Information Studies | | 2 | | | | | | | | | | |
| Italian | | | | | | | | | | 2 | | |
| LGBTs | | | | | 1 | 1 | | | | | | |
| MCD Biology | | | | | 1 | | | | | | | |
| Musicology | 1 | | 1 | | | | | | | | | |
| Near Eastern Studies | 1 | | | 2 | | | | | | | | |
| Philosophy | | 1 | | | | | | | | | | |
| Political Science | | | | | | | | | | | 4 | |
| South East Asian Studies | | | | | | | | | | | 1 | |
| Slavic Language and Literatures | | 1 | | | | | | | | | | 1 |
| Sociology | | | 1 | | 1 | | | | | | 1 | |
| Spanish and Portuguese | 2 | | | | | | | | | 1 | | |
| World Arts and Cultures | | 1 | | | | | | | | | | |
| Woman's Studies | | 2 | | | | | | | | | | |
| <i>Subtotal</i> | 6 | 10 | 4 | 35 | 6 | 5 | 2 | 0 | 0 | 17 | 13 | 4 |
| Grand Total | 9 | 14 | 9 | 37 | 14 | 13 | 2 | 0 | 0 | 17 | 13 | 4 |
| % of Total | 7% | 11% | 7% | 28% | 11% | 10% | 2% | 0% | 0% | 13% | 10% | 3% |

Course Offerings and Their Instructors

During the academic year, *Foundations of Society and Culture* courses are taught by either tenure-track faculty or by lecturers and teaching fellows. Of the 490 offerings in the last four years, ladder faculty taught 324 or 66% of these courses, and lecturers or teaching fellows supervised 174 or 34% of them. (For additional information on faculty engagement in SC courses, see Appendix D).

During UCLA's summer session, *Foundations of Society and Culture* courses are also taught by ladder and non-ladder faculty. In the past four summers there have been 137 SC offerings. 69 of these or 50% were taught by ladder faculty and 68 or 49% were taught by lecturers or teaching fellows.

Student Enrollment

Total student enrollment in the *Foundations of Society and Culture* courses averaged around 74,165. Of this enrollment, 26% of the students taking the courses were listed as "undeclared", 49% were students working toward a B.A. in the Arts, Humanities, or Social Sciences, and 25% were science students working toward a B.S. These data are summarized in Figure 1.

Figure 1. Total enrollment in GE Society & Culture Classes

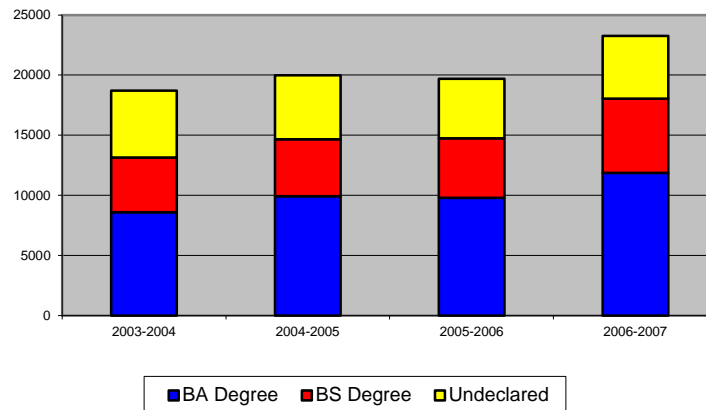
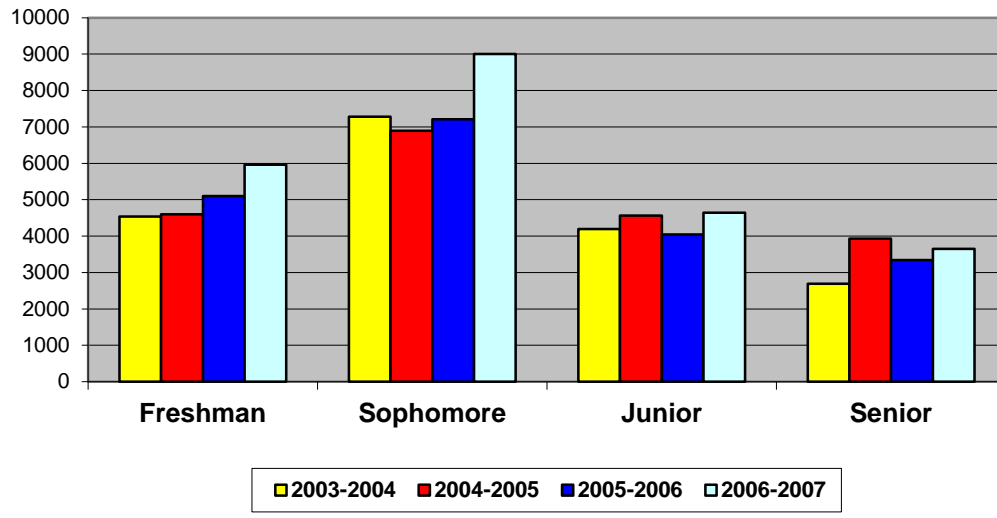


Figure 2. Enrollment in GE Science Classes by Student's Class Standing (Academic Year)



As noted before, most Foundations of Society and Culture courses are lower division offerings, and students are expected to complete them during their freshman and sophomore years. When the enrollments in these courses are summarized by class standing, the data reveal that many students take these courses during their junior and senior years (Figure 2). Of the total enrollment (20,400 students) during the academic year, approximately 62% are lower division students. During the summer, these courses are populated more by upper division UCLA students 65% than lower division UCLA students 32%

To determine the courses that non-B.A. majors took most frequently, we revised the percent of students in each class that were working toward a Bachelor's of Science (B.S.) degree and a Bachelor's of Arts (B.A.) degree. In Table 4, we list the 21 SC courses that had enrollments greater than 1,000 (over four years). A complete listing of the enrollment by course is posted in Appendix E.

Table 4. General Education SC Courses with Enrollments Greater than 1000 (2002-07)

| Subject Area and Course # <i>Short Title</i> | Total Enrollments | Average Class Size | % AY Terms By Ladder | BA Students % of Total | BS Students % of Total |
|---|-------------------|--------------------|----------------------|------------------------|------------------------|
| Sociology 1 <i>Introductory Sociology</i> | 3922 | 253 | 0% | 73% | 19% |
| Political Science 40 <i>Introduction to American Politics</i> | 2654 | 271 | 88% | 71% | 11% |
| Political Science 20 <i>World Politics</i> | 2288 | 164 | 50% | 87% | 7% |
| History 1A <i>Western Civilization</i> | 2245 | 257 | 88% | 71% | 27% |
| Political Science 10 <i>Introduction to Political Theory</i> | 2232 | 215 | 100% | 91% | 5% |
| Political Science 50 <i>Introduction to Comparative Politics</i> | 2003 | 223 | 57% | 90% | 8% |
| Women's Studies 10 <i>Introduction t Women's Studies</i> | 2001 | 154 | 17% | 72% | 23% |
| History 1B <i>Western Civilization</i> | 1857 | 299 | 83% | 77% | 22% |
| History 1C <i>Western Civilization</i> | 1838 | 207 | 75% | 81% | 15% |
| Classics 30 <i>Classical Mythology</i> | 1818 | 320 | 80% | 58% | 38% |
| Anthropology 33 <i>Culture and Communication</i> | 1782 | 201 | 50% | 79% | 20% |
| Anthropology 9 <i>Culture and Society</i> | 1765 | 197 | 50% | 72% | 25% |
| History 4 <i>Introduction – History of Religion</i> | 1740 | 290 | 0% | 66% | 34% |
| Classics 10 <i>Discovering the Greeks</i> | 1611 | 297 | 80% | 66% | 33% |
| Art History 54 <i>Modern Art</i> | 1570 | 290 | 100% | 78% | 21% |
| Anthropology 8 <i>Introduction to Archeology</i> | 1535 | 175 | 50% | 59% | 39% |
| Classics 20 <i>Discovering the Romans</i> | 1387 | 263 | 40% | 61% | 38% |
| History 8A <i>Colonial Latin America</i> | 1331 | 333 | 100% | 78% | 22% |
| Geography 3 <i>Cultural Geography</i> | 1257 | 112 | 82% | 73% | 26% |
| Art History 50 <i>Ancient Art</i> | 1108 | 268 | 75% | 69% | 30% |
| History 22 <i>World History 1760- Present</i> | 1013 | 242 | 75% | 74% | 26% |

Table 4 shows a fairly even distribution of B.S. students across SC courses offered by the History, Social Science, and Humanities departments. SC courses with B.S. enrollments higher than 30% are Anthropology 8 (39%),

Classics 10 (33%), 20 (38%) and 30 (38%), and History 4 (34%). SC courses with B.S. enrollments below 20% are Sociology 1 (19%), and Political Science 10 (5%), 20 (7%), and 40 (11%).

Table 4 also shows the percentage of B.A. students taking these SC courses varies from a low of 58% (Classics 30) to 91% (Political Science 10). With three exceptions (Women's Studies 10, Anthropology 33, and History 4), all of these courses are required for students majoring in the respective departments offering them. The three that are most often taken by B.A. students are Political Science 10 (91%), 50 (90%), and 20 (87%). Courses with B.A. enrollments between 60% and 80% are Anthropology 33 (79%), Art History 54 (78%), History 1B (77%), Sociology 1 (73%), Political Science 40 (71%), Anthropology 9 (72%), History 1A (71%), History 4 (66%), and Classics 10 (66%). It should be noted that all of these courses enjoy healthy B.A. enrollment numbers.

Because individual cluster courses have not enrolled 1000 or more students over the last four years (the maximum enrollment in most clusters in any academic year is 200 students), they are not listed in Table 4. Appendix E, however, shows that a considerable number of freshmen in the Social Sciences, Humanities, and Natural Sciences satisfy their SC GE requirements through these courses. With two exceptions (*Biotechnology and Society* and *Evolution of the Cosmos and Life*) all of the clusters afford their students the opportunity to complete one or more of their SC requirements. Taken together, the clusters provided SC general education credit for nearly 4,475 freshmen, or about 25% of the entering class over the past four years.

Society and Culture Curricular Review

Curricular Review Process

Following its review of *Society and Culture* course requirements, offerings, faculty engagement, and student enrollments, the *ad hoc* review committee addressed the issue of whether or not courses in this foundation area were:

- Meeting the pedagogical aims outlined in the mission statement for courses carrying SC GE credit; and
- Advancing at least two of UCLA's general education principles, or educational aims, i.e., general knowledge, integrative learning, ethical awareness, diversity, and intellectual skills development.

The committee approached this task in three stages. The first of these involved an intensive review of the most current syllabi for all courses carrying general education credit in the Society and Culture foundation area. The second entailed a series of interviews with the instructional teams of three large enrollment SC courses—one offering Historical Analysis (HA) credit, one Social Analysis (SA) credit, and one from outside the Division of Social Sciences offering either HA and/or SA credit—for the purpose of getting some sense of the actual teaching experience in SC GE classes. And the final stage involved the development and implementation of a brief undergraduate survey aimed at gauging why students enroll in the courses they take to satisfy their SC requirements, and whether or not they believe these classes are meeting their educational aims.

Course Syllabi Reviews

Review Process

Prior to conducting its review of syllabi for all courses carrying SC credit, the committee discussed whether or not it would be useful to look at the original course proposals departments put forward for GE recertification in 2002. Committee members decided that their time would be better spent looking at SC courses as they are currently being taught, rather than revisiting course materials and departmental letters submitted to the Senate over five years ago. The committee did agree, however, that in the event a SC course was found to be problematic, its 2002 departmental certification proposal would be re-examined.

During its discussion of the SC review process, committee members also agreed that it would be more efficient to ask departments to provide hard copies of the syllabi for their SC GE courses, rather than trying to access individual course websites that are usually password protected. Each committee member was then assigned a subset of twelve to fourteen SC courses for review. In order to insure impartiality, these course assignments were made so that no committee member reviewed courses offered by his or her department.

The most current syllabi for all SC GE courses were collected, copied and distributed to committee reviewers by the General Education Governance Committee staff. In addition to these syllabi, committee members were given a general evaluation sheet (See Appendix F), which asked them to answer and comment on the following questions during their review of each assigned course:

- Does the course introduce its students to the ways in which human beings organize, structure, rationalize, and govern their diverse societies and cultures over time?
- Does the course give students an adequate introduction to the methods or “ways of knowing” historians and social scientists use to study historical questions, social problems, political issues, and economic topics?
- Does the course demonstrate how historical and social data is collected and analyzed, as well as how new understandings of social phenomena are achieved and evaluated?
- Does the course provide students with adequate opportunities to write and engage in intensive discussions that are capable of conveying to them how historians and social scientists discover, create, and evaluate new knowledge in their areas of research?
- Does the course achieve two or more of the educational goals listed below that UCLA has determined should be central concerns of its GE offerings—general knowledge, integrative learning (interdisciplinarity), ethical implications, cultural diversity, intellectual skills, i.e., critical thinking, rhetorical effectiveness, problem-solving, and/or library and information literacy.

Findings

Committee members reported that the overwhelming majority of courses they reviewed were meeting university expectations for offerings in the Society and Culture GE curriculum. Six courses, however, were marked for further review by the GE Governance Committee because there was either insufficient information in their syllabi to properly answer the committee’s evaluation questions, or they did not meet the educational aims outlined in the SC mission statement. These courses were:

- German 56—Excellent humanities course that carries literary and cultural analysis and philosophical and linguistic analysis GE credit. As taught, however, it does not introduce students to the methods and central issues of intellectual and/or cultural history.
- History 3A—Not enough information was provided in the class syllabus to determine whether or not this course was meeting either SC mission aims or GE educational goals.
- History 3B—Not enough information was provided in the class syllabus to determine whether or not this course was meeting either SC mission aims or GE educational goals.
- History 22—Insufficient information in the course syllabus.
- Portuguese 46—Insufficient information in the course syllabus.
- Portuguese/Spanish 44—Insufficient information in the course syllabus.

Despite their overall favorable review of the courses carrying GE credit in the Society and Culture foundation area, committee members all noted course syllabi varied markedly in quality, with some providing little or no information regarding their course objectives, grading policies, and writing assignments. As such, the committee agreed that GE Governance should require all departments offering courses carrying SC GE credit to have the faculty teaching these classes provide certain kinds of course information in their syllabi, e.g., course aims and content, assignments, grading policy, readings, and weekly subject matter.

In-depth Course Reviews

Process

In addition to the review of all SC GE course syllabi described above, the committee chose to review three courses in much greater depth. These courses were selected as representative of one of three types of SC course:

- A course carrying historical analysis GE credit with discussion sections and high student enrollments.
- A course carrying social analysis GE credit with discussion sections and high student enrollments.
- A high enrollment course with discussion sections offered by a department in the humanities division carrying either social and/or historical analysis credit.

The courses selected for these in-depth reviews were History 8C *Latin American Social History* (Historical Analysis), Sociology 1 *Introduction to Sociology* (Social Analysis), and Art History 54 *Modern Art* (Historical Analysis; Literary and Cultural Analysis; and Visual and Performance Arts Analysis and Practice). All of these courses featured a lecture/discussion section instructional format, enjoyed large student enrollments, and were being offered during Spring Quarter 2008.

Three committee workgroups were designated to conduct interviews with both the faculty who normally teach these courses and the graduate student instructors currently supervising their discussion sections. These committee review teams were as follows:

- History 8C—Jeff Brantingham, Steven Nelson, and Vilma Ortiz
- Sociology 1—Scott Bartchy, Muriel McClendon, and Abel Valenzuela
- Art History 54—Robert Gurval, Stan Trimble, and Blaire Van Valkenburgh

The current instructors of the three courses selected for review, and the chairs of the departments offering them, were contacted by the chair of the *ad hoc* committee, Muriel McClendon. In her discussions with these individuals, Muriel addressed the committee's charge and its interest in conducting a more in-depth examination of the teaching and learning experience that goes on in SC GE courses. She also identified the workgroup members who would be meeting with each course's instructional team.

To guide the workgroups in their discussions with the faculty and graduate teaching apprentices supervising History 8C, Sociology 1, and Art History 54, the committee agreed that the following kinds of questions would be addressed in all the interview sessions:

- Who normally teaches the course?
- Are the instructors aware of the fact that the course carries SC GE credit, and, if so, what does that mean to them, and how does it affect the ways in which they organize and teach their classes?
- What are their course objectives?
- How do they organize their courses to achieve those objectives?
- Do they see this course as a way of introducing non-majors to their discipline?
- Do they see this course as a way of attracting new majors and minors for their departments?
- How do they integrate their lectures and discussion sections?
- Do they feel that the time allotted for their discussion sections is adequate?
- How would they rate their experience in their course?
- How might they improve the organization and delivery of this course?

Findings

Complete accounts of the interviews conducted by the committee's workgroups with the instructional teams of the three courses selected for in-depth reviews are included in Appendix G. What follows is a summary of these accounts.

History 8C Latin American Social History

The faculty review team conducted an interview with Professor Robin Derby, the instructor of History 8C since 2002, and her TAs on June 11, 2008. They found that while 8C is taught by ladder faculty, neither Robin nor her TAs were aware that the class carries GE credit. This said, the committee's interviewers found that Robin has very clear course objectives, which are consistent with UCLA general education principles and practices. She has designed History 8C to familiarize students with the disciplinary concerns and methods of history, to sensitize them to cultural differences, and to strengthen their academic skills, particularly in the areas of critical thinking, research, and information literacy. Robin also introduces students in History 8C to major themes in Latin American social history—gender, sexuality, slavery, war—through a close reading and analysis of primary sources complemented by secondary texts. Much of this textual work occurs in the two hour discussion sections (each limited to no more than 20 students) supervised by the TAs. The graduate student instructors indicated in their discussions with the committee team that they were happy with their experience in the class and that the amount of time allocated for their discussion sections was adequate.

Overall the faculty review team judged the class to be “in great health and an example of what all GE classes could/should be.”

Sociology 1 Introduction to Sociology

The faculty review team conducted an interview with Terri L. Anderson, the lecturer charged with teaching Sociology 1, and her graduate students. They noted that Terri is a highly accomplished teacher—she has taught more than 80 different Sociology courses—with excellent instructor evaluations for her work in Sociology 1. The review team also found Terri's syllabus for the course to be quite good and were equally impressed with her course reader, which featured the latest literature in sociological theory and method. Two of Terri's teaching assistants were also present at the interview and they were found to be excellent graduate student instructors, with solid backgrounds in the teaching of both Sociology and disciplinary writing.

The reviewers also noted that Terri did not know that Sociology 1 carried GE credit and that department faculty had not given her any instructions or suggestions regarding how the course was to be taught. In fact, Sociology 1 is only taught by lecturers, who teach the course for no more than 18 quarters. To the best of her knowledge, none of her predecessors were informed of Sociology 1's GE status, nor were they given any guidance as to what the course should cover.

Team interviewers concurred that if the Sociology Department continues to entrust the teaching of Sociology 1 to lecturers, there should be a senior faculty member assigned to oversee the course and insure that it is taught in a manner consistent with the original GE course proposal approved by the Senate in 2002. Towards that end, the department should keep on file both the 2002 proposal, information on the aims of GE courses carrying SC credit, and copies of the class syllabi prepared by the lecturers who have taught the course.

Art History 54 Modern Art

The faculty team conducted an interview with Professor Albert (“Al”) Boime and his five TAs on June 3. They noted that AH 54 has been taught by Al for almost 30 years and that it is department policy to have this course covered by a ladder faculty member. While Al and four of his five TAs were aware of the fact that the course carried GE credit, they did not know what that credit was (Literary and Cultural Analysis, Visual and Performance Arts Analysis and Practice, and Historical Analysis), or how this should affect their teaching of the class.

This overall unawareness of AH 54's GE credit to the side, however, the committee team was impressed with AI's course objectives, i.e., to teach students that art is a vehicle through which they can arrive at an understanding of the development of modern society and culture since the French Revolution. They also found AH 54's assignments well suited to achieving class aims and were impressed with the integration of course lectures and discussion sections. They noted that the TAs were very pleased with their experience in the class; believed that discussion sections should remain limited to no more than 15 students each; and, when informed that some discussion sections for GE courses ran for 75 minutes, favored increasing section time to better cover their material.

Overall, the committee team believed AH 54 was a model large enrollment quarter-long GE course that does a good job of introducing non-majors to both the field of Art History and the concerns and methods of the historical discipline.

Student Survey

Process

Both the General Education Governance Committee and the Undergraduate Council asked the *ad hoc* SC committee to consider ways of soliciting information about the student experience in Society and Culture GE courses. At its March 3, 2008 meeting, the committee developed a brief survey aimed at giving undergraduates the opportunity to comment on the educational effectiveness of the courses they are taking to satisfy their SC GE requirements. Specifically, this survey asked students to respond to the following queries:

1. Indicate how important each of the following factors were in your decision to enroll in the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis) requirements at UCLA:
[Response options: 1=Not important; 2=Important; 3=Very important]
2.
 - The subject matter of the course was interesting to me.
 - I thought I would do well in the course.
 - The course was recommended to me by other students.
 - I heard good things about the faculty member teaching the course.
 - It was the best fit for my class schedule at the time.
 - Other (please specify) [Text box]
3. With regard to the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis requirements) at UCLA, indicate your level of agreement with each of the following statements:
[Response options: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree; 5=Not applicable].
 - The courses deepened my understanding of the history of western civilizations and cultures.
 - The courses deepened my understanding of the history of non-western civilizations and cultures.
 - The courses broadened my understanding of important questions and issues in the social sciences (e.g., why people govern themselves in different ways; what considerations go into lawmaking; how relations are organized between different groups; what goods and services get produced and distributed; and how geographical space gets defined and used).
 - The courses familiarized me with the different methods historians and social scientists use to study and create knowledge about past societies and different kinds of political, social, economic, and cultural phenomena.
3. With regard to the GE courses you took to satisfy your Society and Culture (Historical and Social Analysis requirements) at UCLA, indicate your level of agreement with each of the following statements: [Response options: 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree]

The courses strengthened my:

- Critical thinking
- Writing
- Oral Communication
- Problem-solving skills
- Ability to use and evaluate different kinds of traditional and digital information

The *ad hoc* committee worked closely with the Manager of the Undergraduate Education Initiatives unit and College Information Services (CIS) to make this survey available in online form through MyUCLA in Spring Quarter 2008.

On May 15, 2008, CIS sent a MyUCLA pop-up notification announcing this survey to all currently enrolled, non-transfer students that had completed one Society and Culture GE course since Fall 2002 (the date when the new SC GE requirements went into effect). As an incentive for completing the online survey, potential subjects were offered the opportunity to be entered in a drawing for one of four \$100 gift certificates for the UCLA Store. Between May 15 and the survey's end date of June 13, 2008, 13,831 undergraduates received this pop-up notice, 13,112 opened it, and 2,075 students actually completed the online survey (a 15% response rate). Survey instruments and timelines are found in Appendix H.

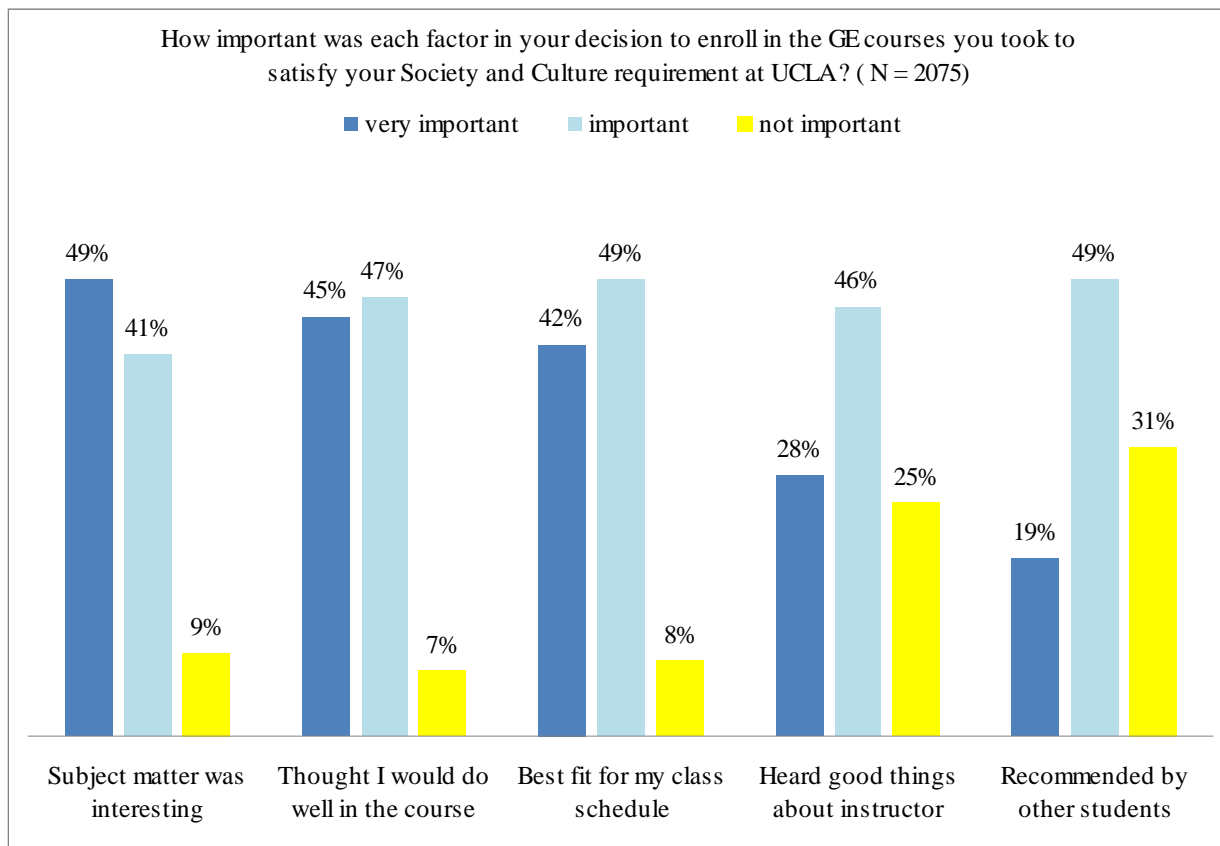
Findings

Analysis of the data generated by the *Survey of Undergraduate Students and Their Foundations of Society and Culture GE Courses* was provided by the Office of Undergraduate Education Evaluation and Research (OUER). Responses to closed-ended questions in the survey were analyzed by means of frequencies and cross-tabulations using SPSS (Statistical Package for the Social Sciences) data analysis software. Open-ended responses to the first question in the survey were downloaded into a separate file, and then coded and sorted by the data analysis software program ATLAS.ti. The following charts summarize OUER's findings.

Enrollment Factors

With regard to the factors that were most important to students in selecting SC GE courses, 90% of student respondents indicated that course subject matter was important or very important in their decision to enroll in a particular class. This finding was further substantiated by 15% of those students who responded to this question with open-ended remarks. Aside from interest in a course's topic, however, students also indicated that they select their SC GE courses largely on the basis of grade considerations (92% thought they would do well in the course), scheduling needs (91%), and degree progress (the greatest number of open-ended responses to this question (35%) indicated that SC GE courses were often selected because they can be used to satisfy other kinds of degree requirements, e.g., pre-reqs for majors, minors, and honors). Surprisingly, while peer recommendations were regarded as important in selecting an SC class, they figured less prominently than the aforementioned considerations.

Table 5. Student Rationale for Enrolling in SC GE Courses at UCLA



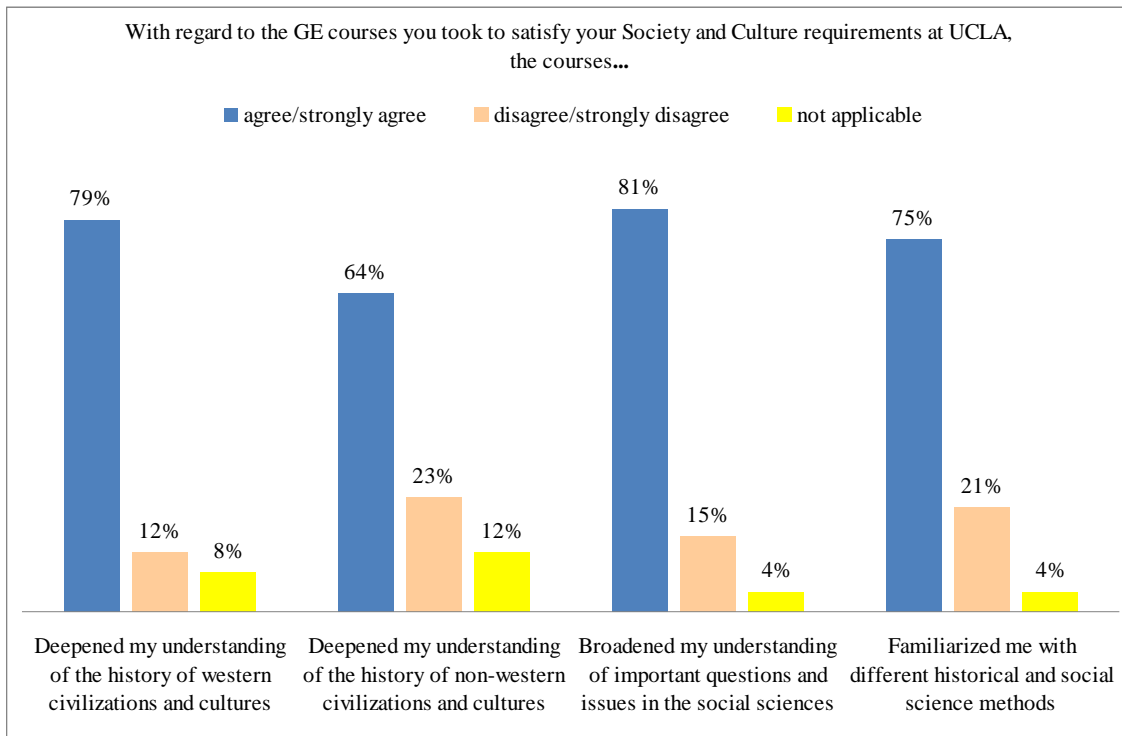
Other factors in your decision to enroll in the GE courses you took to satisfy your Society and Culture requirement at UCLA (N = 233 responses)

| | |
|--|-----|
| Met a requirement for pre-req, major, minor, honors, etc. | 35% |
| Subject matter was different, new, related to major, etc. | 15% |
| Amount of work required, difficulty level, grading, etc. | 15% |
| Only course available, preferred location, finals date, etc. | 14% |
| Relevance to school, career, life, etc. | 7% |
| Diverse faculty diverse, faculty review on bruinwalk, etc. | 4% |
| Taking course with friends, classmates, etc. | 3% |
| Small class size | 3% |
| Recommended by counselor, classmates, etc. | 4% |

Society and Culture Educational Aims

Society and Culture GE courses are designed with an eye aimed at introducing undergraduates to the history of western and non-western civilizations and cultures, the central topics, issues and concerns of the social sciences, and the methodologies used by historians and social scientists to discover, evaluate and disseminate knowledge in their fields of inquiry. As the following chart indicates, by substantial margins, student respondents believe their SC GE courses do indeed achieve these aims. Seventy-nine and 64% of students respectively indicate that their SC courses have deepened their understanding of western and non-western civilizations; 81% agree that these classes have broadened their understanding of the key topics and concerns of the social sciences; and 75% report a better appreciation of historical and social science methodologies.

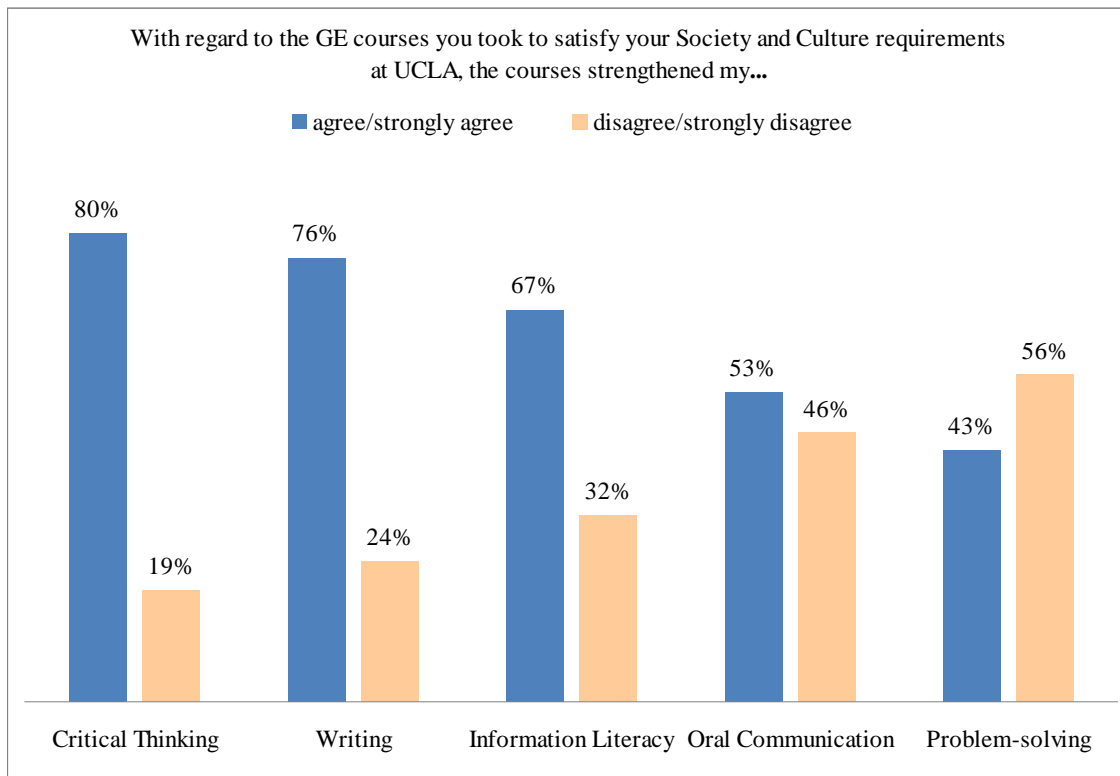
Table 6. Student Response Regarding SC Course Educational Aims



Academic Skills

All UCLA GE courses are expected to hone and strengthen undergraduate academic skills in the areas of critical thinking, writing, information literacy, oral communication, and problem solving. Substantial majorities of student survey respondents agreed that their SC GE courses strengthened their critical thinking (80%), writing (76%), and information literacy skills (67%). Over half of the students surveyed indicated that their SC courses also improved their ability to communicate orally, which may be attributed to the fact that almost all of the classes in this foundation area now require discussion sections and assign a percentage of their grades to class participation. The only academic skill that a majority of student respondents did not believe was strengthened in their SC classes was problem-solving (43% agreed/56% disagree).

Table 7. Student Response Regarding Strengthening of Academic Skills in SC Courses



Committee Recommendations

Based on its review of the Society and Culture GE foundation area of knowledge, the *Ad Hoc* Review Committee finds that the SC curriculum is largely successful in meeting the aims laid out in its mission statement. The curriculum offers a healthy number of offerings, courses are evenly distributed across the social science and humanities divisions, and students taking these classes are exposed to:

- The history of western and non-western civilizations and cultures;
- The central topics, issues and concerns of the social sciences; and
- The methodologies used by historians and social scientists to discover, evaluate and disseminate knowledge in their fields of inquiry.

The *Ad Hoc* Committee, however, also found several areas in which there could be improvement in the SC GE foundation area. These are:

1. Better developed and standardized course syllabi that clearly demonstrate the way that a course carrying SC GE credit fulfills the aims of this foundation area. At the very least, SC syllabi should include information regarding course content, educational aims, assignments, grading policy, readings, and weekly topics. These syllabi should also be archived and made available to future faculty teaching these courses, Senate committees conducting reviews of the GE curriculum, College, School, and departmental advisers, and undergraduate students.

2. In tandem with the need for better course syllabi, the GE Governance Committee should outline what its expectations are for courses carrying GE credit in Society and Culture and its sub-categories, i.e., historical analysis and social analysis. Specifically, these guidelines should ask individuals putting courses forward for GE credit to demonstrate in their syllabi how their assignments—readings, writing, field trips, discussions—

familiarize a student with both the subject matter of history and/or the social sciences, as well as the various ways in which scholars in these fields do their work.

3. All large lecture courses carrying SC GE credit should have discussion sections that meet for at least 50 minutes each week and enroll no more than 25 students (preferably 15-20).

4. As stipulated by the Undergraduate Council during the 2002 reform of the GE curriculum, courses carrying general education credit should be taught and/or supervised by ladder faculty. In a case where a SC course is taught by lecturers or post-docs, departments should make sure these individuals know that the course carries general education credit and is expected to achieve certain kinds of educational objectives.

Appendix C

Approved General Education Courses in the Foundations of
Society and Culture

94. Music and Internet

135A. History of Opera: Baroque and Classical Periods

135B. History of Opera: Romantic Period

135C. History of Opera: 20th Century

M136. Music and Gender (Same as Gender Studies M136)

*M137. Lesbian, Gay, Bisexual, Transgender, and Queer Perspectives in Pop Music (Same as Lesbian, Gay, Bisexual, and Transgender Studies M137)

Slavic (Slavic Languages)

*90. Introduction to Slavic Civilization

Theater

10. Introduction to Theater

*1031. Israel and Palestine: Communities, Conflicts, Cultures, and Arts in Middle East

*106. History of American Theater and Drama

M112. Interpreting Performance: Examination of Social, Historical, and Cultural Models for Performing Arts (Same as Honors Colloquium M154)

Foundations of Society and Culture

The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. The courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.

All Foundations of Society and Culture courses carry a minimum of 5 units.

Historical Analysis

African American Studies

*M5. Social Organization of Black Communities (Same as Sociology M5)

6. Trends in Black Intellectual Thought

M10A. History of Africa to 1800 (Same as History M10A)

Ancient Near East (Near Eastern Languages)

*10W. Jerusalem: Holy City (W)

15. Women and Power in Ancient World

*M50A. First Civilizations (Same as Middle Eastern Studies M50A)

*M50B. Origins of Judaism, Christianity, and Islam (Same as Middle Eastern Studies M50A and Religion M50)

Anthropology

*8. Archaeology: Introduction

Arabic (Near Eastern Languages)

*M107. Islam in West (Same as Islamic Studies M107 and Religion M107)

Architecture and Urban Design

10A. History of Architecture and Urban Design: Prehistory to Mannerism

10B. History of Architecture and Urban Design: Baroque to Contemporary Moment

Art History

*20. Ancient Art

*23. Modern Art

*24. Architecture in Modern World

*28. Arts of Africa

Asian (Asian Languages)

*M61. Introduction to Zen Buddhism (Same as Religion M61)

Asian American Studies

10. History of Asian Americans

10W. History of Asian Americans (W)

40. Asian American Movement

Chicana and Chicano Studies

*10B. Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions

Chinese (Asian Languages)

*50. Chinese Civilization

*50W. Chinese Civilization (W)

Classics

*10. Discovering Greeks

*20. Discovering Romans

*88GE. General Education Seminar Sequences

French (French and Francophone Studies)

*16. Society and Self in Early Modern France

Geography

4. Globalization: Regional Development and World Economy

German (Germanic Languages)

*56. Figures Who Changed World

*61A. Modern Metropolis: Berlin

*61B. Modern Metropolis: Weimar

*61C. Modern Metropolis: Vienna

*61D. Modern Metropolis: Prague

*102. War, Politics, Art

History

1A. Introduction to Western Civilization: Ancient Civilizations, Prehistory to circa A.D. 843

1AH. Introduction to Western Civilization: Ancient Civilizations, Prehistory to circa A.D. 843 (Honors)

18. Introduction to Western Civilization: Circa A.D. 843 to circa 1715

18H. Introduction to Western Civilization: Circa A.O. 843 to circa 1715 (Honors)

1C. Introduction to Western Civilization: Circa 1715 to Present

1CH. Introduction to Western Civilization: Circa 1715 to Present (Honors)

*28. Social Knowledge and Social Power

2C. Religion, Occult, and Science: Mystics, Heretics, and Witches in Western Tradition, 1000 to 1600

2D. Religion, Occult, and Science: Science, Magic, and Religion, 1600 to Present

3A. Introduction to History of Science: Scientific Revolution

38. Introduction to History of Science: History of Science from Newton to Darwin

3C. Introduction to History of Science: History of Modern Science, Relativity to DNA

3CH. Introduction to History of Science: History of Modern Science, Relativity to DNA (Honors)

30. Themes in History of Medicine

M4. Introduction to History of Religions (Same as Religion M4)

*5. Holocaust: History and Memory

*8A. Colonial Latin America

*8AH. Colonial Latin America (Honors)

88. Modern Latin America

8BH. Modern Latin America (Honors)

8C. Latin American Social History

SCH. Latin American Social History (Honors)

*9A. Introduction to Asian Civilizations: History of India

9C. Introduction to Asian Civilizations: History of Japan

9CH. Introduction to Asian Civilizations: History of Japan (Honors)

90. Introduction to Asian Civilizations: History of Middle East

9E. Introduction to Asian Civilizations: Southeast Asian Crossroads
M10A. History of Africa to 1800 (Same as African American Studies M10A)

10B. History of Africa, 1800 to Present

*11A. History of China to 1000

*11AH. History of China to 1000 (Honors)

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- 11B. History of China, 1000 to 1950
- 11BH. History of China, 1000 to 1950 (Honors)
- *12A. Inequality: History of Mass Imprisonment
- 13A. History of the U.S. and Its Colonial Origins: Colonial Origins and First Nation Building Acts
- 13B. History of the U.S. and Its Colonial Origins: 19th Century
- 13C. History of the U.S. and Its Colonial Origins: 20th Century
- 20. World History to A.D. 600
- 21. World History, circa 600 to 1760
- 22. Contemporary World History, 1760 to Present
- *88GE. Sophomore Seminar: Special Topics in History

Honors Collegium

- *7. Saint and Heretic: Joan of Arc and Gilles de Rais, History and Myth
- *20. What Is This Thing Called Science?: Nature of Modern Science
- *23. Political Dissidence Today and in Ancient Greece: Trial and Death of Socrates in Its Classical and Legal Context
- *51. Music and Society
- *77. Greeks and Persians: Ancient Encounters from Herodotus to Alexander
- *78. Science and Religion from Copernicus to Darwinism

International and Area Studies

- *33. Introduction to East Asia
- *50. Introduction to Latin America

Islamic Studies (Near Eastern Languages)

- *M107. Islam in West (Formerly numbered Islamic Studies M107) (Same as Arabic M107 and Religion M107)

Italian

- *42A. Italy through Ages in English: Early Modern Italy
- *42B. Italy through Ages in English: Modern and Contemporary Italy

Korean (Asian Languages)

- 50. History of Korean Civilization
- *M60. Introduction to Korean Religions (Same as Religion M60C)

Lesbian, Gay, Bisexual, and Transgender Studies

- *M137. Lesbian, Gay, Bisexual, Transgender, and Queer Perspectives in Pop Music (Same as Music History M137)

Middle Eastern Studies (Near Eastern Languages)

- *MSOA. First Civilizations (Formerly numbered 50A) (Same as Ancient Near East MSOA)
- *MSOB. Origins of Judaism, Christianity, and Islam (Formerly numbered Near Eastern Languages MSOB) (Same as Ancient Near East MSOB and Religion MSO)

Music History (Musicology)

- *66. Getting Medieval
- *M137. Lesbian, Gay, Bisexual, Transgender, and Queer Perspectives in Pop Music (Same as Lesbian, Gay, Bisexual, and Transgender Studies M137)

Portuguese (Spanish and Portuguese)

- *46. Brazil and Portuguese-Speaking World

Religion, Study of

- M4. Introduction to History of Religions (Same as History M4)
- *M40. Christianities East and West (Same as Slavic M40)
- *M50. Origins of Judaism, Christianity, and Islam (Same as Ancient Near East MSOB and Middle Eastern Studies M50B)
- *M60C. Introduction to Korean Religions (Same as Korean M60)
- *M61. Introduction to Zen Buddhism (Same as Asian M61)
- *M107. Islam in West (Same as Arabic M107 and Islamic Studies M107)

Russian (Slavic Languages)

- *90A. Introduction to Russian Civilization

Scandinavian

- *138. Vikings

Slavic (Slavic Languages)

- *5. Introduction to Eurasia
- *M40. Christianities East and West (Same as Religion M40)

Sociology

- *M5. Social Organization of Black Communities (Same as African American Studies M5)
- *40. American Racism: Psychosocial Analysis

Southeast Asian (Asian Languages)

- *70. Modern Southeast Asian Literature

Spanish (Spanish and Portuguese)

- 44. Latin American Culture

Social Analysis

African American Studies

- *M5. Social Organization of Black Communities (Same as Sociology M5)

American Indian Studies

- M10. Introduction to American Indian Studies (Same as World Arts and Cultures M23)

Anthropology

- *8. Archaeology: Introduction
- 9. Culture and Society
- 33. Culture and Communication

Applied Linguistics

- *30W. Language and Social Interaction (W)
- *40. Language and Gender: Introduction to Gender Differences and Stereotypes
- *40W. Language and Gender: Introduction to Gender and Stereotypes (W)

Arabic (Near Eastern Languages)

- *M107. Islam in West (Same as Islamic Studies M107 and Religion M107)

Art History

- *28. Arts of Africa

Asian American Studies

- 20. Contemporary Asian American Communities
- 50. Asian American Women

Chicana and Chicano Studies

- *10B. Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions

Civic Engagement

- 50SL. Engaging Los Angeles
- M115. Citizenship and Public Service (Same as Political Science M115C)

Classics

- *30. Classical Mythology

Communication Studies

- 10. Introduction to Communication Studies

Design | Media Arts

- 8. Media Histories

Engineering

- *10A. Introduction to Complex Systems Science (5 units)

Environment

- *12. Sustainability and Environment

Ethnomusicology

- *30. Music and Media

Gender Studies

- 10. Introduction to Gender Studies
- *M114. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (Same as Lesbian, Gay, Bisexual, and Transgender Studies M114)

Geography

- 3. Cultural Geography
- 6. World Regions: Concepts and Contemporary Issues
- *7. Introduction to Geographic Information Systems

German (Germanic Languages)

- *102. War, Politics, Art

Gerontology

- M108. Biomedical, Social, and Policy Frontiers in Human Aging (Same as Social Welfare M108)

Global Studies

- 1. Globalization: Markets

History

- *2B. Social Knowledge and Social Power
- *S. Holocaust: History and Memory
- *12A. Inequality: History of Mass Imprisonment
- *88GE. Sophomore Seminar: Special Topics in History

Honors Collegium

- *41. Understanding Ecology: Finding Interdisciplinary Solutions to Environmental Problems
- *S1. Music and Society

Human Genetics

- *CM136C. Societal and Medical Issues in Human Genetics (Same as Society and Genetics M102)

Information Studies

- 10. Information and Power
- 20. Introduction to Information Studies
- 30. Internet and Society

International and Area Studies

- 1. Introduction to International and Area Studies
- *31. Introduction to Southeast Asia (Formerly numbered Southeast Asian Studies 1)
- *33. Introduction to East Asia
- *SO. Introduction to Latin America

Islamic Studies (Near Eastern Languages)

- *M107. Islam in West (Formerly numbered Islamics M107) (Same as Arabic M107 and Religion M107)

Korean (Asian Languages)

- 40. Korean Wave: Globalization of South Korean Pop Culture

Lesbian, Gay, Bisexual, and Transgender Studies

- *M114. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (Same as Gender Studies M114)
- *M137. Lesbian, Gay, Bisexual, Transgender, and Queer Perspectives in Pop Music (Same as Music History M137)

Molecular, Cell, and Developmental Biology

- *SO. Stem Cell Biology, Politics, and Ethics: Teasing Apart Issues

Music History (Musicology)

- *M137. Lesbian, Gay, Bisexual, Transgender, and Queer Perspectives in Pop Music (Same as Lesbian, Gay, Bisexual, and Transgender Studies M137)

Philosophy

- *6. Introduction to Political Philosophy

Political Science

- 10. Introduction to Political Theory
- 20. World Politics
- 40. Introduction to American Politics
- SO. Introduction to Comparative Politics
- 60. Diversity and Disagreement: How to Succeed in Politics without Really Trying
- M11SC. Citizenship and Public Service (Same as Civic Engagement M11S)

Public Policy

- 10A. Introduction to Public Policy

Religion, Study of

- 11. Religion in Los Angeles
- *M40. Christianities East and West (Same as Slavic M40)
- *M107. Islam in West (Same as Arabic M107 and Islamic Studies M107)

Scandinavian

- *138. Vikings

Slavic (Slavic Languages)

- *M40. Christianities East and West (Same as Religion M40)
- *87. Languages of Los Angeles

Social Welfare

- M108. Biomedical, Social, and Policy Frontiers in Human Aging (Same as Gerontology M108)

Society and Genetics

- *S. Integrative Approaches to Human Biology and Society
- *M102. Societal and Medical Issues in Human Genetics (Same as Human Genetics CM136C)

Sociology

- 1. Introductory Sociology
- *MS. Social Organization of Black Communities (Same as African American Studies MS)
- 10. Social Thought and Origins of Sociology
- *40. American Racism: Psychosocial Analysis
- S1. Sociology of Migration

Statistics

- 12. Introduction to Statistical Methods for Geography and Environmental Studies

World Arts and Cultures (World Arts and Cultures/Dance)

- M23. Introduction to American Indian Studies (Same as American Indian Studies M10)
- *33. Indigenous Worldviews
- *S1W. Aliens, Psychics, and Ghosts (W)

Appendix D

Society and Culture Course Offerings and Their Instructors
&
Student Enrollment in Society and Culture Offerings
2001-2016

of HA SA courses
offered

| | N | % |
|--------------|----------|----------|
| HA | 163 | 55.6% |
| SA | 130 | 44.4% |
| Total | 293 | 100% |

HA SA courses w/
section

| | N | % |
|--------------------|----------|----------|
| w/ section | 237 | 80.9% |
| w/o section | 56 | 19.1% |
| Total | 293 | 100% |

HA SA courses starting as GE by
term

| | N | % |
|------------|----------|----------|
| 02F | 41 | 14.0% |
| 03F | 16 | 5.5% |
| 03S | 2 | 0.7% |
| 04F | 3 | 1.0% |
| 05S | 1 | 0.3% |
| 06F | 4 | 1.4% |
| 07F | 3 | 1.0% |
| 07S | 5 | 1.7% |
| 07W | 3 | 1.0% |
| 08F | 1 | 0.3% |
| 08W | 1 | 0.3% |
| 09F | 16 | 5.5% |
| 10F | 43 | 14.7% |
| 10W | 1 | 0.3% |
| 11F | 10 | 3.4% |
| 11W | 3 | 1.0% |
| 12F | 26 | 8.9% |
| 131 | 2 | 0.7% |
| 13F | 6 | 2.0% |
| 13S | 3 | 1.0% |
| 13W | 1 | 0.3% |
| 141 | 2 | 0.7% |
| 14F | 50 | 17.1% |
| 14S | 5 | 1.7% |
| 14W | 1 | 0.3% |

| | | |
|--------------|-----|------|
| 15F | 29 | 9.9% |
| 15S | 2 | 0.7% |
| 15W | 12 | 4.1% |
| 16S | 1 | 0.3% |
| Total | 293 | 100% |

HA SA courses starting as GE by term
(chronological)

| | N | % |
|--------------|----------|----------|
| 02F | 41 | 14.0% |
| 03S | 2 | 0.7% |
| 03F | 16 | 5.5% |
| 04F | 3 | 1.0% |
| 05S | 1 | 0.3% |
| 06F | 4 | 1.4% |
| 07W | 3 | 1.0% |
| 07S | 5 | 1.7% |
| 07F | 3 | 1.0% |
| 08W | 1 | 0.3% |
| 08F | 1 | 0.3% |
| 09F | 16 | 5.5% |
| 10W | 1 | 0.3% |
| 10F | 43 | 14.7% |
| 11W | 3 | 1.0% |
| 11F | 10 | 3.4% |
| 12F | 26 | 8.9% |
| 13W | 1 | 0.3% |
| 13S | 3 | 1.0% |
| 131 | 2 | 0.7% |
| 13F | 6 | 2.0% |
| 14W | 1 | 0.3% |
| 14S | 5 | 1.7% |
| 141 | 2 | 0.7% |
| 14F | 50 | 17.1% |
| 15W | 12 | 4.1% |
| 15S | 2 | 0.7% |
| 15F | 29 | 9.9% |
| 16S | 1 | 0.3% |
| Total | 293 | 100% |

HA SA courses starting as GE by term (by
AY)

| | # of courses | % |
|--------------|--------------|-------------|
| 2002-2003 | 43 | 14.7% |
| 2003-2004 | 16 | 5.5% |
| 2004-2005 | 4 | 1.4% |
| 2005-2006 | 0 | 0.0% |
| 2006-2007 | 12 | 4.1% |
| 2007-2008 | 4 | 1.4% |
| 2008-2009 | 1 | 0.3% |
| 2009-2010 | 17 | 5.8% |
| 2010-2011 | 46 | 15.7% |
| 2011-2012 | 10 | 3.4% |
| 2012-2013 | 32 | 10.9% |
| 2013-2014 | 14 | 4.8% |
| 2014-2015 | 64 | 21.8% |
| 2015-2016 | 30 | 10.2% |
| Total | 293 | 100% |

of courses by department (n=45)

| | N | % |
|--|----------|----------|
| AFRICAN AMERICAN STUDIES | 4 | 1.4% |
| ANTHROPOLOGY | 4 | 1.4% |
| APPLIED LINGUISTICS | 3 | 1.0% |
| ARCHITECTURE AND URBAN DESIGN | 2 | 0.7% |
| ART HISTORY | 5 | 1.7% |
| ASIAN AMERICAN STUDIES | 5 | 1.7% |
| ASIAN LANGUAGES AND CULTURES | 7 | 2.4% |
| CHICANA AND CHICANO STUDIES | 2 | 0.7% |
| CIVIC ENGAGEMENT | 2 | 0.7% |
| CLASSICS | 4 | 1.4% |
| COMMUNICATION STUDIES | 7 | 2.4% |
| DESIGN / MEDIA ARTS | 1 | 0.3% |
| ENGINEERING AND APPLIED SCIENCE | 1 | 0.3% |
| ENVIRONMENT AND SUSTAINABILITY | 4 | 1.4% |
| ETHNOMUSICOLOGY | 1 | 0.3% |
| FRENCH AND FRANCOPHONE STUDIES | 1 | 0.3% |
| GENDER STUDIES | 2 | 0.7% |
| GENERAL EDUCATION CLUSTERS | 79 | 27.0% |
| GEOGRAPHY | 4 | 1.4% |
| GERMANIC LANGUAGES | 7 | 2.4% |
| GERONTOLOGY | 1 | 0.3% |
| GLOBAL STUDIES | 1 | 0.3% |

| | | |
|---|-----|-------|
| HISTORY | 45 | 15.4% |
| HONORS COLLEGIUM | 8 | 2.7% |
| HUMAN GENETICS | 1 | 0.3% |
| INFORMATION STUDIES | 3 | 1.0% |
| INTERNATIONAL AND AREA STUDIES | 6 | 2.0% |
| ITALIAN | 2 | 0.7% |
| LABOR AND WORKPLACE STUDIES | 6 | 2.0% |
| LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES | 3 | 1.0% |
| MOLECULAR, CELL, AND DEVELOPMENTAL BIOLOGY | 1 | 0.3% |
| MUSICOLOGY | 3 | 1.0% |
| NEAR EASTERN LANGUAGES AND CULTURES | 10 | 3.4% |
| PHILOSOPHY | 1 | 0.3% |
| POLITICAL SCIENCE | 6 | 2.0% |
| PUBLIC POLICY | 1 | 0.3% |
| RELIGION, STUDY OF | 9 | 3.1% |
| SCANDINAVIAN SECTION | 2 | 0.7% |
| SLAVIC, EAST EUROPEAN, AND EURASIAN LANGUAGES AND CULTURES | 5 | 1.7% |
| SOCIAL WELFARE | 1 | 0.3% |
| SOCIETY AND GENETICS | 14 | 4.8% |
| SOCIOLOGY | 13 | 4.4% |
| SPANISH AND PORTUGUESE | 2 | 0.7% |
| STATISTICS | 1 | 0.3% |
| WORLD ARTS AND CULTURES/DANCE | 3 | 1.0% |
| Total | 293 | 100% |

of HA SA courses by term starting as GE

| | HA | SA | Total |
|------------|-----------|-----------|--------------|
| 02F | 30 | 11 | 41 |
| 03F | 14 | 2 | 16 |
| 03S | 0 | 2 | 2 |
| 04F | 2 | 1 | 3 |
| 05S | 0 | 1 | 1 |
| 06F | 1 | 3 | 4 |
| 07F | 1 | 2 | 3 |
| 07S | 3 | 2 | 5 |
| 07W | 2 | 1 | 3 |
| 08F | 1 | 0 | 1 |
| 08W | 1 | 0 | 1 |
| 09F | 8 | 8 | 16 |
| 10F | 22 | 21 | 43 |
| 10W | 0 | 1 | 1 |

| | | | |
|--------------|-----|-----|-----|
| 11F | 7 | 3 | 10 |
| 11W | 1 | 2 | 3 |
| 12F | 11 | 15 | 26 |
| 131 | 1 | 1 | 2 |
| 13F | 2 | 4 | 6 |
| 13S | 0 | 3 | 3 |
| 13W | 0 | 1 | 1 |
| 141 | 1 | 1 | 2 |
| 14F | 30 | 20 | 50 |
| 14S | 4 | 1 | 5 |
| 14W | 0 | 1 | 1 |
| 15F | 14 | 15 | 29 |
| 15S | 0 | 2 | 2 |
| 15W | 7 | 5 | 12 |
| 16S | 0 | 1 | 1 |
| Total | 163 | 130 | 293 |

of HA SA courses by term starting as GE
(chronological)

| | HA | SA | Total |
|------------|-----------|-----------|--------------|
| 02F | 30 | 11 | 41 |
| 03S | 0 | 2 | 2 |
| 03F | 14 | 2 | 16 |
| 04F | 2 | 1 | 3 |
| 05S | 0 | 1 | 1 |
| 06F | 1 | 3 | 4 |
| 07W | 2 | 1 | 3 |
| 07S | 3 | 2 | 5 |
| 07F | 1 | 2 | 3 |
| 08W | 1 | 0 | 1 |
| 08F | 1 | 0 | 1 |
| 09F | 8 | 8 | 16 |
| 10W | 0 | 1 | 1 |
| 10F | 22 | 21 | 43 |
| 11W | 1 | 2 | 3 |
| 11F | 7 | 3 | 10 |
| 12F | 11 | 15 | 26 |
| 13W | 0 | 1 | 1 |
| 13S | 0 | 3 | 3 |
| 131 | 1 | 1 | 2 |
| 13F | 2 | 4 | 6 |
| 14W | 0 | 1 | 1 |

| | | | |
|--------------|-----|-----|-----|
| 14S | 4 | 1 | 5 |
| 141 | 1 | 1 | 2 |
| 14F | 30 | 20 | 50 |
| 15W | 7 | 5 | 12 |
| 15S | 0 | 2 | 2 |
| 15F | 14 | 15 | 29 |
| 16S | 0 | 1 | 1 |
| Total | 163 | 130 | 293 |

of HA SA courses by term starting as GE
(by AY)

| | HA | SA | Total |
|------------------|-----------|-----------|--------------|
| 2002-2003 | 30 | 13 | 43 |
| 2003-2004 | 14 | 2 | 16 |
| 2004-2005 | 2 | 2 | 4 |
| 2005-2006 | 0 | 0 | 0 |
| 2006-2007 | 6 | 6 | 12 |
| 2007-2008 | 2 | 2 | 4 |
| 2008-2009 | 1 | 0 | 1 |
| 2009-2010 | 8 | 9 | 17 |
| 2010-2011 | 23 | 23 | 46 |
| 2011-2012 | 7 | 3 | 10 |
| 2012-2013 | 12 | 20 | 32 |
| 2013-2014 | 7 | 7 | 14 |
| 2014-2015 | 37 | 27 | 64 |
| 2015-2016 | 14 | 16 | 30 |
| Total | 163 | 130 | 293 |

of HA SA courses by department

| | HA only | SA only | Both | Total |
|--------------------------------------|--------------------|--------------------|-------------|--------------|
| AFRICAN AMERICAN STUDIES | 2 | 0 | 1 | 4 |
| ANTHROPOLOGY | 0 | 2 | 1 | 4 |
| APPLIED LINGUISTICS | 0 | 3 | 0 | 3 |
| ARCHITECTURE AND URBAN DESIGN | 2 | 0 | 0 | 2 |
| ART HISTORY | 3 | 0 | 1 | 5 |
| ASIAN AMERICAN STUDIES | 3 | 2 | 0 | 5 |
| ASIAN LANGUAGES AND CULTURES | 5 | 0 | 0 | 7 |
| CHICANA AND CHICANO STUDIES | 0 | 0 | 1 | 2 |
| CIVIC ENGAGEMENT | 0 | 2 | 0 | 2 |
| CLASSICS | 3 | 1 | 0 | 4 |
| COMMUNICATION STUDIES | 0 | 1 | 3 | 7 |

| | | | | |
|--|------------|------------|-----------|------------|
| DESIGN / MEDIA ARTS | 0 | 1 | 0 | 1 |
| ENGINEERING AND APPLIED SCIENCE | 0 | 1 | 0 | 1 |
| ENVIRONMENT AND SUSTAINABILITY | 0 | 4 | 0 | 4 |
| ETHNOMUSICOLOGY | 0 | 1 | 0 | 1 |
| FRENCH AND FRANCOPHONE STUDIES | 1 | 0 | 0 | 1 |
| GENDER STUDIES | 0 | 2 | 0 | 2 |
| GENERAL EDUCATION CLUSTERS | 6 | 3 | 35 | 79 |
| GEOGRAPHY | 1 | 3 | 0 | 4 |
| GERMANIC LANGUAGES | 5 | 0 | 1 | 7 |
| GERONTOLOGY | 0 | 1 | 0 | 1 |
| GLOBAL STUDIES | 0 | 1 | 0 | 1 |
| HISTORY | 38 | 1 | 3 | 45 |
| HONORS COLLEGIUM | 5 | 1 | 1 | 8 |
| HUMAN GENETICS | 0 | 1 | 0 | 1 |
| INFORMATION STUDIES | 0 | 3 | 0 | 3 |
| INTERNATIONAL AND AREA STUDIES | 0 | 2 | 2 | 6 |
| ITALIAN | 2 | 0 | 0 | 2 |
| LABOR AND WORKPLACE STUDIES | 0 | 0 | 3 | 6 |
| LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES | 1 | 2 | 0 | 3 |
| MOLECULAR, CELL, AND DEVELOPMENTAL BIOLOGY | 0 | 1 | 0 | 1 |
| MUSICOLOGY | 1 | 0 | 1 | 3 |
| NEAR EASTERN LANGUAGES AND CULTURES | 6 | 0 | 2 | 10 |
| PHILOSOPHY | 0 | 1 | 0 | 1 |
| POLITICAL SCIENCE | 0 | 6 | 0 | 6 |
| PUBLIC POLICY | 0 | 1 | 0 | 1 |
| RELIGION, STUDY OF | 4 | 1 | 2 | 9 |
| SCANDINAVIAN SECTION | 0 | 0 | 1 | 2 |
| SLAVIC, EAST EUROPEAN, AND EURASIAN LANGUAGES AND CULTURES | 2 | 1 | 1 | 5 |
| SOCIAL WELFARE | 0 | 1 | 0 | 1 |
| SOCIETY AND GENETICS | 0 | 2 | 6 | 14 |
| SOCIOLOGY | 0 | 3 | 5 | 13 |
| SPANISH AND PORTUGUESE | 2 | 0 | 0 | 2 |
| STATISTICS | 0 | 1 | 0 | 1 |
| WORLD ARTS AND CULTURES/DANCE | 0 | 3 | 0 | 3 |
| Total | 163 | 130 | 70 | 293 |

Ladder

| | N | % |
|--------------|-----|-------|
| Yes | 278 | 78.3% |
| No | 77 | 21.7% |
| Total | 355 | 100% |

Ladder vs non ladder by instructor home department

| | Y | N |
|---|----|----|
| Architecture & Urban Planning | 0 | 1 |
| Civil & Environmental Engineering | 1 | 0 |
| Law | 3 | 0 |
| Information Studies | 2 | 0 |
| Social Welfare | 2 | 0 |
| Dean, School of the Arts | 1 | 0 |
| Design Media Arts | 1 | 0 |
| World Arts & Cultures | 2 | 2 |
| Ethnomusicology | 2 | 0 |
| Music | 2 | 0 |
| Honors Programs | 0 | 2 |
| Educational Initiatives | 0 | 12 |
| Classics | 6 | 1 |
| Art History | 4 | 0 |
| Musicology | 13 | 0 |
| English | 20 | 26 |
| French & Francophone Studies | 2 | 0 |
| Germanic Languages | 3 | 0 |
| Italian | 1 | 0 |
| Linguistics | 8 | 1 |
| Near Eastern Languages & Cultures | 3 | 2 |
| Asian Languages & Cultures | 6 | 0 |
| Philosophy | 2 | 0 |
| Scandinavian Section | 0 | 1 |
| Slavic Languages & Literatures | 3 | 1 |
| Spanish & Portuguese | 1 | 1 |
| Speech & Communication Studies | 3 | 2 |
| Comparative Literature | 1 | 0 |
| Study of Religion | 0 | 1 |
| Ecology & Evolutionary Biology | 0 | 1 |
| Physiological Science | 12 | 0 |
| Molecular, Cell, & Developmental Biology | 0 | 1 |
| Psychology | 2 | 0 |
| Women's Studies | 3 | 0 |
| Chemistry & Biochemistry | 0 | 1 |
| Statistics | 0 | 2 |
| Anthropology | 4 | 0 |

| | | |
|--|----|---|
| Economics | 2 | 0 |
| Geography | 8 | 0 |
| History | 75 | 6 |
| Public Policy | 3 | 0 |
| Urban Planning | 0 | 2 |
| Political Science | 23 | 0 |
| Sociology | 27 | 3 |
| Interdepartmental Degree Programs | 0 | 1 |
| Asian American Department | 14 | 0 |
| Chicana/o Studies | 1 | 0 |
| Neurobiology | 1 | 0 |
| Human Genetics | 3 | 0 |
| Family Medicine | 7 | 1 |
| Psychiatry & Biobehavioral Sciences | 0 | 3 |
| Academic Technology Services | 0 | 1 |
| Center for Society & Genetics | 1 | 2 |

Ladder vs non ladder by subject area

| | Y | N | Total |
|--------------------|----------|----------|--------------|
| AF AMER | 3 | 0 | 3 |
| AN N EA | 2 | 2 | 4 |
| ANTHRO | 4 | 0 | 4 |
| APPLING | 8 | 1 | 9 |
| ARCH&UD | 1 | 1 | 2 |
| ART HIS | 2 | 0 | 2 |
| ASIA AM | 4 | 0 | 4 |
| CHICANO | 1 | 1 | 2 |
| CHIN | 1 | 0 | 1 |
| CIVIC | 1 | 0 | 1 |
| CLASSIC | 5 | 1 | 6 |
| COMM ST | 0 | 2 | 2 |
| DESMA | 1 | 0 | 1 |
| ETHNOMU | 1 | 0 | 1 |
| FRNCH | 1 | 0 | 1 |
| GE CLST | 152 | 45 | 197 |
| GENDER | 2 | 0 | 2 |
| GEOG | 4 | 0 | 4 |
| GERMAN | 1 | 0 | 1 |
| GLBL ST | 1 | 0 | 1 |
| GRNTLGY | 1 | 0 | 1 |
| HIST | 40 | 5 | 45 |
| HNRS | 4 | 3 | 7 |

| | | | |
|--------------|------------|-----------|------------|
| I A STD | 1 | 2 | 3 |
| INF STD | 2 | 0 | 2 |
| ITALIAN | 1 | 0 | 1 |
| KOREA | 1 | 1 | 2 |
| LGBTS | 2 | 0 | 2 |
| M E STD | 1 | 0 | 1 |
| MCD BIO | 0 | 1 | 1 |
| MUS HST | 1 | 0 | 1 |
| PHILOS | 1 | 0 | 1 |
| POL SCI | 7 | 0 | 7 |
| PORTGSE | 1 | 0 | 1 |
| RELIGN | 2 | 1 | 3 |
| RUSSN | 1 | 0 | 1 |
| SCAND | 0 | 1 | 1 |
| SEASIAN | 1 | 0 | 1 |
| SLAVC | 1 | 1 | 2 |
| SOC GEN | 6 | 4 | 10 |
| SOC WLF | 1 | 0 | 1 |
| SOCIOL | 6 | 3 | 9 |
| STATS | 0 | 2 | 2 |
| WL ARTS | 2 | 0 | 2 |
| Total | 278 | 77 | 355 |

Use of ladder vs non ladder by course
start term

| | Y | N | Total |
|------------|----------|----------|--------------|
| 021 | 1 | 0 | 1 |
| 02F | 32 | 10 | 42 |
| 03F | 22 | 3 | 25 |
| 03S | 4 | 0 | 4 |
| 04F | 2 | 0 | 2 |
| 05S | 1 | 0 | 1 |
| 06F | 3 | 3 | 6 |
| 07F | 2 | 1 | 3 |
| 07S | 8 | 0 | 8 |
| 07W | 1 | 3 | 4 |
| 08W | 2 | 0 | 2 |
| 091 | 1 | 0 | 1 |
| 09F | 12 | 2 | 14 |
| 10F | 105 | 27 | 132 |
| 11F | 4 | 1 | 5 |
| 11W | 1 | 0 | 1 |

| | | | |
|--------------|-----|----|-----|
| 12F | 26 | 9 | 35 |
| 12S | 3 | 0 | 3 |
| 13F | 4 | 1 | 5 |
| 13W | 1 | 0 | 1 |
| 14F | 34 | 11 | 45 |
| 14S | 1 | 0 | 1 |
| 14W | 1 | 1 | 2 |
| 15F | 4 | 3 | 7 |
| 15W | 3 | 2 | 5 |
| Total | 278 | 77 | 355 |

Use of ladder vs non ladder by
AY

| | Ladder | Non-Ladder | Total |
|------------------|---------------|-------------------|--------------|
| 2001-2002 | 1 | 0 | 1 |
| 2002-2003 | 36 | 10 | 46 |
| 2003-2004 | 58 | 13 | 71 |
| 2004-2005 | 3 | 0 | 3 |
| 2005-2006 | 0 | 0 | 0 |
| 2006-2007 | 12 | 6 | 18 |
| 2007-2008 | 4 | 1 | 5 |
| 2008-2009 | 5 | 1 | 6 |
| 2009-2010 | 12 | 2 | 14 |
| 2010-2011 | 106 | 27 | 133 |
| 2011-2012 | 7 | 1 | 8 |
| 2012-2013 | 27 | 9 | 36 |
| 2013-2014 | 6 | 2 | 8 |
| 2014-2015 | 37 | 13 | 50 |
| 2015-2016 | 4 | 3 | 7 |
| Total | 318 | 88 | 406 |

Appendix E

Foundations of Society and Culture Materials and Assessment Report
Office of Instructional Development

MyUCLA Notice for Society and Culture Survey

Name of Sponsoring Department:

Office of Instructional Development: Center for Educational Assessment

Department Website:

<http://www.oid.ucla.edu/content/center-educational-assessment>

Message Text:

The Society and Culture GE Ad Hoc Committee along with the Center for Educational Assessment would like to invite you to participate in a short survey. The survey is designed to explore student experiences with the Society and Culture GE requirement and courses.

You have been selected because you have taken a course that satisfies the Society and Culture GE since your first quarter at UCLA.

Please complete the survey by noon on Friday, April 1st, 2016.

Department Contact Information:

John Toledo
jtoledo@oid.ucla.edu

Beginning Date of Message:

Monday, March 21, 2016

End Date of Message:

Friday, April 1, 2016

Target Population:

TBD.

Fish Bowl Focus Group Questions for Foundations of Society and Culture Students

I. Introduction

“Hi, everyone! We are researchers from Center of Educational Assessment at UCLA.”

[Introduce each moderator and those in the audience in the room and their duties]

“First, we would like to thank all of you for agreeing to be a part of this fish bowl focus group. We appreciate your participation.”

“As you can see, we have an audio recorder here. It will record our conversation so we can remember everything you tell us. Sometimes we forget things and the recorder allows us to listen to you without having to write everything down.”

“You might be wondering what this fish bowl focus group is for. First let us explain what a fish bowl focus group is. A fish bowl focus group differs from a regular focus group in that participants engage in a facilitated discussion in the presence of an audience. The General Education Governance Committee is conducting a review of the course offerings that carry Foundations of Society and Culture GE credit at UCLA. And to learn more about student experiences in those courses in order to improve them. The reason we are having this fish bowl focus group is to get first hand stories about what actually happens in these courses.”

“We need your input and want you to share your honest and open thoughts with us.”

“There are no correct answers – only opinions and feelings.”

“One person should speak at a time.”

“Do not worry if you do not know much about a particular topic we talk about.”

“This is an informal discussion – We want you to be comfortable and relaxed.”

“Let’s first start with ground rules about this fish bowl focus group:

A. WE WANT YOU TO DO THE TALKING.

We would like everyone to participate.

We may call on you if we haven't heard from you in a while.

B. THERE ARE NO RIGHT OR WRONG ANSWERS

Every person's experiences and opinions are important.

Speak up whether you agree or disagree.

We want to hear a wide range of opinions.

Be respectful of what others have to say.

C. WHAT IS SAID IN THIS ROOM STAYS HERE

1. “Everything said in this room will be kept confidential. This means that your name and any name you mention will not be used in any part of our reports.”

“We want everyone to feel comfortable sharing when sensitive issues come up. However, we cannot guarantee that other people in the focus group will keep your responses confidential. Please think about this before responding with any personal information about yourself.”

“So, before we begin, we want to make sure that you understand how important it is to be open about your opinions and feelings.”

2. “It is very important that you only tell us the truth. We ask that you only tell us about things that really happened to either you or someone you know.”
[Pause.]

3. “If we ask a question that you don’t understand, feel free to stop us and ask us to clarify, Okay?”
[Wait for an answer.]

“Similarly, if we don’t understand what you say, we’ll ask you to explain.”
[Pause.]

4. “If we ask a question, and you don’t know the answer, just tell us, ‘I don’t know.’”
[Pause.]

5. “Lastly, if there are any questions that you do not feel comfortable answering, you should tell us. Okay?”
[Wait for an answer.]

II. Rapport Building

“Now we want to get to know all of you better.”

“Let’s start by going around and telling everyone your name and something you like to do in your free time.”

“I’ll start. My name is _____ and I like _____.”

[Then begin with a student and follow around in a circle]

START RECORDING HERE

Today is _____ and it is now _____ o’clock.

III. The Discussion Part of the Fish Bowl Focus Group

“Now that we know you a little better, we want to learn more about specific things about you. Some of these questions can be really sensitive so we want you to take your time answering them.”

[Probe further is necessary for each question]

1. Tell us about your general experience here at UCLA in regards to GE courses you have taken in Foundations of Society and Culture.
 - a. How satisfied were you? What do you think worked well?
 - b. How engaged were you in the activities and resources available provided to you by these courses?
 - i. Resources: Things that take money, time, and generally contribute to your overall satisfaction.
 - c. What would you change about the SC GE courses if you could?
 - d. What was your favorite thing about SC GE courses that you took? Why?
 - e. What was your least favorite thing about the SC GE courses that you took? Why?
2. How would you describe your interactions with the faculty member/lecturer that taught the course?
 - a. Did you feel you can approach them?
 - b. Did you feel supported by them?
 - c. Did you feel that they were knowledgeable about the course topic?
3. How would you describe your interactions with the teaching assistants that taught the discussion sections?
 - a. Did you feel you can approach them?
 - b. Did you feel supported by them?
 - c. Did you feel that they were knowledgeable about the course topic?
3. What skills do you think you were building from having taken SC GE classes?
 - a. Prompt: Do you think you were building skills to help in your academic success?
 - i. Helping them with writing, critical thinking skills.

IV. Audience Participation

“Thank you all for sharing your experiences. Now we would like to open the discussion to the audience members.”

[To audience]: “Would any of you like to say anything about what was discussed by the group?”

[Facilitate the discussion and ensure that the participants have equal opportunities to share their thoughts and opinions]

IV. Closing (Begin 15 minutes before session ends)

[Say:]

“All of you have given us lots of information and that really helps us understand the SC GE courses more and we want to thank you for helping us. All of your responses will help us gain valuable insight on the value SC GE courses provides for its students and identify areas of opportunity.”

“We also want to remind you that everything you have said here will be kept confidential. Any names mentioned and your identities will not be used in the final report. Also, while we can

guarantee that others in this room will keep what you said confidential, we urge you to respect everyone's privacy and keep everything that you heard and said here today to yourself."

1. "Is there anything else any of you think we should know?"

[Wait for an answer.]

2. "Is there anything you want to tell us?"

[Wait for an answer.]

3. "Are there any questions you want to ask us?"

[Wait for an answer.]

"If there are no other questions or comments, we want to thank everyone for participating in today's fish bowl focus group session. We hope you have a good rest of your day."

"It's [specify time] and this fish bowl focus group session is now complete."

Interview Protocol for Foundations of Society and Culture Faculty

I. Introduction

“Hi. My name is _____ and I am a researcher from Center of Educational Assessment at UCLA.

[Introduce other moderators in the room and their duties]

“First, I would like to thank you for agreeing to be interviewed. We appreciate your participation.”

“As you can see, I have an audio recorder here. It will record our conversation so I can remember everything you tell me. Sometimes I forget things and the recorder allows me to listen to you without having to write everything down.”

“You might be wondering what this interview is for. Let me explain. The General Education Governance Committee is conducting a review of the course offerings that carry Foundations of Society and Culture GE credit at UCLA and to learn more about faculty experiences in those courses in order to improve them. The reason we are having these interviews is to get first hand stories about what actually happens during these courses.”

“We need your input and want you to share your honest and open thoughts with us.”

“There are no correct answers – only opinions and feelings.”

“Let’s first start with ground rules about this interview:”

II. Ground Rules

A. WE WANT YOU TO DO THE TALKING.

B. THERE ARE NO RIGHT OR WRONG ANSWERS

C. WHAT IS SAID IN THIS ROOM STAYS HERE

i. “Everything said in this room will be kept confidential. We want you to feel comfortable sharing when sensitive issues come up.”

“Everything you tell me will be confidential so your name and any name you mention will not be used in any part of our reports.”

ii. “If I ask a question that you don’t understand, feel free to stop me and ask me to clarify, Okay?” [Wait for an answer.]

iii. “Similarly, if I don’t understand what you say, I’ll ask you to explain.”

[Pause.]

iv. “Lastly, if there are any questions that you do not feel comfortable answering, you should tell me. Okay?” [Wait for an answer.]

III. Questions about the Foundations of Society and Culture GE

“I want to learn more about your experiences teaching SC GE courses. Some of these questions can be really sensitive so I want you to take your time answering them.”

[Probing further is necessary for each question]

1. Tell me about your general experience here at UCLA in regards to GE courses you have taught in Foundations of Society and Culture.
 - a. How satisfied were you? What do you think worked well?
 - b. How engaged were your students in the activities and resources available provided by your courses?
 - i. Resources: Things that take money, time, and generally contribute to your overall satisfaction.
 - c. What would you change about the SC GE courses if you could?
 - d. What was your favorite thing about SC GE courses that you taught? Why?
 - e. What was your least favorite thing about the SC GE courses that you taught? Why?
2. How would you describe your interactions with the students that took your course(s)?
 - a. Did you have students approach you outside of class?
 - b. Did your students perform well in your course?
 - c. Did you feel that they were engaged about the course topic?
3. How would you describe the students’ interactions with the teaching assistants that taught the discussion sections?
 - a. Did you feel that students can approach them?
 - b. Did you feel that students felt supported by them?
 - c. Did you feel that they were knowledgeable about the course topic?
4. What skills do you think students were building from having taken SC GE classes?
 - a. Helping them with writing, critical thinking skills.
5. Is there anything about the SC guidelines that you would like to change?
6. Do you have any commendations that you would like to make to the SC GE Ad Hoc Committee?

IV. Closing (Begin 15 minutes before session ends)

[Say:]

“You have given me lots of information and that really helps me understand the SC GE courses more and I want to thank you for helping me. All of your responses will help me gain valuable insight on the value SC GE courses provides for its students and identify areas of opportunity.”

“I also want to remind you that everything you have said here will be kept confidential. Any names mentioned and your identities will not be used in the final report.”

1. “Is there anything else you think I should know?”

[Wait for an answer.]

2. “Is there anything you want to tell me?”

[Wait for an answer.]

3. “Are there any questions you want to ask me?”

[Wait for an answer.]

“If there are no other questions or comments, I want to thank you for participating in today’s interview. I hope you have a good rest of your day.”

“It’s [specify time] and this interview is now complete.”

[FOUNDATIONS OF SOCIETY
AND CULTURE GENERAL
EDUCATION ASSESSMENT
REPORT]

**Spring
2016**

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EXECUTIVE SUMMARY

The Society and Culture General Education Ad Hoc Committee partnered with the Center for Educational Assessment in conducting a formative assessment on the status of courses within the Foundations of Society and Culture curriculum. Three key questions helped guide the assessment:

1. What are the students' experiences in taking courses that fulfill the Foundations of Society and Culture GE credit?
2. What are the GE faculty members' experiences in teaching courses that fulfill the Foundations of Society and Culture GE credit?
3. What are ways to improve the pedagogical aims, course quality and availability, faculty engagement, and student enrollment in courses that fulfill the Foundations of Society and Culture GE credit?

Data from a student online survey, a student fish bowl focus group session, and three faculty interviews were gathered and analyzed to address these key questions.

The following are some of the key findings from the assessment:

1. According to respondents of the student online survey, the pedagogical aims of SC GE courses were in alignment with the SC GE guidelines, and most of the students did not have any issues with course availability during enrollment. Similarly, a majority felt that SC GE courses were of good quality, and they attended teaching assistant's office hours more often than the instructor's office hours. While instructors were described as easy to approach, close to half of the students indicated they did not go to office hours. SC GE courses mostly strengthened writing and critical thinking skills while expanding students' knowledge of different cultures and societies. Some students wished they had more course offerings that addressed diversity.
2. Course characteristics were the most mentioned theme regarding students' most favorite and least favorite elements of SC GE courses. While some students most enjoyed the reading materials, writing assignments, course pace, workload, etc., other students expressed that those same elements were their least favorite parts of their course. The readings and writing assignments were overwhelming; the course pace was too fast, and the workload was unreasonable. Similarly, most students wanted to change course characteristics of the SC GE courses they have taken, such as having less reading, smaller class sizes, more discussion time, and more interactive lectures. Most students hoped for activities that increased interaction with peers, TAs, and faculty.
3. Most of the participants in the fish bowl focus group described having pleasant and engaging experiences with their SC GE courses. Some students reflected back on how what they learned in their GE courses helped in the courses they took later.
4. Lastly, the faculty members interviewed had an overall positive experience in teaching courses in the Foundations of Society and Culture. Faculty also described challenges with increased class and discussion section sizes. They also stated that direct interaction with students was becoming increasingly difficult.

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INTRODUCTION

FOUNDATIONS BACKGROUND

UCLA's general education (GE) courses are grouped into three foundational areas: Foundations of the Arts and Humanities, Foundations of Society and Culture, and Foundations of Scientific Inquiry. This report focuses on the courses within the Foundations of Society and Culture (SC), which *aim to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time*. Courses within this foundation carry a minimum of 5 units. The courses fall within two subcategories: historical analysis (HA) and social analysis (SA). Currently, there are 293 courses total that are approved for the SC GE credit with 163 approved for HA, 130 for SA, and 70 for both HA and SA.

ASSESSMENT OVERVIEW

The following section states the assessment purpose and key questions motivating the assessment.

ASSESSMENT PURPOSE

The purpose of this assessment is to aid the Society and Culture GE Ad Hoc Committee in gathering information about student and faculty experiences in SC GE courses as part of their self-review process. A report of findings will be presented to the GE Governance Committee and the Undergraduate Council by the beginning of Fall Quarter 2016.

KEY QUESTIONS MOTIVATING THE ASSESSMENT

1. What are the students' experiences in taking courses that fulfill the Foundations of Society and Culture GE credit?
2. What are the GE faculty members' experiences in teaching courses that fulfill the Foundations of Society and Culture GE credit?
3. What are ways to improve the pedagogical aims, course quality and availability, faculty engagement, and student enrollment in courses that fulfill the Foundations of Society and Culture GE credit?

ASSESSMENT METHODS

The following section describes the methods used to answer the key questions guiding the assessment of courses within the Foundations of Society and Culture General Education.

STUDENT ONLINE SURVEY

An online survey was developed and administered to help gather information on student experiences with courses that fulfill the Foundations of Society and Culture GE credit. With the help of UCLA's Undergraduate Education Information Technology and the use of MyUCLA's notices feature, the survey was sent to all currently enrolled UCLA undergraduate students who have ever taken a course that carries the SC GE credit. Approximately 19,700 students were sent notices to participate in the online survey that ran from March 29th until April 8th. The survey consisted of 33 items that focused on the following areas:

1. Pedagogical Aims and Alignment to Society and Culture GE Guidelines
2. Course Availability and Enrollment
3. Course Quality
4. Instructor Engagement
5. Skills Gained
6. General Demographics

STUDENT FISH BOWL FOCUS GROUP

To gather rich, primary, qualitative data regarding student experiences within the courses that carry the SC GE credit, a student fish bowl focus group was conducted on April 13th. A fish bowl focus group is similar to a traditional focus group except that there is an audience present who observes the discussion and is allowed to probe further with questions after the initial discussion has ended. Participants for the fish bowl focus group were recruited among respondents to an item in the student online survey that asked them if they would be interested in being a part of a fish bowl focus group. Twelve students participated in the fish bowl focus group. The audience included five members of the Society and Culture Ad Hoc committee and two staff members from the Center for Educational Assessment (CEA). One researcher from CEA facilitated the fish bowl focus group while another researcher acted as the note-taker. The following areas were addressed during the fish bowl focus group:

1. General Student Experience with SC GE Courses Taken
2. Student Interactions with Instructors and Teaching Assistants
3. Skills Gained from Courses Taken
4. Areas for Improvement

GE FACULTY INTERVIEWS

Faculty experiences were communicated through interviews with three faculty members who have taught large enrollment courses that carry the SC GE credit. Thirty to forty-five minute interviews were conducted via phone or in-person to gather information in regard to the following areas:

1. General Faculty Experience in Teaching SC GE Courses
2. Instructors and Teaching Assistants' Interactions with Students
3. Expected Skills Gained by Students
4. Areas for Improvement for SC GE Guidelines

ANALYSIS AND FINDINGS

The following section exhibits the findings from the analyses of data gathered from the online survey, fish bowl focus group, and faculty interviews.

STUDENT ONLINE SURVEY QUANTITATIVE SECTION

The survey had a total of 33 items, which took approximately 10 minutes to complete. Items 1 to 26 were statements regarding attitudes toward the SC GE course offerings. Respondents rated the statements as: strongly disagree, disagree, slightly disagree, neither agree nor disagree, slightly agree, agree, strongly agree, or N/A. Items 27 to 33 were open-ended questions.

Number of survey invitations sent: Approximately 19,700

Number of respondents: 1,849

Response rate: 9.39%

Note: Invitation to the survey was sent to every enrolled student who took a course that carries the Foundations of Society and Culture GE credit. The data did not differentiate between the various reasons why a student took such courses.

GENERAL DEMOGRAPHICS

Age range of respondents: 17 to 55. A majority of respondents (25.2 %) were 19. 17.1% were 18-years old, 20.0% were 20-years old, and 15.7% were 21-years old.

Gender: 64.7% responded Female/F/Woman. 26.3% responded Male/Man. Approximately 9% responded neither male nor female.

Year in School: A majority of the respondents (31.3%) were first-year students.

- 1st year: 31.3%
- 2nd year: 29.9%
- 3rd year: 21.5%
- 4th year: 15.9%
- 5th year or more : 1.5%

Majors: Respondents' majors were pretty diverse spanning the different disciplines offered on campus. Each major comprised less than 7% of the total responses.

The following tables contain the frequencies and percentages of participant responses to statements on the student online survey regarding attitudes toward the Society and Culture GE course offerings.

Table 1. Pedagogical Aims and Alignment to Society and Culture General Education Guidelines

| PEDAGOGICAL AIMS AND ALIGNMENT TO SOCIETY AND CULTURE GE GUIDELINES | Disagree ^a | | Neither Agree nor Disagree | | Agree ^b | | N/A | | Response Count |
|--|---|-----|----------------------------|------|--------------------|-------------|-------------|-----|----------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>N</i> |
| | a. SC GE course(s) addressed questions regarding how societies were governed or organized. | 125 | 6.9 | 169 | 9.3 | 1506 | 82.4 | 27 | 1.5 |
| b. SC GE course(s) discussed the different social, political, cultural, or economic arrangements in societies. | 97 | 5.2 | 134 | 7.3 | 1571 | 86.1 | 25 | 1.4 | 1827 |
| c. The reading assignments familiarized me with methods that scholars use in the social sciences. | 167 | 9.0 | 218 | 11.9 | 1409 | 77.1 | 33 | 1.8 | 1827 |
| d. SC GE course(s) made substantial use of primary texts in its study of a given period, society, or civilization. | 138 | 7.5 | 198 | 10.8 | 1454 | 79.5 | 37 | 2.0 | 1827 |
| e. SC GE course(s) deployed cultural, political, or economic theories. | 109 | 6.0 | 171 | 9.4 | 1513 | 82.8 | 34 | 1.9 | 1827 |
| f. Writing assignments required analysis and evaluation of both primary evidence and scholarship in history or the social sciences. | 127 | 7.0 | 162 | 8.9 | 1495 | 81.8 | 43 | 2.4 | 1827 |
| g. I understood the purpose of having Society and Culture general education requirement. | 148 | 8.1 | 200 | 10.9 | 1446 | 79.2 | 33 | 1.8 | 1827 |

Note: **Bold:** Highest frequency/percentage.

^a Disagree column is the sum of responses that includes “strongly disagree”, “disagree”, and “slightly disagree”.

^b Agree column is the sum of responses that includes “strongly agree”, “agree”, and “slightly agree”.

Table 2. Course Availability and Enrollment

| COURSE AVAILABILITY AND ENROLLMENT | Disagree ^a | | Neither Agree nor Disagree ^e | | Agree ^b | | N/A | | Response Count |
|---|---|------------------------|---|----------|--------------------|----------|----------|---------|----------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>N</i> |
| | a. I often needed to waitlist to get into the SC GE course(s) that I needed. | 10 23 | 56 .0 | 27 1 | 14 .8 | 42 7 | 23 .4 | 5 5 | 3. 0 |
| b. I had difficulty finding a SC GE course(s) that fit my schedule. | 93 1 | 50 .9 | 22 9 | 12 .5 | 58 4 | 31 .9 | 3 2 | 1. 8 | 1776 |
| c. The number of students enrolled in my SC GE course(s) was too much. | 77 6 | 42 .4 | 43 6 | 23 .9 | 53 6 | 29 .4 | 2 8 | 1. 5 | 1776 |
| d. There were too many students in my discussion section(s). | 10 05 | 55 .0 | 38 1 | 20 .9 | 35 6 | 19 .5 | 3 4 | 1. 9 | 1776 |

Note: The items in this section are inversely worded such that disagreement with a statement implies a positive response.

Bold: Highest frequency/percentage.

^a Disagree column is the sum of responses that includes “strongly disagree”, “disagree”, and “slightly disagree”.

^b Agree column is the sum of responses that includes “strongly agree”, “agree”, and “slightly agree”.

Table 3. Course Quality

| COURSE QUALITY | Disagree ^a | | Neither Agree nor Disagree ^e | | Agree ^b | | N/A | | Response Count |
|---|---|----------|---|----------|------------------------|------------------------|------------------------|---------|----------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>N</i> |
| | a. My instructor(s) taught the SC GE course(s) well. | 11 3 | 6.2 | 14 7 | 8.0 | 14 94 | 81. 8 | 21 | 1. 1 |
| b. My TA(s) was/were very knowledgeable about the course topic(s). | 93 | 5.0 | 14 4 | 7.9 | 14 99 | 82. 1 | 37 | 2. 0 | 1773 |
| c. I was highly engaged during class activities or discussion. | 25 3 | 13. 9 | 23 0 | 12. 6 | 12 66 | 69. 3 | 20 | 1. 1 | 1769 |
| d. There is nothing that I would change about the SC GE course(s) that I took. | 56 6 | 31. 0 | 37 0 | 20. 3 | 82 0 | 45. 0 | 17 | 0. 9 | 1773 |
| e. I did well in my SC GE course(s). | 10 4 | 5.6 | 18 0 | 9.9 | 14 60 | 79. 9 | 29 | 1. 6 | 1773 |
| f. I was satisfied with the overall quality of the SC GE course(s) I took. | 14 2 | 7.7 | 21 6 | 11. 8 | 13 94 | 76. 3 | 19 | 1. 0 | 1771 |

Note: **Bold:** Highest frequency/percentage.

^a Disagree column is the sum of responses that includes “strongly disagree”, “disagree”, and “slightly disagree”.

^b Agree column is the sum of responses that includes “strongly agree”, “agree”, and “slightly agree”.

Table 4. Instructor Engagement

| INSTRUCTOR ENGAGEMENT | Disagree ^a | | Neither Agree nor Disagree | | Agree ^b | | N/A | | Response Count |
|--|-----------------------|-------------|----------------------------|------|--------------------|-------------|----------|-----|----------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | |
| a. It was easy to approach my instructor(s). | 174 | 9.5 | 223 | 12.2 | 1336 | 73.1 | 32 | 1.8 | 1765 |
| b. It was easy to approach my TA(s). | 96 | 5.2 | 140 | 7.7 | 1492 | 81.7 | 37 | 2.0 | 1765 |
| c. I went to my instructor's office hours. | 780 | 42.7 | 243 | 13.3 | 579 | 31.7 | 163 | 8.9 | 1765 |
| d. I went to my TA's office hours. | 495 | 27.1 | 195 | 10.7 | 943 | 51.6 | 132 | 7.2 | 1765 |

Note: **Bold:** Highest frequency/percentage.

^a Disagree column is the sum of responses that includes “strongly disagree”, “disagree”, and “slightly disagree”.

^b Agree column is the sum of responses that includes “strongly agree”, “agree”, and “slightly agree”.

Table 5. Skills Gained

| SKILLS GAINED | Disagree ^a | | Neither Agree nor Disagree | | Agree ^b | | N/A | | Response Count |
|---|-----------------------|------|----------------------------|------|--------------------|-------------|----------|-----|----------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | |
| a. The SC GE course(s) strengthened my critical thinking skills. | 163 | 8.9 | 226 | 12.4 | 1361 | 74.5 | 15 | 0.8 | 1765 |
| b. The SC GE course(s) strengthened my writing skills. | 185 | 10.1 | 251 | 13.7 | 1311 | 71.8 | 18 | 1.0 | 1765 |
| c. The SC GE course(s) strengthened my oral communication skills. | 343 | 18.8 | 359 | 19.6 | 1033 | 56.5 | 30 | 1.6 | 1765 |
| d. The SC GE course(s) strengthened my problem-solving skills. | 333 | 18.2 | 423 | 23.2 | 983 | 53.8 | 26 | 1.4 | 1765 |
| e. The SC GE course(s) expanded my knowledge of different societies and cultures. | 74 | 4.1 | 147 | 8.0 | 1524 | 83.5 | 20 | 1.1 | 1765 |

Note: **Bold:** Highest frequency/percentage.

^a Disagree column is the sum of responses that includes “strongly disagree”, “disagree”, and “slightly disagree”.

^b Agree column is the sum of responses that includes “strongly agree”, “agree”, and “slightly agree”.

STUDENT ONLINE SURVEY QUALITATIVE SECTION

The following sections describe the responses to the open-ended questions of the student online survey.

FAVORITE ELEMENTS

The following themes were identified from an open-ended question in the student online survey, which asked participants to identify their favorite elements about the Society and Culture GE courses that they took.

TEACHING MEDIUMS AND COURSE CHARACTERISTICS

Respondents most commonly mentioned that their favorite parts of their SC GE course(s) were the mediums of information and teaching and/or characteristics of the course(s). They include reading material (especially primary sources), writing assignments, videos, field trips or service learning, social media, and lectures. Course characteristics include the pace or workload, the course subject, and the lecture or discussion format.

RELEVANCE OR APPLICATION OF MATERIAL

Many respondents mentioned that their favorite part was the relevance or application of the learned material or methods to real life, their own lives, contemporary issues, or the modern period.

INTERACTION AND DISCUSSION WITH PEERS, TEACHING ASSISTANTS, AND INSTRUCTORS

Many respondents mentioned engaging or interacting with others, sharing and hearing views, and discussing issues with peers, TAs, and instructors during discussion section or lectures. These interactions include seeking the guidance of instructors or TAs outside of the classroom. Some students felt that the availability of a safe space, where they feel comfortable and unjudged to voice their opinions, was the best part of their course(s).

EXPANDING KNOWLEDGE, PERSPECTIVES, AND DISCIPLINARY LENSES

Respondents also valued gaining new, better, or different understandings, insight, methods of analysis, knowledge, and awareness. Some students most appreciated the interdisciplinary or multidisciplinary approach of their course(s), or they most appreciated learning of the connection between different disciplines. Many students considered their favorite part to be learning about different aspects of society and culture, including the histories, constructions, and effects of their own cultures and societies and ones different from their own.

INDIVIDUAL CHARACTERISTICS OF INSTRUCTORS AND TEACHING ASSISTANTS

Many respondents complimented their instructors and TAs by, for example, describing them as passionate, helpful, knowledgeable, engaging, personable, caring, skilled, and approachable.

SKILLS GAINED

Some respondents mentioned their gained critical thinking or writing skills as their favorite part of the SC GE course(s). They appreciated the thought-provoking and analytical methods of learning, and they enjoyed the subject exploration and skill-building that the writing assignments offered.

RELEVANCE TO MAJOR AND MINOR

Some respondents most valued the relevance of their course(s) to their major. The knowledge gained or units earned aided them. Some of these students indicated that their SC GE experience helped them choose their major or minor.

VARIETY OF COURSE OPTIONS

Respondents mentioned the selection of offered courses. They appreciated the variety of interesting subjects from which to choose.

DIVERSITY OF STUDENTS IN CLASS

A few respondents enjoyed the diversity of students in their course(s), including students' majors and cultural heritage.

LEAST FAVORITE ELEMENTS

The following themes were identified from an open-ended question in the student online survey that asked participants to identify their least favorite elements about the Society and Culture GE courses that they took.

TEACHING MEDIUMS AND COURSE CHARACTERISTICS

Respondents commonly indicated that their least favorite parts of their SC GE course(s) were the mediums of information and teaching and/or characteristics of the course(s). They include readings, writing assignments, exams, and lectures. Students felt that readings were overwhelming, dense, unhelpful, and dry, and they were sometimes assigned merely as busywork. Writing assignments were also seen as being overwhelming and unhelpful, and their prompts were not well-articulated. Some students thought that their exams were graded unfairly or formatted inappropriately (e.g. multiple choice). Course characteristics include the fast pace, unreasonable workload, harsh grading practices, boring subjects, large class sizes, and class meeting times (e.g. too early or too long). Some students believed there was a lack of depth to the course because the material covered was too broad.

INTERACTION AND DISCUSSION WITH PEERS, TEACHING ASSISTANTS, AND INSTRUCTORS

Many respondents felt dissatisfied by the discussions or interactions with others because of the large class sizes, unpreparedness of students, unengaging TAs and instructors, and perceived irrelevance of the discussions to the rest of the course. Some students felt nervous during discussions, and some mentioned the difficulty of getting others to participate in discussions. A few noted the lack of opportunities to interact with the instructors or TAs specifically.

INDIVIDUAL CHARACTERISTICS OF INSTRUCTORS AND TEACHING ASSISTANTS

Many respondents felt dissatisfied by their instructors or TAs as some were described as being unhelpful, unknowledgeable, unengaging, unavailable, and uninteresting. A few mentioned the monotone nature of their instructors' speech.

RELEVANCE OR APPLICATION OF MATERIAL

Some respondents mentioned that their least favorite part was the lack of relevance or application of the learned material or methods to real life, their own lives, contemporary issues, or the modern period.

SKILLS GAINED

Some respondents mentioned they did not gain critical thinking or writing skills as a result of their reading and writing assignments. They also felt unprepared and unguided in skill development.

EXPANDING KNOWLEDGE, PERSPECTIVES, AND DISCIPLINARY LENSES

Some respondents believed that the course materials or perspectives presented did not have enough diversity.

RELEVANCE TO MAJOR AND MINOR

A few respondents did not appreciate the irrelevance of their SC GE course(s) to their major or academic career.

PROPOSED CHANGES

The following themes were identified from an open-ended question in the student online survey that asked participants to describe changes they would like made to the Society and Culture GE courses that they took.

TEACHING MEDIUMS AND COURSE CHARACTERISTICS

The majority of suggested changes by participants to SC GE courses pertained to course characteristics. First, required readings and texts could be lessened and more relevant to the course topic. Numerous participants also recommended having smaller classes with an emphasis on more engaging and interactive lectures and discussions. In addition, some felt that the grading of exams and essays should be fairer and more reflective of actual student comprehension rather than simple memorization and regurgitation of facts. Lastly, a few participants suggested that lecture times be shorter, readings be open sourced or cheaper, rooms more conducive to discussion, and have instructors conduct more focused and in-depth discussions and lectures on a few important course topics rather than covering too many topics in the allotted time.

RELEVANCE OR APPLICATION OF MATERIAL

Participants expressed the need for course material and concepts to relate and be more relevant to modern-day society, current issues, regional cultures, and personal lives. Moreover, they requested to have more practical and real-world applications of such concepts.

INTERACTION AND DISCUSSION WITH PEERS, TEACHING ASSISTANTS, AND INSTRUCTORS

There was an overall request to have more engagement and connection between students and their instructors, which included instructors being more accessible and responsive. Some

mentioned that course expectations needed to be better communicated and more assistance and feedback be provided.

INCORPORATION OF DIFFERENT PERSPECTIVES

A few participants suggested that more perspectives be represented in course material, especially opposing viewpoints. Furthermore, some felt the need for courses to incorporate intersectionality and interdisciplinary topics and how they compare with each other.

INDIVIDUAL CHARACTERISTICS OF INSTRUCTORS AND TEACHING ASSISTANTS

In a few instances, participants commented on the individual characteristics of instructors and TAs. They felt that instructors and TAs could be more open to ideas, organized, knowledgeable about the course topics, approachable, articulate, engaging, confident, understanding, enthusiastic about teaching, and show interest in student learning rather than just their own research.

SKILLS DEVELOPMENT

Participants asked to have more focus on developing and learning about the following skill sets: essay writing and styles, oral communication and presentation, critical thinking, research methodologies, and analysis of academic texts.

VARIETY OF COURSE OPTIONS

There was interest in having more variety and diversity of topics, cultures, societies, and historical periods in courses offered that fulfilled the SC GE requirement. Requests included non-Western cultures/societies and minority communities. In addition, participants wanted more follow-up courses on related topics and courses that studied more specific cultures rather than broad topics.

AVAILABILITY OF COURSES

A notable amount of participants expressed their desire to have more course offerings that fulfilled the SC GE requirement. They suggested that there be more variety and availability of lecture and discussion times because some participants had difficulty enrolling due to enrollment caps, or the time slot for courses did not fit their schedule. Furthermore, popular courses should be offered more often.

GENERAL EDUCATION

A select few suggested that GEs should not be required and that attending discussion should be optional.

STUDENT FISH BOWL FOCUS GROUP

The following themes were taken from the one-hour fish bowl focus group session facilitated by the Center for Educational Assessment on April 13, 2016.

DEMOGRAPHIC INFORMATION

There were twelve student participants, ages 18 to 26, and only one male. In terms of years in school, there were four 1st year students, three 2nd years, two 3rd years, two 4th years, and one who was at least a 6th year. Seven participants had majors in Humanities, Arts, and Social Sciences. Four had majors in STEM, and one was a double major in both.

GENERAL EXPERIENCE

The fish bowl focus group was utilized to gather information about the experiences of students who were taking Society and Culture (SC) General Education (GE) courses. When describing their general experiences, participants mentioned that classes were large, lengthy, and that there were a lot of reading materials to cover. Discussion sections were given high importance, and the way a teaching assistant conducted discussion was a significant factor in student satisfaction. Furthermore, participants emphasized that discussion sections should not be utilized for summarizing course readings.

Participants enjoyed SA courses, which provided different perspectives. However, some felt that the HA courses were too niche and not as applicable or generalizable to contemporary issues. Overall, a majority of participants found their SC GE course instructors to be pleasant and courses to be engaging. There was a general appreciation for having taken GE courses in the Foundations of Society and Culture.

OFFICE HOURS

When discussing office hours, participants reflected that as freshmen, they did not quite know how to utilize office hours due to being shy or not knowing what to say or ask instructors. In addition, they were more inclined to attend office hours for courses related to their major. Participants were more likely to go to teaching assistant (TA) office hours because they were perceived to be more approachable compared to faculty and also because TAs helped with course assignments and provided valuable feedback. A few participants also mentioned that going to office hours helped prepare them for upper division courses. Lastly, office hours by appointment were less favorable.

SKILLS AND KNOWLEDGE GAINED

Participants were asked if they gained any skills or new knowledge from taking SC GE courses. Several participants mentioned gaining new perspectives, learning about unfamiliar cultures and societies, and being exposed to different writing styles. One student even mentioned that it changed their life interests. Practical skills that participants gained were: how to use/read primary sources, text analysis, and how to conduct academic research.

COURSE ACCESSIBILITY AND SELECTION

In regard to course accessibility, a majority of students mentioned that GE courses were easier to enroll in compared to major classes due to the abundance of GE courses a student can choose from. For course selection, most participants chose what GE course to take based on their interest in the course topic, the time the course was offered, and if that time fitted their quarterly

schedule. They were more likely to choose a course if it was cross-listed as a prerequisite for their major. Also, there were instances when students would randomly choose from a variety of courses if they were unfamiliar with any of the topics. Overall, participants mentioned that an interest in the course topic plays an integral role if taking the GE course would be fruitful.

SUGGESTIONS AND FUTURE CONSIDERATIONS

Nearing the end of the focus group session, participants made recommendations as to how their experiences in taking SC GE courses could have been improved. They suggested offering more courses that connect across different histories/societies or having courses with comparative components based on a historical theme. Similarly, some participants requested to have courses centered on minority communities such as topics about disability, women, and the LGBT community. In addition, participants agreed that it would be helpful if GE courses provided detailed course descriptions and sample syllabi in order for students to be more informed about their choices. It was emphasized that entering students should be made aware of the purpose and added value of GEs, especially during orientation, and that students be provided guidance in choosing their GE courses with consideration of each individual's strengths and weaknesses.

GE FACULTY INTERVIEWS

The following themes are from interviews of three faculty members who taught large enrollment courses within the Foundations of Society and Culture General Education.

STUDENT EXPERIENCES THROUGH FACULTY INTERVIEWS

According to faculty members interviewed, their students generally had a positive experience in their SC GE courses. Some of them even decided to declare their majors and minors based on the course they took. Faculty also noted that students from STEM majors expressed having an eye-opening experience from having taken a course outside of their field of study. There were students who expressed a preference in having an open-source text for their required readings instead of a costly reader.

FACULTY EXPERIENCES

Faculty members expressed having a general positive experience in teaching their courses. Students regularly attended lectures, but they did not have much interaction with faculty other than during lectures, office hours, and immediately after class. Teaching large enrollment courses was described to be physically and mentally draining and unsustainable due to the sheer size of the class, typically ranging from 160 to 420 students per lecture. Each faculty member spoke of the difficulty in replying to mass student emails and the demand to meet in person. They also expressed that although they would like to dedicate more time to catering to student needs, they were limited due to other demands of their job such as attending to their research and writing. Large enrollments made it difficult for faculty members to gauge student learning.

LOGISTICS

GE course lectures are typically held twice a week from one hour twenty minutes to two hours at a time. A faculty member questioned whether or not there was a pedagogical benefit to having lectures of such length and further expressed that students had difficulty keeping focus due to this. Furthermore, there has been dissatisfaction in the rooms used for lectures. One faculty member did not allow breaks during two hour lectures because large theatre-style lecture halls made it time-costly to manage student traffic in and out of the hall during a break. Another faculty member expressed dissatisfaction in having an outdated room that was not equipped with the proper technology to supplement teaching. It was mentioned that the library did not always have standard contemporary materials needed for a course.

COURSE STRUCTURE AND ELEMENTS

Faculty members ensured that their course materials made connections to contemporary issues and applied to real-life situations faced by their students. Additionally, SC GE courses taught broad concepts to introduce students to a range of topics that familiarizes them to the major. Text and readings that can be easily read by students, whose majors were both within and outside of the course's field of study, were utilized.

COURSE STUDENT COMPOSITION

SC GE courses were predominantly attended by first-year students coming from a mix of majors and included students who have yet to declare a major. These students were highly motivated and had a strong drive to do well in their courses.

TEACHING ASSISTANTS

Teaching assistants were typically graduate students chosen by the department and placed in courses that needed them. Overall, teaching assistants were described to be responsible, but there was some variation in how invested they were in the role of teaching. For large enrollment courses, there can be a range of five to fifteen TAs per course. Each of them teach approximately three times a week and hold sections of 25 to 30 students. Faculty members allowed plenty of flexibility in how TAs led their section and further expressed that they were not always fully aware of what happened during section. They expected TAs to be moderators of discussions rather than lecturers. However, one faculty member noted that the work of teaching was actually done by TAs. Overall, faculty members stated that students typically had good relationships with their TAs.

OFFICE HOURS

The sheer size of SC GE courses made it difficult for faculty members to meet with every student for office hours. Faculty members typically spoke with students after class or via email. One faculty member who taught approximately 800 students mentioned that office hours had to be limited to 10 minute appointments that were fully booked by the third week of the quarter.

SKILLS GAINED

The main skill gained in SC GE courses was the ability to think critically. In addition, faculty members taught students how to read and analyze primary sources and also how to use social media such as Twitter and blogging websites.

SC GE GUIDELINES

Each faculty member said that they were unfamiliar with the SC GE guidelines and the expectations of the SC GE Ad Hoc Committee. However, they expressed enthusiasm in being part of the larger mission in improving SC GE courses.

Appendix F

Agendas and Minutes of the Society and Culture Ad Hoc Committee

AGENDA
GE Society and Culture Ad Hoc Review Committee
Friday, February 5, 2016
1:00 pm to 2:30 pm
2325 Murphy Hall

- 1. Lunch**
- 2. Introductions**
- 3. Call to Order and Committee Charge: Chair, Toby Higbie**
- 4. Background Materials: Resource Person: Greg Kendrick**
- 5. Curricular Review Timeline Discussion**

Minutes
Ad Hoc SC GE Committee Meeting
Friday, February 5, 2016
1-3 PM, Murphy Hall 2325

Present: Toby Higbie (Chair, History), Greg Kendrick (Resource Person, History/Cluster Program), Victor Bascara (Asian American Studies), Jessica Goldberg (History), Richard Lesure (Anthropology), Keith Stolzenbach (Civil and Environmental Engineering), Ed Walker (Sociology).

Toby Higbie called the first meeting of the Ad Hoc Committee charged with reviewing UCLA's General Education (GE) Society and Culture (SC) requirements and curriculum to order, welcomed those present, and asked for a round of introductions. Following the intros, Toby briefly addressed the charge of the committee, which is to review the pedagogical aims, course quality and availability, faculty engagement, and student enrollment in UCLA's Foundations of Society and Culture GE curriculum, and report our findings to the GE Governance Committee and the Undergraduate Council (UgC) by the beginning of Fall Quarter 2016.

Toby then asked Greg Kendrick, the committee's resource person, to go over the background materials that were prepared to assist the committee members with their work. These included a list of current courses approved for SC GE credit in social and historical analysis (293 courses total with 163 approved for HA, 130 for SA, and 70 awarding both—primarily GE cluster and Society and Genetics courses); guidelines for course submissions for SC GE credit; the GE course information sheet submitted to the GE Governance Committee with course syllabi; the *Self-Review Report on the General Education Curriculum of the Foundations of Society and Culture* submitted in 2008; and the 2008-09 Academic Senate Review of the SC GE. Greg noted that because there is now an electronic GE course syllabi archive, and the GE Governance

Committee workgroups are conducting yearly reviews of up to 10% of the courses in their respective foundation areas, the ad hoc committee is free to focus its attention on some of the following: 1) Foundation area mission statement and guidelines; 2) large enrollment HA/SA courses; 3) student and faculty experiences in SC courses; and 4) cross disciplinary way of introducing students to history and the social sciences.

Toby opened the floor to discussion and a lively conversation ensued. Concerns were raised with regard to some of the following questions:

- Might there be a better way to distinguish social from historical analysis in the SC guidelines;
- Are students encountering any difficulties in satisfying their SC requirements, i.e., are their adequate seats in the classes offering credit in this GE area;
- How might the courses in the SC area help students satisfy the new diversity requirement;
- Are their recommendations that the committee could make to the Senate that are aimed at lowering barriers to cross-departmental and disciplinary instruction in this area of GE; and
- Should the committee conduct focus groups aimed at addressing the student and faculty experiences in SC GE courses?

To assist the committee in answering these questions, Greg will invite representatives from the Registrar's Office, College Counseling, and the Diversity Committee to the Ad Hoc Committee's meeting on February 29th. He will also try to ensure that committee members have the necessary data regarding the departments offering SC courses, who is teaching these classes, and what their enrollments are. Finally, Toby and Greg will work with OID to put together a student and a faculty focus group next quarter that will address the student/instructor experiences in these SC courses (committee members will be canvased probably at the first meeting in spring quarter as to what kinds of questions they would like to ask these focus groups).

There being no further business, the meeting was adjourned at 2:30 PM.

AGENDA
GE Society and Culture (SC) Ad Hoc Review Committee
Monday, February 29, 2016
12:00 pm to 2:00 pm
A316P Murphy Hall

12-12:15: Lunch

12:15-12:20: Introductions and approval of February 5th Meeting Minutes.

12:20-1:20: Discussion with panelists (see below) regarding the SC curriculum's impact on student progress to degree and the College's new diversity requirement.

Corey Hollis: Director, Academic Counseling

Blake Livesay: Research and Publications Analyst, Registrar's Office

Claire McCluskey: Associate Registrar

Kyle McJunkin: Director, Academic Initiatives (Resource Person for the Diversity Committee)

1:20-1:55: Discussion with representatives (see below) of the Center for Instructional Assessment about student and faculty focus groups.

Marc Levis-Fitzgerald: Director, Center for Instructional Assessment

John Toledo: Senior Administrative Analyst, OID Evaluation

Michael Soh: Graduate Student Researcher, OID Evaluation

1:55-2:00: Next Quarter

Minutes

Ad Hoc SC GE Committee Meeting

Monday, February 29, 2016

12-2 PM, A316P Murphy Hall

Present: Toby Higbie (Chair, History), Greg Kendrick (Resource Person, History/Cluster Program), Victor Bascara (Asian American Studies), Richard Lesure (Anthropology), Keith Stolzenbach (Civil and Environmental Engineering).

Absent: Jessica Goldberg (History), Theresa Johnson (Chicana/o Studies), Ed Walker (Sociology)

Guests: Corey Hollis (Academic Counseling), Marc Levis-Fitzgerald (Center for Educational Assessment), Blake Livesay (Registrar), Claire McCluskey (Registrar), Kyle McJunkin (Undergraduate Education Initiatives), John Toledo (OID Evaluation)

Toby Higbie called the second meeting of the Ad Hoc Committee charged with reviewing UCLA's General Education (GE) Society and Culture (SC) requirements and curriculum to order, welcomed those present, and asked for a round of introductions. Following the intros, Toby briefly addressed the charge of the committee, and moved that the Minutes of the February 5th meeting be approved. The motion was seconded by Keith Stolzenbach and passed unanimously.

The first half of the meeting was largely concerned with questions related to 1) the impact of UCLA's SC GE requirements on students' progress to degree; 2) steps being taken to ensure that the incoming wave of freshmen will be able to enroll in classes that carry social and historical analysis credit; and 3) the degree to which SC courses might also help undergraduates satisfy the College diversity requirement. Claire McCluskey, Associate Registrar, began this discussion by providing the committee with an overview of how the university is planning to address the

growth in student enrollments. This includes completion of the renovation of Moore Hall auditorium, with its 500 seat capacity, expanded use of classroom space in Young Hall, opening up Residential Life auditoriums (DeNeve and Northwest) to courses other than clusters, and increasing the numbers of evening classes. Efforts are also being made to renovate discussion section spaces in Dodd and Bunche Hall so that fixed desks are replaced with chairs and tables that can be moved to better accommodate conversations and group work. With regard to this latter point, the committee stressed the importance of renovating small classroom spaces in such a way that instructors can maximize opportunities for their students to work in small groups and engage in face-to-face discussions.

On the issue of SC requirements and student progress to degree, Director of Academic Counseling, Corey Hollis, reported that students are not really experiencing any problems finding and completing courses that carry social and/or historical analysis credit. While the committee is still waiting for information from the Registrar's Office regarding how and when students are completing these reqs., by and large there appear to be more than adequate SC credit bearing courses in the social science and humanities divisions for students to take (in addition to clusters and courses offered by other interdisciplinary programs of study). Anecdotally, though these are lower division requirements, many undergrads continue to fulfill them during their junior and senior years.

One area that Corey mentioned which could further expedite student progress to degree would be to encourage more Writing II (WII) courses among those carrying social and/or historical analysis credit. To date, only History and Asian American Studies have SC GE courses that are also Writing II classes. In part, this paucity of WII SC offerings is related to the fact that these classes are very labor intensive, requiring as they do multiple drafts of papers with a considerable amount of individualized attention to student composition on the part of their graduate student instructors. This said, committee members expressed an interest in issuing a formal recommendation that in the future departments give serious consideration to the idea of retooling their current SC courses so that they could also allow their students to satisfy the university's second writing requirement.

On the question of the SC curriculum and the diversity requirement, Kyle McJunkin, Director of Academic Initiatives and resource person for the College/Undergraduate Council diversity committee, reported that to date 170 courses have been approved for diversity credit with 70 of these in the social sciences division, largely at the upper division level. The diversity committee would very much like to see an increase in the number of lower division courses carrying this credit, and a great many of the SC GE offerings would appear to be perfect for this purpose (e.g., Introduction to Chicana/o Studies). The ad hoc committee members agreed that one of their recommendations should definitely address the importance of departments reviewing their SC courses with an eye aimed at securing diversity credit for them.

The committee then turned to the whole question of gauging the experience of students, faculty, and GSIs in courses carrying SC credit at UCLA. After a wide-ranging discussion with Marc Levis, Director of the Center for Education Assessment, and John Toledo, Senior Administrative Analyst in OID Evaluation, the committee agreed to take the following steps:

- Toby and Greg will work with Marc and John to craft a brief survey to be sent out to all currently enrolled UCLA students who have completed a SC and HA GE course. This instrument will address 1) why students enrolled in the courses that they took to satisfy these requirements; 2) whether or not they left these classes with a good sense of what social science and history is and how scholars in these fields do their work; and 3) what if any skills they feel were acquired or honed as a result of this experience. Drafts of these questions will be shared with the committee via email.
- One of the questions on this survey will be aimed at finding students to participate in a “fish bowl” focus group organized by Marc and John. Members of the committee will also participate in this event as an audience and will ask questions of the participants as seems appropriate.
- Once information is received regarding enrollments in SC courses, the committee will identify a number of high enrollment classes both inside and outside of the social sciences division, and work with Marc and John to compile a series of questions that they will then administer to the faculty and GSIs teaching in these course offerings.

Greg assured the committee members they will have the necessary data regarding the departments offering SC courses, who is teaching these classes, and what their enrollments are before our next meeting in spring quarter. At that meeting, we will identify the courses whose faculty and GSIs are to be interviewed by Marc and John, and the questions that will be put to these individuals.

Richard Lesure’s suggestion that the descriptions of social science and history courses now found in the guidelines’ assignments section, should be moved to the beginning of the document, was accepted by all present and will be one of the committee’s recommendations to the Senate.

There being no further business, the meeting was adjourned at 2:00 PM.

AGENDA
GE Society and Culture (SC) Ad Hoc Review Committee
Monday, April 25, 2016
2:00 pm to 3:00 pm
3135 Murphy Hall

2:00-2:10: Introductions and approval of February 29th Meeting Minutes.

2:10-2:40: Update from the Center for Instructional Assessment regarding student and faculty experiences with Society and Culture GE courses.

2:40-3:00: May 23rd Meeting.

Minutes
Ad Hoc SC GE Committee Meeting
Monday, April 25, 2016
2-3 PM, 3135 Murphy Hall

Present: Toby Higbie (Chair, History), Greg Kendrick (Resource Person, History/Cluster Program), Richard Lesure (Anthropology), Jessica Goldberg (History), Ed Walker (Sociology).
Absent: Victor Bascara (Asian American Studies), Theresa Johnson (Chicana/o Studies), Keith Stolzenbach (Civil and Environmental Engineering).
Guests: Marc Levis-Fitzgerald (Center for Educational Assessment), John Toledo (OID Evaluation)

Toby Higbie called the third meeting of the Ad Hoc Committee charged with reviewing UCLA's General Education (GE) Society and Culture (SC) requirements and curriculum to order, welcomed those present, and asked for a round of introductions. Following the intros, Toby moved that the Minutes of the February 29th meeting be approved. After a brief discussion, the motion was seconded by Jessica Goldberg and passed unanimously.

The principal focus of the meeting was on the committee's efforts to assess the student experience with the courses they complete to satisfy the Foundations of Society and Culture GE requirements. Towards this end, the committee has been working with Marc Levis and John Toledo in the Office of Instructional Development's assessment office to survey all currently enrolled UCLA students who have completed a course approved for either Social and/or Historical Analysis GE credit. Committee members also attended a "fish bowl" student focus group organized by John Toledo, which allowed them to hear from students about their experiences in UCLA's social science GE classes. This event also allowed the participating faculty to directly question student participants about such matters as why they enrolled in the courses they took to satisfy these requirements; whether or not they experienced difficulty enrolling in these courses; whether or not they left these classes with a good sense of what social science and history is, and how scholars in these fields do their work; and what if any skills they feel they acquired or honed as a result of this experience.

John Toledo reported that 19,700 UCLA students were sent the committee approved survey, and 1849 responded (9.39%). He also reported that a majority of the respondents were 19 years old and were either first or second year students. With regard to the specific questions in the survey, majorities agreed that their SC GE courses did successfully introduce them to the concerns and methods of the social sciences, and also made them appreciate the purpose of having this curricular requirement. A majority also indicated that they had no difficulty finding courses to satisfy this part of the GE curriculum, and that the classes in which they enrolled were well taught. Indeed, most respondents found their instructors—both faculty and graduate student instructors—to be highly engaged in their teaching and accessible to their students. Regarding intellectual skills acquired in these courses, a majority of student respondents agreed that they strengthened their critical thinking, writing, and oral communication skills, and also made them more aware of different societies and cultures.

The second topic of discussion was the student “fish bowl” focus group that occurred on Wednesday, April 13th, from 11:45 AM to 1:00 PM in Powell 186. Richard Lesure noted that he found the experience surprisingly informative. He was particularly struck by how the participating students, most of whom were upper division, acknowledged that the SC GE courses they took really were valuable experiences that opened their eyes to concerns and ways of knowing the world with which they had been previously ignorant. Richard was also pleased to see that students do engage with faculty, if not in their GE courses, than at other times in their academic careers at UCLA. Jessica Goldberg pointed out that she found it interesting that a number of students indicated an interest in more thematically related GE courses. She also took away from the students a sense that class size in general, and discussion sizes in particular, appeared to be reaching a point where student instructor interaction was becoming problematic. Greg Kendrick pointed out that the respondents felt there could be more in-depth information on GE at summer orientation sessions for first year students, and that everyone appeared to be in agreement that having access to current GE course syllabi would allow students to make more informed choices regarding the classes they take to satisfy their GE requirements.

John also reported that he had interviewed instructors for two of our SC GE high enrollment classes—Sociology 1 and Chicana/o Studies 10—and was still trying to arrange an interview with the instructor of History 13. With regard to the former interviews, he noted that faculty were not really aware that their courses satisfied the GE SC requirements, and, while they found the experience of teaching these courses to be positive overall, they lamented their inability to better interact with their students.

There being no further business, the meeting was adjourned at 3:00 PM. The committee will reconvene for its final meeting on Monday, March 23rd, from 11-12 in Murphy Hall 3135. At that time it will review its findings and make recommendations to the Senate regarding the SC GE curriculum.