

Strengths	Weaknesses	Opportunities	Threats
Supports student research and creative activities (through LBC credit)	Increasing number of sections taught by PT lecturers and GAs	Gen Ed Review, if disseminated properly could go a long way toward dispelling persistent myths about the program.	Misconceptions (Gen Ed is just a credit hour grab by CAS; there are too many Gen Ed courses) among faculty could threaten prominence of the program. These misconceptions are not borne out by the data.
Community service/citizenship/leadership is a required element of LBC (Group 2)	No specific mechanism to support interdisciplinary course offerings. Is this a flaw of the program (for example, "knowledge of the disciplines" does not encourage interdisciplinary thinking), or endemic to the university, or both? Despite this, there is a handful of cross-listed courses.	Develop a mechanism for promoting interdisciplinary course offerings.	High use of lecturers and GAs suggests either that a) some departments do not value Gen Ed sufficiently to assign faculty to teach GE courses; or b) departments do not have enough faculty members to teach both Gen Ed courses and major program offerings.
Robust selection of courses 211 courses in fall '08 (886 sections), 241 in fall '11 (1154 sections), 234 in fall '14 (1126 sections)		Develop a mechanism/strategy to "enculture" PT lecturers, GAs so they understand role/importance of GE.	Insufficient resources campus-wide to ameliorate challenges faced by underprepared students; deficiencies are blamed on Gen Ed