General Education at FGCU

Revising, re-visioning, re-imagining

November 6th & 7th, 2012

“Town Halls”
Goals for today:

• Share results of campus survey on General Education,

• Discuss possibilities and limitations of ideas generated through the survey,

• Begin to develop revised goals for the General Education Program.
## General Education Program Changes

### General Education Core Course Options (15 hours)

<table>
<thead>
<tr>
<th>Communication Courses</th>
<th>Mathematics Courses</th>
<th>Humanities Courses</th>
<th>Social Sciences Courses</th>
<th>Natural Sciences Courses</th>
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“General Education core course options shall consist of a maximum of five courses in each area . . . and must contain high-level academic and critical thinking skills and common competencies . . . Each student must complete at least one course in each subject area . . . All institutions shall offer and accept these courses” beginning 2014-2015.

### General Education Elective Courses (15 hours)

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The remaining General Education course requirements shall be identified by each institution and shall include 30 semester hours total. The number of courses in each area is up to each individual institution.
GEP revision as an opportunity to:

- **Create** greater flexibility and integration,
- **Revitalize** teaching and learning in general education,
- **Develop** a curriculum in which we are all invested,
- **Improve** our GEP; model national, contemporary thinking about general education,
- **Realign** the GEP with the mission of FGCU – a signature GEP.
Campus survey results
Faculty, staff, administrators
n=239

Role at FGCU
- Faculty - full time (132)
- Faculty - part time/adjunct (19)
- Advisor/Counselor (13)
- Administrator (21)
- Staff (45)
- Other (9)
What is your Unit/College?
n=234

- College of Arts & Sciences (107)
- College of Education (22)
- College of Health Professions & Social Work (19)
- Lutgert College of Business (19)
- Whitaker College of Engineering (6)
- Library (6)
- Other (55)

46% of respondents have taught in the GEP

“Other” includes: Administrative services, Academic Affairs, Student Affairs, University Foundation
STUDENTS
n=387
How many credit hours have you completed?

- <30 (89 students): 32%
- 31-60 (90 students): 23%
- 61-90 (85 students): 22%
- >90 (123 students): 23%

57% had completed their GE requirements, 41% had not, and 2.3% were unsure.
Satisfaction with the current General Education Competencies

• Quantitative Reasoning
  – (F/S/A) 77% are either satisfied (55.5%) or very satisfied (22%)
  – (Stud) 79% are either satisfied (65%) or very satisfied (14%)

• Written Communication
  – (F/S/A) 70% are either satisfied (42.4%) or very satisfied (27.1%)
  – (Stud) 84% are either satisfied (66%) or very satisfied (18%)

• Critical Thinking
  – (F/S/A) 68% are either satisfied (43%) or very satisfied (25%)
  – (Stud) 79% are either satisfied (62%) or very satisfied (17%)
Students: satisfaction overall with general education courses

- Very satisfied: 13.3%
- Satisfied: 53%
- Dissatisfied: 29%
- Very dissatisfied: 5.3%
Q: “...are you interested in exploring options for us to move from a subject-based distribution model of GEP (such as ours) to an alternative model that would focus on themes or competencies? This would focus the curriculum around what students should know versus what students should take.” (n=210)

Faculty, Staff, Administrators
- 44% Yes, I'd like us to explore additional options for structuring the GEP
- 37% No, I think our current model is satisfactory
- 19% I'd like more information before deciding
Q: “...are you interested in exploring options for us to move from a subject-based distribution model of GEP (such as ours) to an alternative model that would focus on themes or competencies? This would focus the curriculum around what students should know versus what students should take.” (n=310)

**Students**

- **50%** Yes, I'd like us to explore additional options for structuring the GEP
- **29%** No, I think our current model is satisfactory
- **21%** I'd like more information before deciding
# Themes/topics of importance to emphasize in the General Education Program (top 7)

<table>
<thead>
<tr>
<th>Faculty/Staff/Admin.</th>
<th>Students</th>
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<tbody>
<tr>
<td>Critical thinking</td>
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</tr>
<tr>
<td>Written communication</td>
<td>Problem solving</td>
</tr>
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<td>Written communication</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Oral communication</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>Creative thinking</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>Global awareness</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>Leadership</td>
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Themes/topics of importance to emphasize in the General Education Program (top 7, excluding existing competencies)

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<td><strong>Quantitative reasoning</strong></td>
<td>Leadership</td>
</tr>
<tr>
<td>Civic knowledge/engagement</td>
<td>Knowledge of the physical &amp; natural world</td>
</tr>
<tr>
<td>Global awareness</td>
<td>Respect for human diversity</td>
</tr>
<tr>
<td>Knowledge of human cultures &amp; societies</td>
<td></td>
</tr>
</tbody>
</table>
## Additional themes/topics of importance

<table>
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<th>Faculty/Staff/Admin. (received &gt;20%)</th>
<th>Students (received &gt;30%)</th>
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<tbody>
<tr>
<td>Information literacy</td>
<td>Technological literacy</td>
</tr>
<tr>
<td>Respect for human diversity</td>
<td>Ethical reasoning</td>
</tr>
<tr>
<td>Scientific literacy</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Environmental literacy</td>
<td>Scientific literacy</td>
</tr>
<tr>
<td>Intercultural knowledge</td>
<td></td>
</tr>
<tr>
<td>Foundations for lifelong learning</td>
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What should students know or be able to do by graduation?

(Faculty/Staff/Admin)

• Communicating: written & oral
• Problem solving
• Critical thinking
• Global awareness & appreciation for diversity
• Quantitative reasoning/ basic math
• Independent thinking
• Information literacy
• Basic knowledge of: science, history, technology, current events
• Ethical behavior, awareness & decision making
What should students know or be able to do by graduation?

(Students’ responses)

- Communicating: written & oral
- Basic math skills (balancing checkbook)
- Global awareness; cultural differences
- Environmental knowledge/ sustainability
- How to research a topic
For both sets of surveys the following were “positive features of our GEP”

- Diversity of offerings; breadth
- Ease of navigating the curriculum
- The faculty teaching general education courses
- Reflection of institutional values
- For students, there was an emphasis on the humanities courses as being especially good and beneficial
What can we improve on?

- Faculty, staff, and administrators reported that an emphasis on competencies and learning goals would be beneficial,
- Increased integration across the curriculum,
- Tie the curriculum more closely to our mission (e.g., civic engagement, sustainability),
- Greater connection/dialogue between faculty teaching in the GEP, and between GEP faculty and those who teach primarily in the majors,
- Smaller class sizes.
- (Students & f/s/a) concern with rigor, suggesting more robust accountability for students.