MEMBERS

• Sen. Bridget Ruemmele, CELS (2021); Sen. Dara Schniederjans, COB (2021)
OUR INTENTIONS FOR THIS YEAR

Evaluate the effectiveness of the General Education Program

• Analyze the General Education numbers - what we are doing and who is doing it
• Create and distribute a student survey questionnaire
• Create and distribute a faculty survey questionnaire
• Review the assessment process of the program
A LOOK AT THE NUMBERS
GE Classes by Outcome: Spring 2020

Courses with 2 full outcomes show up as 2 courses
Number of Seats in GE Courses by College:
Spring 2020

- A&S: 64%
- BUS: 0%
- CELS: 5%
- CEPS: 5%
- CHS: 10%
- EGR: 10%
- GSO: 10%
- LIB: 0%
- PHR: 0%
- NUR: 0%
GAINING INFORMATION FROM OUR STUDENTS AND FACULTY

• Student Surveys
• Faculty Surveys
INFORMATION FROM STUDENT SURVEYS

- 73% female (56% full time undergrads)
- 82% white (73% of degree seeking undergrads)
- 47% have taken 10+ gen ed courses
- 48% were 1st or 2nd yr students

¹ Common data Set 2018-19
DISTRIBUTION OF STUDENT RESPONDENTS BY COLLEGE

- UNIVERSITY COLLEGE
- PHARMACY
- NURSING
- HEALTH SCIENCE
- ENVIRONMENT & LIFE SCIENCES
- ENGINEERING
- EDUCATION & PROFESSIONAL STUDIES
- BUSINESS ADMINISTRATION
- ARTS & SCIENCES

0.00% 5.00% 10.00% 15.00% 20.00% 25.00% 30.00%
FACTORS IN WHY STUDENTS CHOOSE CERTAIN COURSES

Agree it Mattered in Choosing Courses

- Size of class
- Online
- Advisor
- Friend
- Difficulty
- Instructor
- Relevance
- Interest

Bar chart showing the factors that mattered in choosing courses.
IMPACT OF GENERAL EDUCATION COURSES

Students Agree GE ....

- Broadens ed: 60
- Helps in major: 30
- More marketable: 20
- Better citizen: 40
- Interdisciplinary skills: 60
- Solve problems: 50
- Good job: 40
ABILITY TO FIND COURSES IN SPECIFIC OUTCOMES

• Easiest – A2, B1, B2,
• Difficult - A4, C2, C3
• Greatest Difficulty D1 & GC (both > 15%)
WHAT ARE THE STRENGTHS OF THE PROGRAM?

• “I can take an art class without my parents’ disapproval”
WHAT ARE THE STRENGTHS OF THE PROGRAM?

Professors; Interesting; flexibility/choice; broadening

- “The professors in XXX are awesome and always willing to help and do what’s best for the students”
- “The courses give students a chance to learn more interesting and important information that is outside of their major. There are a lot of very interesting courses to choose from”
- “The general education program is very flexible allowing students to either each outcome once or multiple times.”
- “General education classes help broaden a students horizon and aid in a well balanced education.”
WHAT SUGGESTIONS DO YOU HAVE FOR THE PROGRAM?

• More course options
  • “Put in classes that can add value to the students life. How do taxes work? How do I save my money? What is the best nutrition for me?”

• Better and consistent advising

• Better information on the GEN ED website

• Easier to align more courses with major
WHAT SUGGESTIONS DO YOU HAVE FOR THE PROGRAM?

• “Get rid of Gen Eds they are pointless classes and a money grab by Universities”

• “Eliminate it and allow students to fill free electives with the classes they prefer. I would have loved to take history and political science classes with my free electives for example but I had to take classes with no value to me such as COM100 and wrt104.”

• “i think it's a complete waste of time, money and energy. I have no use for a majority of the information I learned in my GE classes. I could have saved a years worth of tuition if I wasn't required to take them. I think the GE program should be cancelled and if that's not possible at the very least reduce the number of courses by half.”
INFORMATION FROM FACULTY SURVEYS

- 87% taught a gen ed class
- 57% taught more than 1 course
- 17% thought not enough Gen Ed courses available
WHEN ASKED ABOUT VALUE OF OUTCOME FOR THEIR DISCIPLINE

Outcome is Valuable

- A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, D1, GC
PERCEPTION OF HOW GEN ED PROGRAM DELIVERS ON ITS INTENT

Faculty Agree & Strongly Agree

- understand
- importance of GE
- life-long learning
- career prep
- student-centered
- intellectually empowering
- well-rounded
- complex issues
- contemporary learning

20 30 40 50 60 70
EMERGENT THEMES FROM OPEN-ENDED QUESTIONS

- Criticism of proposal process
- Request for better training and resources;
- Concern for students undervaluing the program;
- Faculty not valuing the program;
- Concern with quality, rigor and focus of content in courses;
- Concern for missing outcomes (i.e., language, mathematics, writing, reading);
- Concern with partial outcomes;
- Concern with Gen Ed courses in the discipline;
- Concern with specific outcomes (value of GC, availability of D1)
ASSESSMENT LOOK

• 2016 – 2018 Phase 1 Assessment (Dir. Of General Education/SLOAA/SAGE):
  **Main assessment goal: test the rubrics for suitability**

• Fall 2020 Phase 2 Assessment (Office of Innovation in Gen Ed/SLOAA/SAGE)
  **Main assessment goal: assess student achievement of outcomes**
  (2 outcomes every 1-2 years).
RECOMMENDATIONS FOR FUTURE

• General Education Subcommittee Reviews Proposals and Gives Recommendations to Curriculum and Standards
• Director as an Ex-Officio Member of the General Education committee
• Determine data to be collected annually and establish data base
• Conduct more detailed analysis of survey
• Review assessment process
APPENDIX
AS PER THE BY-LAWS, ARTICLE 4.27

the General Education Subcommittee shall study and make recommendations to the full committee (Curriculum & Standards) concerning the establishment, modification or abolition of General Education requirements for graduation to be applicable to degree candidates; consider new and existing courses proposed for general education, which the full committee did refer to the subcommittee; evaluate the effectiveness of the general education program; maintain liaison with the University administration for effective implementation of approved recommendations; and cooperate closely with the Director of General Education.
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## Allocation of GE Seats by College: Spring 2020

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A&S Share of GE Seats by Outcome: Spring 2020

Diagram showing the percentage of GE seats held by various categories from A1 to D, with percentages ranging from 19% to 99%.
A&S Share of GE Enrollment by Outcomes: Spring 2020
GE Outcomes in Big Classes: Spring 2020

Big = Enrollment 100+
Total Classes = 71
2 Outcomes show up twice
Enrollment in GE Outcome in Big Classes: Spring 2020

Big = Enrollment 100+
Total Enrollment = 9225
2 Outcomes show up twice
"Vacancy Rate" by Outcome: Spring 2020

% of seats open

A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 G D
Enrollment in GE Classes by Size: Spring 2020

- 2-9: 568
- 10-19: 2966
- 20-49: 13664
- 50-99: 5143
- 100-139: 3102
- 140+: 3805
STUDENT REPRESENTATION IN SURVEYS AND THE ENROLLMENT LEVELS FROM FALL 2019
DISTRIBUTION OF STUDENTS RESPONDING

- 1st year: 30%
- 2nd year: 25%
- 3rd year: 30%
- 4th year: 20%
- 5+ years: 5%
ASSESSMENT GOALS

• Goals (per https://web.uri.edu/assessment/new-general-education-program/):