Curriculum Committee Report to the Faculty on the Pomona College General Education System

February, 2015

Curriculum Committee 2014-2015
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Special thank you to: Sharon Jan, Jennifer Rachford, Kathie Rosacker and Curriculum Committee 2013-2014
Chapter 1: 
Report Overview and Significant Findings

Executive Summary of Report:

1. General Education requirements show the priorities of the college and are responsive to student backgrounds and interests. GE requirements appropriately change over time.

2. Students and alumni are broadly satisfied or neutral with the current system (90% of students report being neutral, satisfied or very satisfied with GE and 73% of alumni found the GE requirements to be “about right.”). Faculty members are mildly dissatisfied with GE (14% report being very dissatisfied, 30% dissatisfied, 30% neutral, 22% satisfied and 4% very satisfied regarding the current GE system). Faculty members in Area 1 are the most dissatisfied with the current system.

3. Among faculty members who are dissatisfied with GE, the common theme is that it allows for too narrow of an educational path, but there is variation on where specifically the current system falls short.

4. Faculty broad consensus priorities for General Education include:
   a. Breadth of Study
   b. Written Communication
   c. Critical Thinking

5. There is wide support across alumni, faculty and students for earlier engagement with breadth. Despite this consensus view, over 30% of students complete their Area requirements in their final year at Pomona, and 12% in their final semester. Only 43% of students complete their Area requirements within their first two years. Faculty worry that initial over specialization/narrowness is not beneficial for students.

6. Students do not equally distribute courses between Breadth Areas outside of their major. The majority of students not majoring in Physical and Biological Studies (Area 4) take only one course in Area 4 (70+%). To a lesser extent, this is also true of History, Values, Ethics and Cultural Studies (Area 3). The majority of students not majoring in Areas 1, 2 and 5, do choose to take more than one course in each of those Areas.

7. We do not detect a large percentage of faculty members who desire fewer requirements or significantly more requirements. Faculty members mostly range from agreeing that the current requirements are adequate, to desiring a slight increase in requirements. It is not clear that faculty are in agreement regarding any single new requirement for GE.

8. The College would benefit from a principled statement of goals for GE. This statement could be used to evaluate the system when it is reviewed again in 10 years.

9. It is not clear from the student and alumni perspective that ID1 is meeting the goal of improving college writing. Students and alumni who are critical of ID1 find that the course does not sufficiently prepare them for college writing. Only 27% of students found that ID1 left them “well prepared” or “very well prepared” for college writing, and among students and alumni expressing dissatisfaction, ID1 was the most frequently cited current GE requirement.

10. Questions of diversity, difference and power have factored into discussions related to GE. Many alumni, faculty and students support a requirement for students to engage with world views, experiences and philosophies other than their own.
Overview:

This report on the General Education at Pomona College consolidates information received from 105 faculty survey responses, multiple faculty forum discussions, 711 student survey responses, 338 alumni responses and transcript data from 2,196 students in an attempt to provide a complete review of the current system.

Information from each source of data is presented in sequential chapters. Each chapter begins with the Curriculum Committee’s impartial analysis of key aspects in an executive summary. Subsequent information in the chapter presents more detailed analysis to provide full transparency. The ten items of the Executive Summary of the Report encompass the committee’s assessment of the current system based on our complete analysis. Our report does not analyze potential changes to the current system, but instead focuses on data that faculty may use to analyze what changes, if any, may be warranted.

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Chapter 2: 
Pomona’s Current General Education Program

Overview:
This section describes the recent history of Pomona’s current General Education requirements.

Perception, Analysis and Communication (PAC) requirements, 1994-2005
In 1992, the visiting WASC team criticized the College’s general education requirements in its report.

1. Lack of organized communication about the curriculum in the most fundamental level. What, exactly, is the general education requirement at Pomona intended to achieve? Has the faculty thought through the culmination of the students’ experience in the first two years? What are the unifying threads among courses which qualify for distribution credit? Are the uses which students will make of their general education changing? Has their preparation for it changed? How should Pomona conceive its general education component five years from now?

At the moment, Pomona lacks a locus for this discussion and a base of shared information to support it. But it is of great importance to the college, as well as to WASC in the enforcement of its standards, that such matters be treated in a thoughtful and effective manner.

Responding to the WASC report, the Curriculum Committee proposed a new set of requirements to replace the distribution requirement portion of the College’s general education program, with ten skills-based “Perception, Analysis and Communication (PAC)” courses. It also proposed the addition of a one-course speaking-intensive requirement to the College’s “English Language Requirement.” The PAC and speaking-intensive requirements were approved in March 1994, and implemented that fall. Courses satisfying general education requirements would now be approved by the Curriculum Committee, not the divisions. For a list of the requirements, see the “History of General Education at Pomona College” in the Appendix to this report.

Review of the Perception, Analysis and Communication (PAC) and Speaking Intensive Requirements & Development of a New Vision
The Curriculum Committee led fifth- and tenth-year reviews of the PAC system (in 1999-2000 and 2002-2004) utilizing consultants, surveys, focus groups, fora, individual interviews, a dedicated email account for collecting views and comments, visits with academic departments, a day-long retreat off-campus on September 18, 2004, and a subsequent faculty forum. At the retreat six faculty presented proposals for a new general education program for discussion purposes.
At the end of the retreat a survey was administered to rate the six proposals, and the three top-rated proposals featured “open” models, where exploration-oriented advising and student self-direction played central roles.

The following excerpts from one of the three proposals summarizes the sentiment that many found compelling about the open models and guided the Curriculum Committee in its development of a new vision for a liberal general education:

“Self-directed learning tends to produce enjoyment and lasting interest in learning. Motivated life-long learning of just this sort is a shared goal of the faculty at this College and of the students who choose the College. Interviews with college students about their educational experiences supports this finding—students report less satisfaction with required courses they must “get out of the way” and greater satisfaction with self-chosen courses in areas of the curriculum new to them (Richard J. Light, Making the Most of College)....These observations and research findings suggest to us that the way to develop empowered, knowledgeable and responsible learners (the AAC&U endorsed goals of a liberal education) is to encourage students to work purposefully and thoughtfully to design a course of study that meets their educational goals...

Students and faculty advisors [would] be offered guidelines on the range of disciplinary areas that would comprise a program of general studies in the liberal arts....by freely choosing courses from these areas, students [would] build both the knowledge (e.g., of history, biology, philosophy) and skills (e.g., historical perspective, scientific method, formal reasoning) that a liberal education offers. In proposing these area guidelines, [it was noted that] a very similar set [were] embraced by Amherst, Grinnell, Smith and Yale, all institutions with a student-designed distribution of studies requirement...

We assume that by choosing courses from these areas, students will build both the knowledge (e.g., of history, biology, philosophy, etc.) and skills (e.g., historical perspective, scientific method, formal reasoning) that a liberal education offers. In proposing [the] area [rubrics], we note that a very similar set is embraced by Amherst, Grinnell, Smith and Yale, all institutions with a student-designed distribution of studies requirement...We are impressed by the near consensus among faculty at these four colleges on the following knowledge domains in a general education program through which students will encounter major fields of knowledge and acquire skills in critical knowing and self-expression:

- Knowledge of another culture and language
- Knowledge of human experience in a period before one’s lifetime
- Knowledge of human behavior and contemporary social institutions
- Appreciation of the biophysical world
- Ability to engage in abstract reasoning via mathematics, logic, linguistics
- Appreciation of the life of the imagination in literature and art

Design of the Current Breadth of Study (“Area”) Requirements

Given the feedback from the retreat, the Curriculum Committee endeavored to design a program of minimal requirements that acknowledged the value of all the College’s courses to a liberal general education, where students and advisers would explore and shape a liberal arts curriculum together.

Rather than following a division-based structure, it created five categories that followed disciplinary lines. For example, two Division 1 requirements were created (Areas 1 and 3) with
arts and letters in Area 1, and history, philosophy, religious studies and humanities-oriented interdisciplinary core courses in Area 3.

**Dynamics of Difference and Power (DDP)**

In April 2002, the Associated Students of Pomona College (ASPC) passed a resolution endorsing a “DDP overlay” requirement and urged the faculty to address the proposal in the 2003-2004 General Education Review. A DDP overlay requirement would be one where approved courses would satisfy both a DDP requirement as well as one of the other breadth of study requirements.

The Curriculum Committee deliberated the feasibility of various DDP models within the framework of the emerging proposal and concluded that a requirement based on specific content was antithetical to it. This included both the overlay model mentioned above, as well as one involving a mandatory sophomore seminar dealing exclusively with DDP issues. The committee found the latter additionally problematic given the number of faculty that would be required to staff it.

Finally, the Curriculum Committee believed that faculty should not be regulated from above, but should decide among themselves how to organize majors and programs and general education courses, including courses that address the way power is manifested in the areas they study.

**Other General Education Requirements**

The Curriculum Committee, having received substantial feedback that the foreign language and physical education requirements remained important and uncontroversial, did not propose removal or revision of those requirements.

**Approval of the current Breadth of Study requirements**

The breadth of study component of the College’s General Education program was approved at the April 25, 2005 faculty meeting by a narrow vote.
Chapter 3: Abbreviated History of General Education at Pomona College

Overview:
This section describes the history of General Education requirements at Pomona College from 1888 to the present.

Executive Summary:
- Pomona’s General Education requirements have varied widely over its history.

1888-1905:
- Choice of one of three distinct programs of study, four years each: Classical, Literary or Scientific.

1905-1913:
- Same as above, with the addition of four units in physical education (completed in the student’s first two years) and four units of rhetoric.

1913-1928
Various combinations of the following requirements were added, changed or eliminated during this period, sometimes from year to year.
- Economics, English, history or political science – six hours, junior or senior year
- English composition – four hours, freshman year
- English literature – six hours, freshman or sophomore year
- Ethics – three hours, sophomore or junior year
- Foreign language - twelve hours, freshman and sophomore year
- History – six hours, freshman or sophomore year
- Hygiene – two hours for women, one hour for men, freshman or sophomore year
- Literature, English or foreign language– six hours, junior or senior year
- Mathematics – six hours, ordinarily in the freshman year
- Orientation in modern thought - six hours, freshman year
- Philosophy, psychology or religion – nine hours, sophomore, junior or senior year
- Physical education and military training – four hours in freshman and sophomore years and two hours in junior and senior years.
- Physics, chemistry, zoology, botany or physiology - six hours, freshman or sophomore year

1928-1936:
- Lower Division: 48 hours
  - Four hours of physical education
  - Not less than twelve hours in each of the following sections (A,B,C)
  - Not less than six additional hours in any two of them
    - Section A
      - Group 1: art, music
      - Group 2: English, public address
• Group 3: French, Italian, Spanish, German, Greek, Latin
  
<table>
<thead>
<tr>
<th>Section B</th>
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<tbody>
<tr>
<td>Group 4: biology, botany, zoology</td>
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<tr>
<td>Group 5: mathematics, chemistry, physics, astronomy, geology, engineering science</td>
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<table>
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<tr>
<th>Section C</th>
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<tbody>
<tr>
<td>Group 6: economics, sociology, political science, law, history</td>
</tr>
<tr>
<td>Group 7: philosophy, psychology, religion</td>
</tr>
<tr>
<td>Free Elective: Twelve hours, election can be made from any of the above named departments or general hygiene and military science</td>
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</tbody>
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• Upper Division: 60 hours
  
  | Two hours of physical education |
  | Each student shall complete during each semester of their junior year at least one course in each of the three groups below: |
  | Groups 1-7 as above |
  | Group 8: education, physical education |
  | Group 9: military science |

1936-1941:

• 126 semester units including six units of physical education activities, four of which must be taken in the first two years and two in the last two years
• Not less than 36 hours in “C and D” (i.e. upper-division) courses, with 24 of those in one division
• Not less than 42 hours at any level (A, B, C or D)
• All students required by the laws of the State of California to pass a course or examination on the Constitution of the United States.
• Division Breakdown:
  
  | Division 1: art, English, French, German, Greek, Italian, Latin, music, philosophy, public address. Spanish |
  | Division 2: astronomy, biology, botany, chemistry, geology, mathematics, military science, physics, psychology, zoology |
  | Division 3: economics, education, history, physical education, political science, religion, sociology |

1941-1945:

• 126 units, including six units physical education
• Distribution:
  
  | By the end of junior year, a student must have completed a year’s work of not less than four units in each of two departments in each of the three divisions (six departments in all). |
  | Not more than a total of 52 units in any one department may be counted for graduation. |
  | Upper-division work: 36 units of work in courses numbered above 100, of which at least 12 must be in one department. |
• All students required by the laws of the State of California to pass a course or examination on the Constitution of the United States.

1945-1961:
• English 1a, 1b
• A year-long course in biology, botany or geology
• A year-long course in astronomy, chemistry, geology or physics
• Two year-long courses in history, economics, government or sociology
• A year-long course in literature, art or music
• A year-long course in philosophy or religion
• Physical education activities required in every semester of residence. Freshman and sophomores satisfy the requirement with two activities each semester; juniors and seniors with one activity each semester
• American history and institutions. All students are required by the laws of the State of California to pass examinations in American history and in American and California institutions.
• Foreign language. Although the College does not specify a knowledge of foreign languages as a requirement for a degree, all students are urged to take at least one year of foreign language study.

1961-1970:
• English 1 or 11
• Sciences: Two courses numbered 100 or below in astronomy, biology, botany, chemistry, geology, physics or zoology
• Social sciences: Three courses from economics 51, 52; government 1, 55 (or after the freshman year 125 or 131); history 1a, b; sociology 51, 52; or anthropology 51, 53, 100. It is recommended, but not required, that the student take two courses in one department. In no case may a student take all three courses in one department.
• Literature, art or music: One course from any of the three categories below:
  o English 50, 58; or
  o In the classics and modern languages, any course numbered 100 or above, whether in the original or in translation.
  o Music 53, 54 or any semester course
  o Art 1, 2, 9, 51 or any semester course.
• Philosophy or religion: one course from philosophy 51 or any course in the 110-144 series; religion 1, 2, 3; for juniors and seniors, any course except 107, 111 or 190.
• Outside division of the concentration: Two courses, freely elected, in Pomona or the other Claremont Colleges, in addition to the requirements specified above.
• Physical education activities must be included in the registration of each student in every semester of residence. Freshman and sophomores must satisfy this requirement with two activities each semester; juniors and seniors must satisfy this requirement with one activity each semester.
• American history and institutions. All students are required by the laws of the State of California to pass examinations in American history and in American and California institutions.
• Foreign language: Effective September 1963, knowledge of a foreign language is a requirement for all students. The requirement may be met by (1) passing the third semester of a foreign language course at Pomona (or an equivalent course at another institution) with a grade of C-minus or better, or (2) a score of 560 or better on the College Board achievement test in one foreign language.

1970-1977:
• 32 courses, with the addition of one physical education activity during their first year at the College, are required.
• Nine courses, three in each division, in at least two departments
  o Division 1 - Humanities
  o Division 2 - Natural Sciences
  o Division 3 - Social Sciences
• American history and institutions. All students are required by the laws of the State of California to pass examinations in American history and in American and California institutions.
• Foreign Language: Knowledge of a foreign language is a requirement for all students. The requirement may be met by (1) passing the third semester of a foreign language course at Pomona (or an equivalent course at another institution) with a grade of C-minus or better, or (2) a score of 560 or better on the College Board achievement test in one foreign language.

1977-1994
• English: two courses designated as writing intensive
• The Freshman Critical Inquiry Seminar (added in 1986; later renamed the Critical Inquiry Seminar for First-Year Students)
• Physical education: one physical education activity during the first year at the College
• Nine courses, three in each division, in at least two departments, distributed as follows:
  o Division 1: three courses, one from each area, from (1) literature, (2) art, music or theatre, (3) religion, philosophy or linguistics
  o Division 2: three courses chosen from at least two of the following areas: astronomy, biology, botany, chemistry, geology, mathematics, physics, psychology and zoology. (Effective 1987-1994, one of the three courses must be quantitative.)
  o Division 3: two courses from any of the following areas: anthropology, sociology, economics, government, history or physical education theory (Effective 1987-1994, three courses from at least two departments.)
• Foreign language: Knowledge of a foreign language is a requirement for all students. The requirement may be met by (1) passing the third semester of a foreign language course at Pomona (or an equivalent course at another institution) with a grade of C-minus or better, or (2) a score of 560 or better on the College Board achievement test in one foreign language.
• Physical education: one physical education activity during their first year at the College

1994-2005:
• The Critical Inquiry Seminar for first-year students
• English: two courses designation as writing-intensive courses, inclusive of the Critical Inquiry Seminar; one course designated as speaking-intensive
• One PE activity, taken in the first or second semester
• Foreign language requirement, satisfied by (1) a third semester college-level foreign language course or above; (2) a score of 650 on an SAT-II subject test in a foreign language (listening exams not eligible); (3) a score of 4 or 5 on an AP exam in a foreign language
• One course in each of ten unique “intellectual skill” requirements in Perception, Analysis and Communication (PAC), from at least three departments overall. The Critical Inquiry Seminar satisfied one of the skill requirements.
  1. Read literature critically.
  2. Use and understand the scientific method.
  3. Use and understand formal reasoning.
  4. Understand and analyze data.
  5. Analyze creative art critically.
  6. Perform or produce creative arts.
  7. Explore and understand human behavior.
  8. Explore and understand an historical culture.
  9. Compare and contrast contemporary cultures.
 10. Think critically about rationality and values.

2005/06 to present:
• The Critical Inquiry Seminar for first-year students (not required of transfer students)
• One course in each of five breadth of study areas, with no single department in any two of the areas.
  1. Creative expression
  2. Social institutions and human behavior
  3. History, values, ethics and cultural studies
  4. Physical and biological sciences
  5. Mathematical reasoning
• Foreign language requirement, satisfied by (1) a third semester college-level foreign language course or above; (2) a score of 650 on an SAT-II subject test in a foreign language (listening exams not eligible); (3) a score of 4 or 5 on an AP exam in a foreign language
• One physical education activity, taken in the first or second semester
Chapter 4: General Education Practices Elsewhere

Overview:
In this chapter we survey the kinds of general education requirements that exist at other similar institutions of higher education.

Executive Summary:
- There are several approaches to GE: Core curriculum, menu of options, thematic based, skills based or coherent package of courses outside the major.
- General Education programs appear largely to be institution specific, playing on the strengths and values of the institutions.
- Some schools have components in their GE’s that Pomona has not historically included, such as community engagement.

Findings:
There are a variety of ways that colleges set non-major requirements for their students. In this chapter we survey the most common approaches. Most institutions seem to use a combination of the factors listed below.

Core curriculum: All students take a shared set of courses from a core curriculum. This approach is often taken at engineering schools, but (with a smaller common core) is also seen at liberal arts colleges. For example, students at Harvey Mudd College take 12 ½ courses in their core curriculum. These courses include at least one course in each department at the college as well as a half semester writing course. Scripps, on the other hand, has a 3-course core curriculum in interdisciplinary humanities, where only the first core course has a shared curriculum. As another example, Columbia University requires students to take 6 core courses in a wide range of areas including both the arts and science.

Menu of Options: A very common option is a plan like Pomona’s, where students take one or more courses from a set of categories. Generally the categories are composed of whole disciplines, but occasionally the lines are drawn using other criteria. Pomona has students take one course from each of five areas. Williams College has students take 3 courses from each of the three college divisions. The University of Chicago has students take a total of 15 quarter courses in three broad categories. Institutions may specify that only a subset of the courses offered can be used to satisfy these breadth requirements, or may, like Pomona, simply divide the entire curriculum up into these categories and simply assume that all courses will satisfy the specified goals.

Skills: Many colleges require students to take courses to develop particular skills. The most common of such requirements are writing, quantitative reasoning, foreign language, information literacy, and oral communication. Some schools require students to demonstrate competence or take and pass courses to build that competence. Others require a certain number of courses no matter what the student’s competence. Pomona’s foreign language requirement certainly fits this mold. ID1 shares aspects of this category with the requirement that the course be writing intensive. Williams requires 2 writing intensive courses, while Swarthmore requires three. Trinity has skills requirements for foreign language, information technology, and mathematics that can all be satisfied by an exam.
Thematic: Some colleges have requirements that students take courses that require them to explore an interdisciplinary theme. The proposed Pomona DDP requirement and Williams’ “Exploring Diversity Initiative” fit in this category, as does the suggestion of a sustainability requirement.

Coherent packages of courses aside from the major: Some schools require students to complete a minor outside of their major. Pitzer requires students to put together a package of three courses that address a topic of special interest to them. This package must include at least two disciplines and more than one cultural perspective.

Extra-curricular or community service: Colleges and universities like Pomona generally seem not to render personal and social responsibility as curricular requirements, though extra-curricular activities may provide a strong foundation for learning in this area. Pitzer’s requirement for “social responsibility and ethical implications of knowledge and action” can be satisfied by a service learning component of a regular course or by purely extra-curricular activities for a total of 45 hours.

It is not entirely clear how to classify some requirements. For example, does Pomona’s ID1 requirement fall under a skills rubric (it is writing intensive) or core? Does Pomona’s old PAC system correspond to menu of options or skills (probably a little of both)?
Chapter 5:  
Goals of General Education

Overview:
This section summarizes discussions regarding the goals of general education that occurred across the college during the 2014 calendar year. These discussions took place in multiple formats:
- Faculty forum on April 14
- Summer lunch discussion on July 15
- Summer lunch discussion on August 22
- Faculty forum on November 12
- Student forum on November 24
- Faculty meeting on December 17
- Eight Curriculum Committee lunch discussions during fall 2014

Likewise, discussions occurred within meetings of various committees including the TLC, EC, and CC, and they also surfaced as part of the Phi Beta Kappa and Humanities lecture series events of spring 2014. Faculty devoted informal conversation and email exchanges to the topic of general education as well, and division meetings occasionally involved consideration of Pomona’s GE system. This chapter is mindful of these more informal or impromptu discussions but focuses on ideas from the faculty for which clear documentation exists.

Executive Summary:
- It is difficult to evaluate Pomona’s current GE system without a clear sense of what the goals for general education at the college are.
- Faculty want students to have breadth: more specifically, faculty do not want students to be able to construct their academic careers too narrowly.
- There is faculty, student and alumni support for student engagement with breadth earlier in their academic careers.
- A frequent part of the discussion at the Dec. 17 faculty meeting involved goals related to diversity: faculty voting support for these goals varied, possibly depending on phrasing of the goal.
- There is strong student and alumni support for a Dynamics of Difference and Power Requirement.

Findings:
One theme that arose repeatedly across general education discussions is that it is challenging to evaluate Pomona’s current GE system in the absence of a clearly articulated set of general education goals for the college. Likewise, faculty seem to agree that the current system is pragmatically derived and does not directly provide a principled rationale for such goals. Notwithstanding some skepticism that the faculty are capable of constructing a widely-agreed-upon statement of goals for general education, there seems to be agreement that the articulation of these goals is an important step in both evaluating the current system and potentially implementing a new one.

There are areas of broad consensus among the faculty regarding general education goals. The overall view is that Pomona’s identity as a liberal arts college should be maintained. The idea of a liberal arts education is one with deep historical roots and global significance, and
discussions regarding general education have reaffirmed liberal arts principles as values for the college. Students should learn to think freely and independently, should work across disciplines, and should be prepared to succeed across a wide spectrum of possible post-collegiate experiences. Pomona College faculty thus resist trends toward pre-professionalization or over-specialization, and they have suggested general education goals that work against these trends. There is also general agreement that students should graduate from Pomona College having undertaken many of the curricular pursuits referenced by the current GE system: writing-intensive work, a language other than English, physical education, and a range of experiences across the arts, humanities, social sciences, and natural sciences.

Numerous contexts have played a role in guiding discussions and raising questions about the more specific goals of general education. One such context has to do with high enrollments and large numbers of majors in some areas including STEM fields. For instances in which certain areas are over-enrolled and other under-enrolled, should a goal of general education be to distribute students more evenly? Other contextual questions involve the number of double majors at the college and whether Pomona’s GE system should counter the increase in double majoring in some way. Pomona’s freshman writing program has also factored into the conversation: how does our current approach to ID1 relate to goals involving writing, critical thinking, and interdisciplinarity? Last, how do general education goals interact with those of the numerous (47) majors at Pomona College, which feature a variety of approaches toward fulfilling senior work? These questions do not lead to simple answers.

Leaving the challenges and questions of implementing various GE systems at Pomona College aside, goals stressed by the faculty tend to fall within the four “Essential Learning Outcomes” articulated by the Association of American Colleges and Universities in their 2007 study “College learning for the new global century: A report from the National Leadership Council for Liberal Education and America’s Promise” (Washington, DC-see appendix). This study gives the following description of core values for liberal education, all of which factored prominently in some way into GE discussions at Pomona: “expanding horizons, building understanding of the wider world, honing analytical and communication skills, and fostering responsibilities beyond self” (p. 3). More specifically, the AACU learning outcomes appear as follows:

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills
- personal and social responsibility
- integrative and applied learning

Within the first category lie the topics covered across departments and programs at the college: “the sciences and mathematics, social sciences, humanities, histories, languages, and the arts” (p. 12). The second category covers written and oral communication, analysis, critical thinking, and various types of literacy including quantitative and information literacy. “Personal and social responsibility” includes areas such as intercultural knowledge, ethics, and global citizenship, and it relates to goals cited by Pomona College faculty that involve community engagement and diversity. The final AAC&U learning outcome involves “synthesis and advanced accomplishment” and is the type of outcome often addressed through senior work in a major, although Pomona faculty have repeatedly referenced the idea of having a GE component that functions similar to ID1 but toward the end of the college career.

Of these four categories, the first three have engendered the most discussion. Goals for Pomona College as articulated by colleagues in Religious Studies provide helpful examples (see
Appendix). These goals range from having students gain “nuanced understanding of world views and philosophies not their own” to having them “foster the skill of close reading in the service of complex argumentation.” The responses to the faculty GE survey and the work of the Dec. 17 meeting give further ideas for approaching the above learning outcomes in ways that are relevant to Pomona College.

Goals Statements from Faculty Forum on Goals for General Education

After the presentation by Dr. Paul Gaston, Faculty Forum participants developed goal statements for general education in groups and presented and explained their support for each goal statement constructed. After all goal statements were transcribed, those in attendance were given the opportunity to privately show their agreement/disagreement with each goal statement. Five levels of support were available for each statement and participants used electronic clicker devices to register their views on each goal via the rubric:

A: Essential
B: Strongly Support
C: Support
D: Neutral
E: Opposed

Each of these responses was assigned a numeric value from 3 (for Essential) to -1 (for Opposed) and responses were averaged in the points column. Many goal statements covered similar topics, so less support for one goal statement may reflect more support for alternative wording for similar goal statements. However it is unlikely a participant would click “E: Opposed” to a goal that they otherwise supported but preferred alternative wording in a different goal. The sign in sheet indicates that Division 2 and 3 faculty may have been slightly underrepresented at the forum.

Goal Statements

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<th>Students should produce a cogent and persuasive argument in writing, and students should be able to assess and respond cogently to the writing of others.</th>
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<td>A</td>
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<table>
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<tr>
<th>Students should have a broad engagement with disciplines early in their academic career.</th>
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<table>
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<tr>
<th>Student thinking should be critical, analytic, creative, informed, and principled.</th>
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<table>
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<tr>
<th>Students will be able to find, analyze, and synthesize information to produce intellectual and creative work ethically and effectively.</th>
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Persuasively and succinctly express their own opinion and the opinions of others in oral and visual communication.

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Students should understand ethical and moral reasoning and the shaping of values.

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Students will maintain or improve their competency in a language other than English.

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Use formal reasoning and quantitative analysis to solve problems, analyze their solutions and analyze data.

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Student should be able to evaluate levels of rigor in various areas of academic inquiry.

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Students will be able to engage diversity though theoretical (classroom) and practical (study abroad, community participation) understanding of intercultural, cross-cultural, imperial/colonial, or transnational cultural productions and traditions.

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<td>2%</td>
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<td>2.17</td>
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When students encounter new problems or issues in their lives post-Pomona, they can analyze these issues from different perspectives besides their own.

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Integrate perspectives from various disciplines and subject positions in thinking.

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<td>2%</td>
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Students should be able to articulate and evaluate the content of their liberal arts education at Pomona.

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<td>16%</td>
<td>6%</td>
<td>2%</td>
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<td>2.12</td>
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</table>

Student should experiment early in their academic career.

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Students should do close reading.

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Students should consider the relationship between humans and the environment.

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<td>1.98</td>
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Students should be able to critically evaluate a new challenge using skills and knowledge from at least two unrelated areas/divisions.

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<td>1.94</td>
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Analyze works of creative art separate from their creation.

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<td>10%</td>
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<td>1.94</td>
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</table>

Perform or produce works of creative art, separate from analysis of art.

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<td>1.76</td>
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Analyze works of literature as activities separate from creating or analyzing art.

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Be able to perform and analyze scientific experiments. Includes threats to validity.

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<td>32%</td>
<td>16%</td>
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<td>1.74</td>
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</table>

Student will describe and evaluate the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life, or technology, and explain how the methods of inquiry in those fields can address the challenge.

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<td>20%</td>
<td>10%</td>
<td>8%</td>
<td>50</td>
<td>1.72</td>
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</tbody>
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Students will be able to think independently but collaboratively and make new and imaginative judgments with others.

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<tr>
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<th>A</th>
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<td>20%</td>
<td>10%</td>
<td>6%</td>
<td>49</td>
<td>1.69</td>
</tr>
</tbody>
</table>
Work with people different from themselves and not look like idiots. Being self-reflective, in relation to the community, the physical environment, and the natural world. Ask questions about what is missing.

A  B  C  D  E  responses  points
33% 27% 22% 12% 6%  49  1.67

They should consider language and creative expression as part of global citizenship.

A  B  C  D  E  responses  points
24% 26% 36% 14% 0%  50  1.60

Be able to present viewpoints from your own and another identity on an issue of common concern.

A  B  C  D  E  responses  points
26% 28% 22% 12% 12%  50  1.44

Create, analyze, and evaluate across all disciplines.

A  B  C  D  E  responses  points
26% 26% 26% 13% 11%  47  1.43

Learn through reciprocal engagement in the community in a way that values socio-cultural and economic diversity

A  B  C  D  E  responses  points
20% 34% 22% 14% 10%  50  1.40

Students should acknowledge their whole selves in the learning process and should have a balance of verbal, intellectual, visual, spiritual, and kinesthetic abilities.

A  B  C  D  E  responses  points
30% 22% 18% 16% 14%  50  1.38

Students will be able to trouble inherited notions of self, other, and society to confound normative and dualistic distinctions to ethical, political, environmental, and social ends.

A  B  C  D  E  responses  points
27% 24% 11% 24% 13%  45  1.27

Analyze, create and apply inquiry into the natural, social and artificial world in a concrete way.

A  B  C  D  E  responses  points
14% 28% 38% 10% 10%  29  1.24

Students should be able to articulate chosen areas of focus relative to areas of breadth and to describe the coherence among them in meaningful ways.

A  B  C  D  E  responses  points
14% 28% 34% 16% 8%  50  1.24

Demonstrate understanding of the historic and present-day experiences of people of color and the global South.

A  B  C  D  E  responses  points
22% 30% 10% 14% 24%  50  1.12
Our goal statement should be arguable.

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<td>16%</td>
<td>24%</td>
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<td>1.06</td>
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Students should be integrated, holistic, altruistic members of the world.

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<td>18%</td>
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An embedded curriculum that reflects and engages with the community of Los Angeles.

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<td>16%</td>
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In response to an unhealthy scenario, a student can respond with empathy, compassion, knowledge of the physiology of distress and healing, and the pitfalls of present-oriented decision making, and a sense of and openness to available avenues of help.

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<td>27%</td>
<td>16%</td>
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<td>0.98</td>
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If students choose an area to explore other than their major, it should somehow be in a different overall field.

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<td>16%</td>
<td>18%</td>
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<td>0.92</td>
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To get a C in one course. Students will be humble learners.

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Distribute students evenly among the faculty.

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<td>14%</td>
<td>36%</td>
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Anything a student reads, in the back of their head, the first question should involve who and which communities didn’t get into a study.

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<td>16%</td>
<td>30%</td>
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<td>0.72</td>
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Analyze and understand global problems through taking a leadership role while at Pomona.

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<td>32%</td>
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Chapter 6:
Student Transcript Patterns

Overview:
The data in this report comes from the senior transcripts of 2,196 Pomona College students graduating between 2009-2014. Transfer students are excluded for the purposes of this study. All students included in the study attended Pomona College exclusively under the current GE system.

Executive Summary:
- Over 30% of students did not complete general education requirements until their senior year, over 12% in their last semester.
- Students did not equally distribute courses between Breadth Areas outside of their major. The majority of students not majoring in Physical and Biological Studies (Area 4) took only one course in Area 4 (70+%). To a lesser extent, this was also true of History, Values, Ethics and Cultural Studies (Area 3). The majority of students not majoring in Areas 1, 2 and 5, did choose to take more than one course in each of those Areas.
- 48% of students took both creation/performance and analysis courses in Area 1. 42% of students took only analysis courses in Area 1 compared to 10% who only took creation/performance courses in Area 1.
- 50% of students did not take a laboratory science course.

Findings:

Breadth of Study Designation
Under the current general education system, different disciplines are designated under one of the five areas. Completion of a course in a discipline that falls under a certain area (with some exceptions) will satisfy that area requirement. The classifications are listed below.

| Table 1: Area Designation of Majors
<table>
<thead>
<tr>
<th>Area 1 (Creative Expression)</th>
<th>Area 2 (Social Institutions &amp; Human Behavior)</th>
<th>Area 3 (History, Values, Ethics and Cultural Studies)</th>
<th>Area 4 (Physical and Biological Studies)</th>
<th>Area 5 (Mathematical Reasoning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Anthropology</td>
<td>History</td>
<td>Astronomy</td>
<td>Computer</td>
</tr>
<tr>
<td>Art History</td>
<td>Economics</td>
<td>Philosophy</td>
<td>Biology</td>
<td>Science</td>
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<td>Linguistics</td>
<td>Religious</td>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Dance</td>
<td>Science</td>
<td>Studies</td>
<td>Geology</td>
<td></td>
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<tr>
<td>Music</td>
<td>Politics</td>
<td></td>
<td>Molecular</td>
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<td>Theatre</td>
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</tr>
<tr>
<td>Literatures*</td>
<td>Sociology</td>
<td></td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>*English, Chinese, French, German, Japanese, Russian, Spanish, Classical, numbered over 100</td>
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</tbody>
</table>
Certain majors, although categorized in Areas 1-5, are exceptionally interdisciplinary, requiring coursework from at least two of Areas 1-5. Because of this, for the purposes of this analysis these majors have been separated into two multidisciplinary “areas.” This allows us to capture the special behavior that students who major in one of these disciplines might display. Majors in Multidisciplinary Area 6 are, by their very nature, interdisciplinary and draw from Areas 2 and 3. The two majors in Multidisciplinary Area 7 have strong foundations in Areas 2, 4 and 5.

Table 2: Multidisciplinary Area Designation of Majors

<table>
<thead>
<tr>
<th>Multidisciplinary Area 6</th>
<th>Multidisciplinary Area 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>Middle East Studies</td>
</tr>
<tr>
<td>American Studies</td>
<td>Russian and European Studies</td>
</tr>
<tr>
<td>Asian American Studies</td>
<td>International Relations</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Chican@/Latin@ Studies</td>
<td>Public Policy</td>
</tr>
<tr>
<td>Gender &amp; Women Studies</td>
<td>Philosophy, Politics, and Economics</td>
</tr>
<tr>
<td>Late Antique/Medieval Studies</td>
<td>Science, Technology and Society</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental Analysis</td>
</tr>
<tr>
<td></td>
<td>Neuroscience¹</td>
</tr>
</tbody>
</table>

Majors

The following figure shows the breakdown of majors by area. This chart includes all majors—thus, if a student majors in two subjects, he or she is counted twice. That is, 13% of all majors chosen by Pomona students are in Area 1, 27% are in Area 2, and so on. If students’ major enrollment had been evenly distributed between the 5 areas and two multidisciplinary areas, about 14% of students would major in each area. The breakdown is fairly even, with the fewest students majoring in Area 3 and Area 5, and the most students majoring in Area 2.

¹ Neuroscience requires students to take courses in Psychology (Area 2), Biology and Chemistry (Area 4) and Mathematics (Area 5).
Figure 1: Percentage of Student Majoring in Each Area

Double Majors
Figure 2 shows the percentage of Pomona students who major in two disciplines. The percentage of students choosing to pursue two majors has risen in the past ten years, accounting for 13.6% of the student body in 2014.

Figure 2. Percentage of Students with Double Majors Over Time
The breakdown of single and double majors ranges by area. In Figure 3, the pie charts show what percentage of students who major in each area are single majors or double majors. The total number of students who major in each area is also listed below the pie chart. (For example, 30% of students with Area 1 majors choose to double major, and 70% single major. There are 318 total students who major in Area 1.) Students in Area 1 and Area 5 have the highest percentage of double majors while Area 4 and Multidisciplinary Area 7 have the lowest percentage. Majors in these two areas require the most classes in Physical and Biological Sciences.

**Figure 3: Single vs. Double Majors by Area**

![Pie charts for areas 1 to 6](chart_images)

Students’ choice of a second major also differs based on the area of their first major. The charts in Figure 4 show the breakdown of the area of students’ second major for all students who chose to double major. For example, the chart labeled “Area 1” shows all 318 students who major in two disciplines, at least one of which is in Area 1. Each column shows the distribution of their other choice of major (e.g. 6.2% choose another Area 1 major, 28.9% choose an Area 2 major, etc.). Students whose majors are in different areas were counted twice—once in each area.

Students were most likely to choose their second major in a different area than their first. For all areas except Area 3, Area 2 was a popular choice for second major. Students majoring Area 1 and 2 were most likely to choose a multidisciplinary second major. Areas 3, 4, and 5 were the least popular choices for a second major for students majoring in all areas except those majoring in Area 4. Science double-majors were most likely to choose an Area 5: Mathematical Reasoning double major.
Figure 4: Double Majors Distribution of Second Major by Area

Area Breakdown of Double Majors
*By area of first major:
Each bar chart shows the percentage of second majors that fall in areas 1-7
Breadth Fulfillment

Although it is recommended that students complete all 5 area requirements by the end of their sophomore year, students choose to complete their area requirements at different times. Figure 5 shows by semester when students satisfy the respective area requirement—that is, in what semester they took their first course in an area. All 2,196 students are included in the analysis represented in each graph. In Table 3, each column represents an area and shows the proportion of students fulfilling that area’s breadth requirement in the prescribed semester. For example, 32.19% of students satisfy their Area 1 requirement in their first semester, while 63.59% satisfy their Area 5 requirement in that semester. The last column of the table shows the percentage of students who finished completion of all of their area requirements in that semester. As can be seen, over 30% of students wait until their fourth year to complete all 5 requirements.
Figure 5: Semester of Area Fulfillment

Table 3: Semester of Area Fulfillment

<table>
<thead>
<tr>
<th>Semester</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
<th>Area 5</th>
<th>Complete all areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32.19%</td>
<td>53.46%</td>
<td>20.3%</td>
<td>50.53%</td>
<td>63.59%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>26.58%</td>
<td>31.65%</td>
<td>34.4%</td>
<td>7.18%</td>
<td>13.27%</td>
<td>5.78%</td>
</tr>
<tr>
<td>3</td>
<td>15.58%</td>
<td>8.54%</td>
<td>19.3%</td>
<td>11.16%</td>
<td>5.58%</td>
<td>17.7%</td>
</tr>
<tr>
<td>4</td>
<td>8.77%</td>
<td>2.97%</td>
<td>10.81%</td>
<td>7.41%</td>
<td>7.78%</td>
<td>20.59%</td>
</tr>
<tr>
<td>5</td>
<td>6.77%</td>
<td>1.25%</td>
<td>4.7%</td>
<td>5.12%</td>
<td>2.56%</td>
<td>13.94%</td>
</tr>
<tr>
<td>6</td>
<td>3.76%</td>
<td>0.65%</td>
<td>3.79%</td>
<td>3.7%</td>
<td>2.56%</td>
<td>11.19%</td>
</tr>
<tr>
<td>7</td>
<td>3.94%</td>
<td>1.07%</td>
<td>4.43%</td>
<td>9.01%</td>
<td>2.74%</td>
<td>18.43%</td>
</tr>
<tr>
<td>8</td>
<td>2.41%</td>
<td>0.37%</td>
<td>2.28%</td>
<td>5.9%</td>
<td>1.88%</td>
<td>12.33%</td>
</tr>
</tbody>
</table>
Breadth Exposure

The GE Breadth requirement guarantees that all students have a basic breadth exposure, but students can choose to explore different areas further as they please. The degree to which students explore areas outside their majors, and the areas they choose to explore, vary based on the area of students’ chosen majors. Figure 6 shows seven sets of five graphs. Each set represents the students whose majors fall under each area (Areas 1-5, as well as the multi-disciplinary “areas” 6 and 7). The five graphs in each set show the distribution of how many courses those students take in each of the 5 areas. For example, the top right graph (with orange bars) labeled “Courses Taken in Area 2” in the set “Breadth Exposure: Area 1 Majors” shows that, of students who major in Area 1, 33% take only one course in Area 2, 22.5% take two courses, and so on.

A number of patterns emerge from these data. The majority of students in each area, except those who major in Area 4 and Multidisciplinary Area 7 (the two areas that require the most sciences), choose to take only one course in Area 4. The majority of students who major in Area 1, 3, and Multidisciplinary Area 6 take only one course in Area 5. On the other hand, the majority of students who major in Area 4, 5, and Multidisciplinary Area 7 only take one Area 3 course. Area 1 and 2 courses are the most popular. At least 60% of students with majors in each of the areas take more than one Area 1 course, and at least 70% take more than one Area 2 course.

The graphs take all students who major in a certain area into account—please note that if a student majored in two disciplines, they are counted twice—once in each area in which they majored. If both their majors are in the same area, they are given twice the weight.

Figure 6: Breadth Exposure by Area and Area of Major
Breadth Exposure: Area 1 Majors Only
Number of courses taken in different areas by students with majors in Area 1 (Creative Expression).

Art and Art History  Classics  Music
Dance  Theatre
*English, Chinese, French, German, Japanese, Russian, Spanish, Classical

318 students

Breadth Exposure: Area 2 Majors Only
Number of courses taken in different areas by students with majors in Area 2 (Social Institutions & Human Behavior).

Politics  Psychology  Sociology

631 students
Breadth Exposure: Area 3 Majors Only
Number of courses taken in different areas by students with majors in Area 3 (History, Values, Ethics & Cultural Studies)

152 students

Breadth Exposure: Area 4 Majors Only
Number of courses taken in different areas by students with majors in Area 4 (Physical and Biological Studies).

370 students
Breadth Exposure: Area 5 Majors Only
Number of courses taken in different areas by students with majors in Area 5 (Mathematical Reasoning).

216 students

Breadth Exposure: Multi-Area 6*
Number of courses taken in different areas by students with majors in Multi-Area 6.
*Multicategorical interdisciplinary; separated for purposes of this analysis.

382 students

Africana, American, Asian American, Asian Studies, Chicano/Latino, Gender & Women, Late Antique/Medieval Latin American, Middle East, Russ & Eur Studies International Relations, Media Studies, PPA, PPE, STS
On vs. Off Campus

The majority of courses within each area are taken at Pomona College, instead of another institution of the Claremont Colleges. Figure 7 shows what percentage of courses under each area were taken at Pomona College or at another 5-C campus. The proportion of courses taken off-campus varies by area: Area 1: 22%, Area 2: 14%, Area 3: 24%, Area 4: 6%, Area 5: 20%. Of all the areas, Area 3 has the highest percentage of courses taken at other campuses (24%) and Area 4 the lowest (6%).

Completing Only the Minimum Requirement

Students who choose to take only one course in a certain area may call for special interest. We examined data from these students, looking for any discernible pattern in where, when and how these single courses in an area were taken.

Figure 8 shows for students who take only one course in that given area what percentage of students take the course at Pomona College or another campus. Students who take only one course in a given area don’t seem to show a tendency to take this course off-campus. In this population, the proportion of courses taken off-campus again varies by area: Area 1: 28%, Area 2: 9%, Area 3: 28%, Area 4: 10%, Area 5: 31%. The most notable difference between this pattern and that seen with the total student population was that students who take only one course in Area 5 might are more likely to do so off-campus than the total population of students (30% versus 20% of the general population).
Similarly, there was no indication that students taking only one course in an area tended to take it later in their time at Pomona; instead, at least half of the students choose to take this one course before the end of their sophomore year, regardless of the area in which the course was taken. Figure 9 shows for students who took only one course in an area, the semester in which
the student who took their sole course in that area. For example, the top left graph, labeled “Semester of Only Course in Area 1,” shows that 10.1% of students who take only one course in Area 1 choose to take that course in their first semester, 17.1% take their Area 1 course in their second semester, and so on.

Figure 9: Semester of Only Course in Area

Another area of concern for these groups of students is whether they choose to take their only course in an area as Pass/No Credit. Students have the option with many courses to receive a letter grade, or to receive a Pass or No Credit. However, the majority of students chose to opt for a letter grade. Table 4 shows that the majority of students who take only one course in any given area chose the letter grade option. Area 4 has the highest percentage of students who opt for P/NC—nearly one-fifth of students, while Area 2 has the lowest—less than one-twentieth. However, this doesn’t take into account certain courses that do not allow P/NC grading. Overall, about 11% of all courses that are a student’s only course in an area are taken for P/NC grading.

Table 4: % P/NC vs. Letter Grade if Only Course in Area

<table>
<thead>
<tr>
<th>Area</th>
<th>P/NC Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Course in Area 1</td>
<td>6.45%</td>
<td>527</td>
</tr>
<tr>
<td>Only Course in Area 2</td>
<td>4.42%</td>
<td>249</td>
</tr>
<tr>
<td>Only Course in Area 3</td>
<td>7.51%</td>
<td>905</td>
</tr>
<tr>
<td>Only Course in Area 4</td>
<td>19.03%</td>
<td>1135</td>
</tr>
<tr>
<td>Only Course in Area 5</td>
<td>10.00%</td>
<td>720</td>
</tr>
<tr>
<td>Only Course in All Areas</td>
<td>11.34%</td>
<td>3536</td>
</tr>
</tbody>
</table>
Finally, how many courses do students take at the same time as they are taking their only course in an area? In Figure 10, the x-axis represents the number of credits (including their required breadth course) in the semester that students took their only course in the respective area. These credits include cumulative courses (quarter and half credit courses) like Physical Education courses, but are rounded down to half credit increments. Thus, the bar for 4 credits represents semesters with a total of 4.0-4.25 credits, the bar for 4.5 credits represents semesters with a total of 4.5-4.75 credits, and so on. For example, the top left graph for Area 1 shows that, in the semester that they took their Area 1 course, 58.6% of students who took only one Area 1 course were taking a total of 4.0 to 4.25 credits. Overall, the majority of students chose to take about 4 credits total in the semester that they took their only course in an area.

Figure 10: Total Number of Courses Taken in Semester with Only Course in Area
**Physical Education Requirement & Athletics**

As part of the GE requirement, students are required to take at least one Physical Education course during their enrollment. However, over 70% of all students take more than one Physical Education course before graduating. Figures 11 and 12 explore how Physical Education course fulfillment may vary between the total population and non-athletes.

Pomona College has over 21 men’s and women’s sports teams. As seen in Figure 11 over a quarter of students are athletes on one or more of Pomona College’s sports teams.

**Figure 11: Pomona Student Athletes vs. Non-Athletes**

![Pomona Student Athletes vs. Non-Athletes](image)

Figure 12 shows, by percentage, the number of Physical Education courses students take before graduating. The graph above includes all students, while the graph below includes only non-athletes. As expected, athletes take more Physical Education courses. While 23.91% of all students take only one Physical Education course, that percentage rises to 29.44% in the non-athlete sample.

Due to limits on the available data, Dance courses, although they may be counted for Physical Education credit, are not included in this analysis, so the percentage of students who take more than one course that fulfills the Physical Education requirement may be slightly higher than reflected in Figure 12.
Arts Analysis and Creation

Students may fulfill their Area 1 requirement in a variety of ways. They may take an Area 1-designated full course, or take a series of partial credit courses in Area 1 that cumulate to at least one total credit. There is, however, no additional requirement as to what type of Area 1 course students must take. Different courses under Area 1 may fall under arts analysis or arts creation, requiring different aspects of study.

Nearly half (48%) of all 2,196 students in this report took both an arts analysis and an arts creation course before graduating, while 42% only took only art analysis courses and 10% took only art creation courses. Thus, analysis courses seem to be more popular than arts creation
courses—90% of students take at least one arts analysis course before graduation, versus 58% who take at least one arts creation course.

The majority of students chose to take their Area 1 course at Pomona College versus one of the other Claremont Colleges. Figure 14 shows that 77% of all arts analysis courses taken by Pomona College students are taken at Pomona College, and 87% of arts creation courses taken by Pomona students are taken at Pomona College.

**Figure 13: Arts Analysis vs. Creation**

![Pie chart showing the percentage of students who take arts analysis vs. creation course by graduation.](image)

**Figure 14: All Arts Analysis & Creation Courses, On vs. Off Campus**

![Pie charts showing the percentage of arts analysis and creation courses taken at Pomona or other campus.](image)

**Dynamics of Difference and Power Aspiration**

Dynamics of Difference and Power (DDP) courses are an additional aspect of the GE system at Pomona College. Although not required for graduation, completing at least one DDP courses is stated as an “aspiration” for Pomona students. A DDP course “is one that uses class, ethnicity, gender, race, religion, and/or sexuality as categories of analysis and that examines power at the interpersonal, local, national, and/or international levels.” Few Pomona courses are currently listed as satisfying the DDP aspiration; the Pomona College course catalog lists slightly over forty courses from a variety of disciplines as courses that fulfill the DDP aspiration. As seen in Figure 15, nearly half (47%) of Pomona College students chose to complete at least one designated DDP course.

![Pie charts showing the percentage of DDP courses taken at Pomona or other campus.](image)
Area 4: Biological and Physical Sciences

Completion of at least one course in Area 4: Biological and Physical Sciences is required for graduation, but students have the choice as to whether they wish to select a course that includes a laboratory component. As seen in Figure 16, half of all the students at Pomona College chose to take at least one science course with a laboratory component. Only courses in Area 4 were included in this analysis; lab courses in Computer Science, Psychology, and other non-Area 4 departments were not included.

Foreign Language

Students must satisfy a foreign language requirement to graduate; this requirement can be satisfied either through passing the third semester or higher of a foreign language or literature course at Pomona College (or an equivalent course at an eligible institution), or through six alternative means. Two-thirds of Pomona College students chose to fulfill their foreign language requirement through enrollment in an approved course at the Claremont Colleges.
Figure 17: Fulfillment of Foreign Language Requirement: Enrollment vs. Alternative
Chapter 7: 
Faculty Survey Results

Overview:
This chapter reports on the General Education Faculty Survey, which was distributed on November 18 and received 105 total responses. The survey asked six questions:

1. In which of the following areas do you teach?
2. How many years have you been employed at Pomona College?
3. How satisfied are you with Pomona College's current General Education system?
4. What should be the principal goals of a general education system at Pomona College?
5. What is your evaluation of Pomona's current general education system with regard to these goals?
6. Which aspects of Pomona’s current general education system would you be inclined to change, if any? Explain.

Executive Summary:
- A majority of faculty are either neutral (30%) or dissatisfied (30%) with the current GE system. Smaller percentages are satisfied (22%) very dissatisfied (14%), or very satisfied (4%).
- Area 1 faculty express the most dissatisfaction with the current GE system.
- Of the goals cited by faculty, breadth of study and having students working outside of their comfort zones were the most prevalent ideas.
- Good writing is the skill-oriented goal most frequently and strongly referenced by faculty as being important. There is also substantial support for oral communication skills, albeit to a lesser extent than writing.
- In general, faculty think that the current GE system should be similar in scope or modestly expanded.

Findings:
Regarding the first three questions on the faculty survey, the following cross-tabulation gives a sense of how satisfied Pomona College voting faculty are in relation to the area in which they teach in and how long they have been at the college. The table suggests that faculty satisfaction with the current GE system is somewhat proportional to the area in which they work. Depending on how one interprets the numbers, Area 1 includes the relatively least satisfied faculty, while Area 5 includes the relatively most satisfied. The longer a faculty member has been at Pomona, the less satisfied the faculty member is likely to be with the current General Education system.
<table>
<thead>
<tr>
<th>1. In which of the following areas do you teach?</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1 (Art, Art History, Classics, Dance, Literatures, Media Studies, Music, Theatre)</td>
<td>12</td>
<td>10</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Area 2 (Economics, Environmental Analysis, International Relations, Ling. &amp; CogSci, PPE, Politics, Psychology, PPA, STS, and Sociology)</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Area 3 (History, Philosophy, and Africana, American, Asian, Asian American, Chicano/a Latino/a, Latin American, Religious, and Gender &amp; Women's Studies)</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Area 4 (Astronomy, Biology, Chemistry, Geology, Molecular Biology, Neuroscience, and Physics)</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Area 5 (Mathematics and Computer Science)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Other (such as PE or lower-division foreign language)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>15</strong></td>
<td><strong>31</strong></td>
<td><strong>32</strong></td>
<td><strong>23</strong></td>
<td><strong>4</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. How many years have you been employed at Pomona College?</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or less</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>3-7</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>8-15</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>more than 15</td>
<td>8</td>
<td>16</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>14</strong></td>
<td><strong>31</strong></td>
<td><strong>32</strong></td>
<td><strong>23</strong></td>
<td><strong>4</strong></td>
<td><strong>104</strong></td>
</tr>
</tbody>
</table>
Of the 66 responses to question #4, “What should be the principal goals of a general education system at Pomona College?”, the following themes arose. The numbers to the right of the goals/topics give a rough number of appearances in the responses.

- Breadth of study ~38
- Ensuring that students work outside their majors/comfort zones ~12
- Depth and expertise ~6
- Critical thinking ~6
- Writing ~6
- Instilling the value of liberal arts ~6
- Giving tools necessary to succeed in and improve the world / global citizenship ~5
- Analytic and creative thinking ~5
- Oral communication skills ~3
- Study of arts, humanities, social sciences, and natural sciences ~3
- Learning to appreciate and analyze diversity/power relations ~3

The following themes appeared in the 65 responses to question #5: “What is your evaluation of Pomona's current general education system with regard to these goals?”

- Does not require enough ~20
- Is ok/adequate/as good as we can get ~11
- Allows too much narrowness/double majoring ~10
- Not coherent/principled enough; merely box-checking ~6

The following themes appeared in the 63 responses to question #6: “Which aspects of Pomona’s current general education system would you be inclined to change, if any? Explain.”:

- Increase breadth requirements ~20
- Split Area 1 into two areas ~7
- Include a diversity/DDP requirement ~5
- Not much, leave as is ~4
- Require a speaking intensive/ oral communication course ~4

Additional goals also surfaced in various discussions and deserve mention:

- Integrative learning (drawing relationships between various courses/fields)
- Physical Education
- A revised ID1 experience, potentially including a junior/senior version
- Creation of Art
- Sustainability
- Core curriculum (perhaps a humanities core)
- Having GE address imbalances in # of majors and departmental enrollments
- Having a humanities-focused GE and/or ID1
Chapter 8:  
Current Student Opinions on General Education

Overview:
Chapter 8 includes data from a student survey on General Education. Seven hundred-eleven students completed the student survey. Respondents included 194 first-years, 169 sophomores, 166 juniors, and 182 seniors. In addition to the survey, a student forum on G.E. was held to start dialogue among students about the successes and shortcomings of the current G.E. system.

Executive Summary:
- The majority of students (62%) report being satisfied or very satisfied with the College’s current GE requirements.
- **ID1:** A majority of students (73%) feel disappointed or neutral about their preparation for college writing via the current ID1 system. Although the majority of students do not want to see additional writing intensive courses added, most advocate for a reformed ID1 system. (9 explicit comments)
- **DDP:** Despite student support—23 survey respondents said that adding a requirement was the one change they would like to see—the majority of survey respondents (58%) report being unaware of the College’s current DDP aspiration.
- **Foreign Language:** A majority of students (71%) feel satisfied with the foreign language requirement.
- 76% of students report that GE requirements have little to no effect on major/minor decisions.
- The current GE requirements encourage students to take courses outside of their comfort zone, and majority of students find the experience stimulating, challenging, and valuable.

Findings:

1. **Which year are you in?**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Year</td>
<td>194</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>Second Year</td>
<td>169</td>
<td>24%</td>
</tr>
<tr>
<td>3</td>
<td>Third Year</td>
<td>166</td>
<td>23%</td>
</tr>
<tr>
<td>4</td>
<td>Fourth Year</td>
<td>182</td>
<td>26%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>711</td>
<td>100%</td>
</tr>
</tbody>
</table>
7. How satisfied are you with Pomona College’s current General Education system?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Very Dissatisfied</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>2 - Dissatisfied</td>
<td>65</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>3 - Neutral</td>
<td>194</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>4 - Satisfied</td>
<td>368</td>
<td>53%</td>
</tr>
<tr>
<td>5</td>
<td>5 - Very Satisfied</td>
<td>60</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>698</td>
<td>100%</td>
</tr>
</tbody>
</table>

8. Which aspects of Pomona’s current general education system would you be inclined to change, if any?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain</td>
<td>351</td>
<td>51%</td>
</tr>
<tr>
<td>2</td>
<td>Wouldn’t change</td>
<td>341</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>692</td>
<td>100%</td>
</tr>
</tbody>
</table>

9. Do you feel that your ID1 prepared you for college writing?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Not at all</td>
<td>105</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>2 - A little bit</td>
<td>219</td>
<td>32%</td>
</tr>
<tr>
<td>3</td>
<td>3 - Neutral</td>
<td>175</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>4 - Well prepared</td>
<td>146</td>
<td>21%</td>
</tr>
<tr>
<td>5</td>
<td>5 - Very well</td>
<td>41</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>686</td>
<td>100%</td>
</tr>
</tbody>
</table>

10. Should Pomona require additional writing courses for all students?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>159</td>
<td>23%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>326</td>
<td>47%</td>
</tr>
<tr>
<td>3</td>
<td>Explain</td>
<td>203</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>
### 11. What do you think Pomona should do with its Foreign Language Requirement?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lower it</td>
<td>152</td>
<td>22%</td>
</tr>
<tr>
<td>2</td>
<td>Keep it as it is</td>
<td>489</td>
<td>71%</td>
</tr>
<tr>
<td>3</td>
<td>Increase it</td>
<td>51</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>692</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 12. Breadth of Study courses outside of my major were unexpectedly stimulating/challenging/valuable.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disagree Strongly</td>
<td>25</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree Somewhat</td>
<td>66</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>165</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>Agree Somewhat</td>
<td>294</td>
<td>43%</td>
</tr>
<tr>
<td>5</td>
<td>Agree Strongly</td>
<td>137</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>687</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 13. Breadth of Study courses outside my major were insignificant/irrelevant/useless.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disagree Strongly</td>
<td>218</td>
<td>32%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree Somewhat</td>
<td>224</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>118</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>Agree Somewhat</td>
<td>111</td>
<td>16%</td>
</tr>
<tr>
<td>5</td>
<td>Agree Strongly</td>
<td>16</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>687</td>
<td>100%</td>
</tr>
</tbody>
</table>
## 14. Did Breadth make you take subjects out of your comfort area?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>500</td>
<td>73%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>188</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>

## 15. Did you enjoy it?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Not at all</td>
<td>29</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>2 - a little bit</td>
<td>132</td>
<td>19%</td>
</tr>
<tr>
<td>3</td>
<td>3 - Neutral</td>
<td>119</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>4 - Yes</td>
<td>312</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>5 - A lot</td>
<td>96</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>

## 16. Did taking a Breadth of study course have an effect on your major/minor decision?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>165</td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>522</td>
<td>76%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>687</td>
<td>100%</td>
</tr>
</tbody>
</table>

## 17. How well do you believe the Breadth of Study requirements effectively developed your critical thinking skills?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - Not at all</td>
<td>47</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>2 - A little bit</td>
<td>123</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>3 - Neutral</td>
<td>151</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>4 - Well</td>
<td>284</td>
<td>41%</td>
</tr>
<tr>
<td>5</td>
<td>5 - Very well</td>
<td>83</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>
18. Are there any areas you would not have taken classes in if not for GE requirement?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>362</td>
<td>53%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>216</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>Maybe</td>
<td>108</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>686</td>
<td>100%</td>
</tr>
</tbody>
</table>

19. Before taking this survey, did you know about the college's DDP aspiration?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>291</td>
<td>42%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>395</td>
<td>58%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>686</td>
<td>100%</td>
</tr>
</tbody>
</table>

20. Have you taken or do you intend to take a DDP course?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>214</td>
<td>31%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>224</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>Maybe</td>
<td>250</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>

21. How sufficient is the current P.E. requirement?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - not at all</td>
<td>30</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>2 - a little bit</td>
<td>82</td>
<td>12%</td>
</tr>
<tr>
<td>3</td>
<td>3 - neutral</td>
<td>166</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>4 - Well</td>
<td>198</td>
<td>29%</td>
</tr>
<tr>
<td>5</td>
<td>5 - very well</td>
<td>141</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Explain</td>
<td>71</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>688</td>
<td>100%</td>
</tr>
</tbody>
</table>
Chapter 9: Alumni Survey Results

Overview:
In the fall of 2014, the Curriculum Committee sent a survey to all alumni who graduated between 2009 and 2014 and had thus experienced the current system of General Education (GE) requirements. Of the 1,802 alumni whom we contacted, 338 of them responded (a rate of almost 19%).

Executive Summary:
- 73% of alumni report that the GE requirements were “about right” in helping them pursue and develop academic interests. Only 3% report that the requirements were “way too prescriptive” or “way too loose.”
- 71% of alumni report that they discovered courses outside of their majors that were unexpectedly stimulating/challenging/valuable because of the GE requirements.
- 33% of alumni report that they felt forced to take courses outside of their majors that were insignificant/irrelevant/useless because of the GE requirements.
- Students who expressed dissatisfaction with the GE system were mostly critical of non-area requirements, notably ID1.

Findings:
In general, the alumni who responded to our survey evaluated the current GE system positively. Many of them stated that they would not change anything, because the current system adequately accomplishes its goal of exposing students to a breadth of subject areas. Animating this sentiment, one student wrote, “I wouldn’t change anything. I think developing more well-rounded students is a worthy goal and that the current structure of GE requirements does a decent job of this.” Many alumni reported that they had chosen to attend Pomona precisely because it is a liberal arts institution that encourages intellectual exploration, and that they would have pursued a diverse curriculum regardless of the institution’s requirements. As one alumnus responded: “I chose to go to a liberal arts college because I wanted to study a broad array of topics. I’m thankful that I was able, and encouraged, to do so at Pomona.” Others explained that the GE requirements seemed to be filled “naturally,” given the varied intellectual interests with which they came to college.

While 73% of alumni reported that GE requirements were “about right” in helping them pursue and develop academic interests, 12% of alumni found them to be too prescriptive and 15% of alumni found them to be too loose. Among those who expressed frustration with the current system, many alumni were critical of the three non-area requirements: ID1, foreign language, and physical education. Students critical of ID1 tend to perceive it exclusively as a “writing course” that does not accomplish its goal of preparing them to write effectively across disciplines. As one of them explained: “My ID1 seminar did very little to enhance my Pomona education. I do believe that general writing is an excellent requirement for everyone, and I was really hoping for a writing intensive course where my general writing skills actually improved. This did not happen.” Another wrote the following: “The language requirement seems a little steep given that many students start taking a new language in college even though they already have some under their belt. And this is coming from a student who intentionally took 4 semesters of Spanish and conversation classes.” Yet another stated that “the PE requirement is a complete waste of time that offers no educational benefit.” Some of such complaints were lodged by
alumni who identified themselves as premed or double majors; as one of them wrote: “As a double major, I had very few opportunities to take classes outside of my major, and would have appreciated full flexibility in choosing them rather than having to satisfy my GE.”

Among those who found that GE requirements were too loose, alumni expressed a desire for more requirements that would ensure broad exposure to different disciplines, creating a common foundation among students. One of them wrote the following: “I would have appreciated more robust requirements. I felt like I had narrow exposure that fulfilled the requirement but it didn’t broaden my general understanding of each general area.” Another stated, “I would increase them about 25%. I knew far too many people who didn’t understand the other side of the academic aisle. It stifled dialogue.”

Other trends that emerged in the data concern the creation of a deadline for completing GE requirements, the requirements and course offerings within the physical sciences, and the lack of a requirement that addresses the Dynamics of Difference and Power (DDP). Alumni concerned with creating a deadline for GE completion stated that earlier exposure to a broad range of disciplines would have helped them discover intellectual interests and ensure maximum flexibility in their later years at Pomona. As one of them wrote, “I wish I had been encouraged to fulfill my GE requirements earlier on in my studies. By the time junior and senior year rolled around, I was too busy with extracurriculars and studies with my major to devote much time to GE courses.” With regard to science requirements and course offerings, two types of responses emerged in the data. While some alumni expressed frustration that there is not a broader range of offerings for non-majors, others stated that the courses available to non-majors are too simplistic and therefore dilute the intellectual rigor of the department. Lastly, nearly 20% of survey respondents who answered an open-ended question about what they would recommend changing about GE expressed a desire to add a DDP course requirement to the curriculum. As variously described by alumni, this course would concern “topics related to inequality,” “cultural studies,” “gender studies or ethnic studies,” “ethnic studies/race,” “ethnic/cultural studies of non-white cultures” or, simply, “diversity.”

### 7. Because of the GE requirements, I felt forced to take courses outside of my major that were insignificant/irrelevant/useless.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree strongly</td>
<td></td>
<td>21</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>Agree somewhat</td>
<td></td>
<td>91</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>Neither agree nor disagree</td>
<td></td>
<td>37</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree somewhat</td>
<td></td>
<td>91</td>
<td>27%</td>
</tr>
<tr>
<td>5</td>
<td>Disagree strongly</td>
<td></td>
<td>102</td>
<td>30%</td>
</tr>
</tbody>
</table>
9. In terms of pursuing and developing my interests, GE requirements at Pomona were:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Way too prescriptive</td>
<td></td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat too prescriptive</td>
<td></td>
<td>36</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>About right</td>
<td></td>
<td>246</td>
<td>73%</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat too loose</td>
<td></td>
<td>46</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>Way too loose</td>
<td></td>
<td>8</td>
<td>2%</td>
</tr>
</tbody>
</table>
Appendix 1:
Summary of Recent Assessments by the Teaching & Learning Committee

Overview:
The Teaching and Learning Committee began a process of assessing each General Education requirement in 2012-13. The TLC began with Foreign Language and Physical Education and in 2013-14, the TLC carried out an assessment of Area 1 (Analyze, Create or Perform Works of the Human Imagination). Because the assessment is ongoing, there is no way to currently know if the major findings from Area 1 will be similar to the findings of the other four Area Requirements. The complete reports are included later in the Appendix and are also available on the Dean of College’s Sakai site.

Executive Summary:
• Survey data show less interest in majoring in arts and humanities among entering Pomona students (1975-2010) than among our students from peer institutions, however there has been a slight increase recently in the number of credits Pomona students are completing in the arts.
• In a focus group of 21 students, sentiment leans towards more, not fewer, GE requirements related to arts and humanities. And a variety of experiences (curricular and co-curricular) contribute to Area 1 education.
• Students and faculty members see distinctions between the analysis of art and the creation and performance of art. Because the subsequent reports are no yet completed, it is impossible to say if these differences are any greater or less than the heterogeneity in the other four Areas.
• Of the Area 1 student work evaluated, 88% was considered of “medium” or “high” quality; only 12% was considered “low” quality.
• Pomona students tend to remain physically active throughout their time at the College.
• The TLC struggled to identify a consistent or intentional College-wide approach to wellness.
• Most students complete the language requirement by passing a third semester (or higher) foreign language course at Pomona.
• Students have ample opportunities to develop their foreign language skills and appear to make good use of these opportunities.
• Pomona students feel they are gaining somewhat more in terms of foreign language development than their peers at many private, selective institutions.

Findings:
Review of Area 1: Analyze, Create or Perform Works of the Human Imagination (2013-14)
What do we know about trends and issues in Arts and Humanities at Pomona?
According to data from the CIRP Freshman Survey between 1975 and 2010, interest in the arts and humanities among Pomona College first-year students is lower than that of our peer institutions. In 2010, 10% of Pomona first-year students expressed an interest in majoring in the arts or humanities, compared with 19% of first-year students at our peer institutions. Only 2% of
Pomona first-year students in 2010 intended to major in the fine arts, compared with 7% of first-year students at our peer schools.

Recently, however, there has been a slight increase in the average number of credits completed in the performing arts. In 2006, students completed an average of 2.33 credits over 8 semesters. This number fell to 2.21 credits by 2008, but has increased to 2.56 credits over 8 semesters by 2012. There are no strong indications of barriers to students with financial need or students of color in completing credit in arts courses. Students graduating in 2008-2011 with financial need took more arts courses than students without financial need.

Student Perceptions of Learning in Area 1

As an initial step in the assessment process, the TLC met with two groups of students during the fall of 2013 to solicit reflections about their learning and progress toward this goal. Participants were drawn from a random sample of juniors and seniors, stratified by major to ensure robust representation across divisions. Focus groups were held on Tuesdays at 11 am during the free hour to maximize student participation. Twenty-one students participated in these two groups - more females and more social science majors than expected.

Focus groups were facilitated by TLC members Travis Brown, Director of the Quantitative Skills Center, and Jennifer Rachford, Director of Institutional Research. Faculty members were not present in order to encourage candid conversation from students about their learning experiences. During the first ten minutes of each session, students were given the A1 learning goal language and asked to work independently to write down their thoughts to three broad questions:

1. What specific projects(s) or co-curricular involvement(s) have you done at Pomona that speak to this goal?
2. Have these experiences changed the way you think about the world or understand your education? How?
3. Do you regularly apply these skills in your life, whether in or out of the classroom?

These written responses were collected by facilitators. Sessions were recorded and facilitators compiled detailed notes. The audio recordings, facilitator notes/impressions, and written responses from students comprise the data set for this summary.

From the data collected from these conversations, several broad themes emerged:

**Students are not familiar with the A1 learning goal.**

This is not to say that students are not familiar with the broad goals of the liberal arts, but the specific language of this goal is not something they’d seen before or necessarily reflected upon. In one focus group students explicitly mentioned that they’d had few opportunities at Pomona to reflect on their own learning in such a focused way. On the other hand, the facilitators had the sense that the conversation about requirements (i.e., spitting A1 into two) WAS a familiar conversation, one they’d engaged before with faculty and peers.

**A variety of experiences contribute to helping students develop A1 capacities.**

Examples came from the curricular and co-curricular domains, inside the classroom and out, at Pomona and across the consortium. Students do not experience rigid boundaries around these spaces and were quick to pull examples from various campuses and experiences. In this sense, students affirmed that the liberal arts and the Claremont Consortium model are working as intended.
Students keenly understand the distinct value of each capacity captured in the learning goal: **Analyzing, creating and performing.**

Several students spoke about the benefits of performance/creation (when done well). Specifically, these experiences have helped students to overcome performance fears; develop a kinetic connection to one’s cultural heritage (dance); provide a fun, healthy, creative release from one’s major; convey meaning about the world; engage a different side of the brain/think differently than typically required.

**Student sentiment in both groups leaned toward more GE requirements, not fewer.**

Although opinions about the GE requirement were not generally solicited in a direct way, students were quick to jump to this topic, with fairly strong opinions about the value of requiring BOTH analysis AND performance/creation as distinct requirements.

**Dynamic Criteria Assessment Exercise Assessing Student Work**

The final part of the Area 1 Assessment was a direct review of student work to help inform whether students are meeting faculty aspirations on the A1 learning goal. A core philosophy in the TLC’s work on assessment is that, to the extent feasible, the methods used for assessment should resonate with disciplinary norms and expectations of the area being assessed. In the case of arts and humanities, it was important to the TLC that our approach be as inclusive of faculty in this area as possible and include approaches that would make sense in this disciplinary context. The approach we settled on emerged from conversations with arts and humanities faculty, including the director of college writing, also a member of the English department and ex-officio member of the TLC. Her prior experience with dynamic criteria mapping was invaluable to the Committee in organizing around this assessment task. Dynamic criteria mapping is a method developed to elicit locally-informed, context-sensitive criteria for assessing writing assignments.

The TLC felt this method held promise for the project, which solicited faculty volunteers from arts and humanities to develop the criteria and score a random sample of student work. In the end, we had four faculty members - one each from Music, German, French and English – who joined members of the TLC over a two-day period at the conclusion of the spring term to score 46 pieces of student work. This work was selected randomly by participating faculty and included a broad cross-section of artifacts, primarily papers but also (in the case of Music) audio recordings of compositions produced by students for class.

The first part of the process focused on developing the criteria. The group sat down with a randomly selected artifact from the set of student work; this paper served as the basis for grounding the conversation about what the group really valued in reviewing this work. That process yielded the following criteria:

- Fluency of expression
- Command of relevant historical concepts
- Mastery of formal theoretical, conceptual aspects of the discipline
- Ability to make meaning and connections across texts/bodies of work
- Close reading/observation/listening: Depth of engagement with/understanding of the works

The group settled on a basic, three-point rubric: 1=low quality, 2=medium quality, 3 = high quality. Each artifact was blind coded and assigned to at least two readers from the group (in
In some cases, a third reader was assigned. Papers from German were all written in English, and French papers written in French were assigned only to French-speaking members of the assessment team. Music compositions were assigned to members with some proficiency in reading music.

Overall, 46 pieces of student work met the criteria developed by faculty in 88 percent of reviews (339 reviews with scores of 2 or 3, out of 387 total reviews across four disciplines, five courses, and five criteria.

Student work met the bar for “high quality” in 44 percent of reviews (172 reviews with scores of 3, out of 387 total reviews.

On day three of this process, instructors first talked about the intellectual value of the workshop. They found it helpful to read student work in related fields, to see the wide variation of work in Area 1 courses and where there are commonalities but also major differences. Second, the readers who assessed the music composition work commented on the difficulty of applying the assessment criteria developed by the group. They suggested that more guidance from a music instructor about what exactly makes a music composition “high quality” would have been helpful. Finally, the instructors noted that the German course, which is technically listed as eligible for Area 1 credit, does not analyze works of the human imagination. Instead students engage with political, social, and recent historical material from Germany, raising questions about the process by which courses are designated as fulfilling the Area 1 requirement.
The Area 1 instructors and the members of the TLC recommend that the Curriculum Committee consider a revision of Area 1. On the basis of this assessment of student work, it is clear that creating and performing artistic work is very different from analyzing creative work. It is also clear that there are courses currently listed under Area 1 that may not be appropriate for Area 1 credit. The current practice of assuming that all courses in certain departments will meet the Area 1 requirement needs to be reconsidered.

Review of Physical Education (2012-13) – complete report is in Appendix __

The Teaching and Learning Committee (TLC) reviewed course enrollment data and survey data. In addition, the Committee consulted with members of the Physical Education Department and J.P. Gowdy, Assistant Professor of Physical Education, was also a member of the TLC. The Committee found that Pomona enrolls a student body that is inclined toward physical activity, and students remain active throughout their time at the College. Not surprisingly, athletes are some of the most physically active students on campus, and they report higher levels of wellbeing on many indicators considered by the TLC. Despite the positive associations between fitness, wellness and athletics, Pomona students are less involved in intercollegiate athletics than students at peer institutions; they are also less involved in club sports, but more involved in intramurals. Athletes, models of fitness and wellness in many ways, are also more likely to engage in unhealthy drinking behavior. This pattern characterizes students who are physically active in general, not just athletes. The TLC struggled to identify a consistent or intentional College-wide approach to wellness. We believe there is fertile ground to explore in developing ways to promote wellness among our students, not only in PE activity courses but across the College as a whole.

Review of Foreign Languages (2012-13) -- complete report is in Appendix __

The TLC considered whether and how students are completing the General Education requirement in foreign language and whether Pomona graduates are reaching basic proficiency. The Committee compiled available data on course enrollments and institutional surveys and considered models of assessing foreign language at peer institutions. Paul Cahill, Assistant Professor of Romance Languages and Literatures and a member of TLC, was a helpful facilitator in these efforts. The review yielded the following observations: Students are successfully completing their foreign language requirement, most by completing a third semester (or higher) of a foreign language course. Students have ample opportunities to develop their foreign language skills and appear to make good use of these opportunities. Students at Pomona feel they are gaining somewhat more in terms of foreign language development than their peers at many private, selective institutions.
Appendix 2:  
General Education Requirements at Peer Institutions  

Amherst  
Amherst College has an open curriculum. Students entering as first-year students are required to take a First Year Seminar. Beyond that students must complete major requirements, 32 courses and 8 semesters in residence. 
Amherst’s liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors. 
Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student’s field of concentration. As student and advisor together plan a student’s program, they should discuss whether the student has selected courses that:
  - develop fundamental capabilities such as critical reading, written and oral expression, quantitative reasoning, and proficiency in using information resources  
  - achieve breadth of understanding through study in a range of disciplines and modes of inquiry.

Bates  
1. Each student successfully completes two General Education concentrations. A concentration consists of four courses chosen from a faculty-designed menu that is structured on the basis of a clearly articulated organizing principle. Some concentrations may include relevant co-curricular experiences such as significant community service, orchestra, chorus, theatrical productions, or volunteer work. 
Concentrations may focus on a particular issue or topic or area of inquiry identified by several professors working across different disciplines; examples include “Environment, Place, and History” and “Public Health.”
Concentrations may also be formed within a single department or program; examples of these include “Chinese Language” and “Philosophy.”
If a student elects a second major, it counts as one of the two required concentrations. If a student elects a minor, it counts as one of the concentrations.
2. Three writing-attentive courses
Each student successfully completes three writing attentive courses, one at the first-year level [W1], one at the sophomore or junior level [W2], and one at the senior level,
usually the senior thesis [W3]. W courses help students refine their writing skills as they move through their Bates career, so that they are well-prepared to undertake significant writing for a senior thesis or capstone project.

3. Three courses focused on scientific reasoning, laboratory experience, and quantitative literacy

Each student completes: a) one course that focuses on scientific reasoning [S], which may or may not have a laboratory; b) one course that includes a regularly scheduled laboratory component [L]; c) one course focused on quantitative literacy [Q]. Though many Bates courses fulfill two or three of these requirements, the requirements must be met by three distinct courses.

**Beloit**

1. Skills
   a. 3 designated writing courses
   b. 1 designated quantitative reasoning course
   c. 1 designated Intercultural literacy course

2. Five Domains. Courses must be completed under different subject codes.
   a. Conceptual and Foundational Systems
   b. Artistic and Creative Practices
   c. Social Analysis of Human Behavior
   d. Scientific Inquiry into the Physical and Biological Universe
   e. Textual Cultures and Analysis

3. Liberal Arts in Practice: Internship for credit, or course with significant field component

**Bowdoin**

**Distribution Requirements**

1. At least one full credit course in each of the following five distribution areas, to be completed by the end of the 2nd year.
   a. Mathematical, computational, or statistical reasoning
   b. Inquiry into the natural sciences
   c. Exploring social differences
   d. International perspectives
   e. Visual and performing arts

**Divisional Requirements**

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum.

- Natural Science and Mathematics: Designated by the letter "a" following a course number in the course descriptions.
- Social and Behavioral Sciences: Designated by the letter "b" following a course number in the course descriptions.
• Humanities: Designated by the letter "c" following a course number in the course descriptions.

Carleton

1. Argument and Inquiry Seminar for First-Year Students
2. Curricular Exploration Requirements – two courses in each area.
   a. Arts Practice
   b. Formal or Statistical Reasoning
   c. Humanistic Inquiry
   d. Literary/Artistic Inquiry
   e. Science with Lab
   f. Social Inquiry
3. Global Citizenship
   a. Language requirement – four semesters
   b. International Studies
   c. Intercultural Domestic Studies
4. Writing Requirement
   a. Completion of the Argument and Inquiry Seminar
   b. Six credits of additional coursework designation and WR2
   c. Completion of a portfolio to be reviewed by faculty after the 3rd term and no later than the sixth term
5. Quantitative Reasoning Encounters
6. Four terms of physical activity

Colby

1. First-Year Writing: English 115 or equivalent "W1" course.
2. Foreign language: Any modern language course numbered above 126, and some study abroad programs

3. Distribution Requirement
   o Area I Arts: Courses in the history, theory, and/or practice of the creative arts. (A)
   o Area II Historical Studies: Courses that investigate human experience by focusing on the development of cultures and societies as they evolve through time. (H)
   o Area III Literature: Courses that focus on literary works of the imagination and/or written texts in which ideas and creative or aesthetic considerations play a crucial role. (L)
   o Area IV Quantitative Reasoning: Courses that focus on quantitative or analytic reasoning about formally defined abstract structures. (Q)
   o Area V Natural Sciences: Courses that focus on the understanding of natural phenomena through observation, systematic study, and/or theoretical analysis. (N)
     At least one course taken to satisfy Area V must contain a substantial laboratory component (Lb for required lab; OptLb for optional lab)
   o Area VI Social Sciences: Courses that focus on theoretically and methodologically directed inquiry into various aspects of human behavior and...
January Programs: three if in residence for seven or more semesters; two if in residence for six or fewer semesters.

4. Diversity Requirement

Students are required to pass two three- or four-credit-hour courses that are centrally concerned with: the structures, workings, and consequences of; and/or efforts at political and cultural change directed against; and/or progress in overcoming prejudice, privilege, oppression, inequality, and injustice.

One must deal with these issues as they concern the United States
One must deal with these issues in a context other than the United States (I).

5. Wellness: four seminars/lectures and the web-based AlcoholEdu course in the first year. Wellness units do not earn academic credit hours.

**Davidson**

1. All students must complete eight courses from seven different departments/programs to fulfill the college's distribution requirements (XLS) for graduation. In these courses students will examine complex problems through diverse methods of inquiry, understand how different kinds of knowledge are generated, and identify appropriate standards for evaluating knowledge in different realms.
   a. Historical Thought
   b. Literary Studies, Creative Writing and Rhetoric
   c. Mathematical and Quantitative Thought
   d. Natural Science
   e. Philosophical and Religious Perspectives
   f. Social-Scientific Thought
   g. Visual and Performing Arts
   h. Liberal Studies

2. Composition (writing) requirement
3. Cultural Diversity Requirement
4. Physical Education Requirement (Davidson 101; two lifetime activity courses; one team sport course.

**Grinnell**

We have no GE requirement, but we limit the amount of credit students can earn in any one department or division, or in specific kinds of courses as described below.

- 48 credits in any one department (For the purposes of this requirement, Chinese and Japanese credits are to be considered as belonging to separate departments.)
- 92 credits in any one division
- 8 practica credits with no more than 4 credits in Physical Education
- 16 credits of performance credits
- 12 credits of independent study work
- 8 credits of internship study
Hamilton

The College challenges all of its students to work with their advisors to devise an educational program that fosters the areas below, but are only required to take three writing-intensive courses, and one quantitative reasoning course.

1. Intellectual Curiosity and Flexibility
2. Analytic Discernment
3. Aesthetic Discernment
4. Disciplinary Practice
5. Creativity
6. Communication and Expression
7. Understanding of Cultural Diversity
8. Ethical, Informed and Engaged Citizenship

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.

Haverford

1. First Year Writing Requirement
2. Language requirement – two semesters by end of junior year
3. Three courses in each of the three divisions
4. Quantitative requirement – 1 course

Macalester

1. 32 courses (128 credits) are required to graduate, including:
   a. Two courses designated as meeting the social science distribution requirement.
   b. Two courses designated as meeting the natural science and mathematics distribution requirement.
   c. Three courses designated as meeting the humanities and fine arts distribution requirement; at least four (4) semester credits must be in courses in the humanities and four (4) semester credits in the fine arts.
   d. No more than six courses in any one of the four areas: social sciences, natural sciences and mathematics, humanities, and fine arts.
   e. No more than 15 courses in a single academic discipline.
   f. No more than six courses in various types of independent study (courses numbered 601-646).
2. One First Year Course completed in the first semester.
3. One course designated as meeting the Internationalism requirement.
4. One course designated as meeting the U.S. Multiculturalism requirement.
5. One course designated as meeting the writing requirement. This course must be taken after the First Year Course and prior to the senior year.
6. One, two or three courses designated as meeting the quantitative reasoning requirement. (Students may take one or more courses with a Q3, Q2 or Q1 designation. A single Q3 course satisfies the requirement or students may take a Q2 course together with any other Q2 or Q1 course, or students may take three Q1 courses.)
7. Proficiency in a second language equivalent to four (4) semesters of college study.

**Middlebury**

All students must complete two sets of distribution requirements:

1. “Academic categories”
2. Cultures and civilizations

1. Students must take at least one course in seven of eight academic categories described below.
   a. Literature (LIT)
   b. The Arts: History, Theory or Practice (ART)
   c. Philosophical and Religious Studies (PHL)
   d. Historical Studies (HIS)
   e. Physical and Life Sciences (SCI)
   f. Deductive Reasoning and Analytical Processes (DED)
   g. Social Analysis (SOC)
   h. Foreign Language (LNG)

2. Cultures and Civilizations Requirement
   Middlebury students are required to successfully complete four distinct courses to fulfill the cultures and civilizations requirement by taking a course in each of the following four categories:
   a. AAL: courses that focus on some aspect of the cultures and civilizations of Africa, Asia, Latin America, the Middle East, and the Caribbean.
   b. CMP: courses that focus on the process of comparison between and among cultures and civilizations, or courses that focus on the identity and experience of separable groups within cultures and civilizations.
   c. EUR: courses that focus on some aspect of European cultures and civilizations.
   d. NOR: courses that focus on some aspect of the cultures and civilizations of northern America (United States and Canada)

**Mt. Holyoke**

1. One first-year seminar
2. “A designated course in a language other than English”
3. One multicultural perspectives course devoted primarily to the study of some aspect of: a) the peoples of Africa, Asia, Latin American and the Middle East; or b) people of color in Australia, Europe or North America; or c) peoples in North America whose primary language is other than English. The course must incorporate a diversity of perspectives.
4. One course from the Humanities division
5. One course from the Science and Mathematics division
6. One course from the Social Sciences division
7. Four PE units (these are not academic credits)
8. At least 68 credits must be in fields outside the student's major of study.

**Oberlin**

1. Curriculum Exploration requirement. There are two parts to this requirement.
a. Students are required to complete two full academic courses in each of the three divisions of the college, with courses in two different departments or programs within each division, as determined by the course prefix.
b. Students are also required to complete two additional full academic courses or the equivalent outside their maximal division (the division in which the greatest number of courses is completed).

2. Writing requirement. Students are required to complete two Writing courses, either W-Intensive (W-Int) or W-Advanced (W-Adv), by the end of the second year of study if at all possible.

3. Quantitative and Formal Reasoning (QFR) requirement. Students are required to complete two QFR courses, at least one of which must be completed by the end of the 4th semester (6th semester for Double Degree students).

4. Cultural Diversity requirement. Students must complete at least three full academic courses with the Cultural Diversity (CD) designation. The three courses must be earned in at least two different departments or programs, as indicated by the course prefix. Students who study away in a full-semester, credit-bearing international program will receive CD credit equal to one course. Students who study away in a full-semester, credit-bearing U.S. program that directly addresses diversity may petition the Diversity Studies Committee to receive CD credit equal to one course.

**Reed**

1. Humanities: 3 units of Hum 110 (required of all first-year students)
2. Group A: 2 units from a single subject in Philosophy, Religion, Literature, and the Arts (excluding studio courses)
3. Group B: 2 units from a single subject in History and Social Sciences, Psychology, or Linguistics
4. Group C: 2 units from a single subject in the Natural Sciences (Biol, Chem, Physics); both courses must have a lab component.
5. Group D: 2 units from a single subject in Math and formal or symbolic logic, foreign languages, or Linguistics
6. Group X: 2 units from a single subject in any area. The courses may not be in the student's major, nor may they be used to meet one of the previous requirements. Studio and lab courses *can* be used for this requirement.
7. 6 quarters (totaling 3 semesters) of Physical Education, for which no academic credit is awarded.

**Smith**

Smith does not have distribution requirements for graduation, and just one course requirement, a writing intensive course in the first year of enrollment.

In order to be eligible for Latin honors, students must take at least one course in each of the seven major fields of knowledge (literature, historical studies, social science, natural science, mathematics and analytic philosophy, arts and foreign language).

**Swarthmore**

1. Distribution: Three courses in each of the three divisions
a. Humanities: art, classics (literature), English literature, modern languages and literatures, music and dance, philosophy, religion, and theater.

b. Natural sciences and Engineering: biology, chemistry and biochemistry, computer science, engineering, mathematics and statistics, physics and astronomy, and psychology courses that qualify for the natural sciences and engineering practicum.

c. Social sciences: classics (ancient history), economics, education, history, linguistics, political science, psychology (other than natural sciences and engineering practicum courses), and sociology and anthropology.

2. Writing Courses: Three required for graduation
3. Science lab requirement: One course with a science lab
4. Foreign language requirement – three years
5. Physical Education: 4 units by the sophomore year and a survival swim test. **To ensure that all students complete the PE requirement (and swim test) by the end of the second year, students who fail to do so will not be eligible to participate in the spring housing lottery and will not be eligible to pre-register for courses.**

**Vassar**

1. Successful completion of a writing intensive Freshmen Writing Seminar (1 semester).
2. Successful completion of a course that is deemed quantitative in nature (1 semester).
3. Proficiency of a foreign language (1 semester above the 100 level or 2 semesters at the 100 level).
4. 25% of a student's course work must be in a division outside of their major.

**Washington & Lee**

1. Four courses in foundations: writing (course or competency), language (course or competency), math/computer science, physical education (4 skills & swimming).
2. Four courses in humanities: one general, one arts, one literature, one additional
3. Four courses science & social science: one lab, one other science/math, two social science from two disciplines

**Wellesley**

1. Three units total (at least one unit from each distribution area) in Language and Literature and Visual Arts, Music, Theater, Film and Video
2. One unit in Social and Behavioral Analysis
3. Two units from two of the following three distribution areas: Epistemology and Cognition; Religion, Ethics, and Moral Philosophy; and Historical Studies
4. Three units total (at least one from each distribution area) in Natural and Physical Science and Mathematical Modeling and Problem Solving. At least one unit must be a laboratory unit.
5. Writing: All entering students complete a semester of expository writing in their first year.
6. Language requirement: two years
7. Quantitative Reasoning:
   a. passing grade on QR Assessment or take QR 140, Intro to QR
b. One QR-overlay course that involves analyzing or interpreting data in a scientific or social context.

8. Multicultural Requirement. Students file multicultural requirement proposals with approval of advisor or dean.

9. Physical Education requirement – no credit, not on transcript.

Wesleyan

We do not have a general education requirement at Wesleyan; it is only an expectation. However, a student who does not meet these expectations by the time of graduation will not be eligible for University honors, Phi Beta Kappa, honors in general scholarship, or for honors in certain departments and may not declare more than a combined total of two majors, certificates, and minors.

The expectation has two stages. Stage 1 is to be completed by the end of the sophomore year. A student is expected to take 2 courses credits in each of our three divisions in six different departments. To meet stage 2 compliance a student must take one additional course credit in each division.

We have about a 77% compliance rate.

- 11% make it to stage 1 and 12% don’t fulfill either stage. That number has been pretty consistent in the last 10 years.
- Of the students who are not stage 2 compliant, 10% are not compliant in Humanities and Arts, 15% are not compliant in Social and Behavior Sciences and 75% are not compliant in the Science and Mathematics.

Williams

Courses are grouped into three divisions. Students must complete at least three graded semester courses in each division (Languages & the Arts; Social Studies; Science and Mathematics.

- Two in each division must be completed by the end of the sophomore year.
- No more than two of the courses used to satisfy the requirement may have the same course prefix.
- The courses must be taken at Williams or at programs under the direction of Williams College Faculty.
### Appendix 4:
#### Essential Learning Outcomes

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<th>THE ESSENTIAL LEARNING OUTCOMES</th>
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<td>Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:</td>
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**KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD**
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

**INTELLECTUAL AND PRACTICAL SKILLS, INCLUDING**
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING**
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

**INTEGRATIVE LEARNING, INCLUDING**
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

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