General Education at UVU

Summer 2022

System (R470) and NWCCU

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st century by gaining communication fluency, quantitative fluency, and competence in: 1) Intellectual and Practical Skills; 2) Knowledge of Human Cultures and the Physical and Natural World; 3) Personal and Social Responsibility; and 4) Integrative Learning. This policy assures there is coherence and consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

NWCCU (2020)- 1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

~The focus is on measured Student Learning and Achievement.

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GE ELO's per R470

The Essential Learning Outcomes are skills and competencies identified by professionals in business and industry, and higher education professors as those needed to prepare graduates for academic, professional, and societal success.

- **Acquire Intellectual and Practical Skills**: Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.

- **Gain Knowledge of Human Cultures and the Physical and Natural Worlds**: Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with "big" questions – both contemporary and enduring.

- **Develop Personal and Social Responsibility**: Including community and civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.

- **Demonstrate Integrative Learning**: Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Institutions may develop integrative courses or programs.

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Essential Learning Outcomes: NWCCU and GE

- Communication: Communicate Facts and Ideas

- Critical Thinking: Analyze Ideas, Information, and Problems

- Digital Literacy: Use Digital Technologies

- Ethical Reasoning: Recognize and Consider the Ethical Dimension of Behavior

- Inclusion: Understand and Apply the Principles of Diversity, Inclusion, and Equity

- Information Literacy: Collect, Evaluate, Organize, and Use Information

- Quantitative Literacy: Understand and Work with Numbers

- Scientific Literacy: Understand Scientific Concepts and Methods

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The Literature

- General Education as viewed from the late 19th century thru today has been a pendulum swinging between choice and prescriptive models with an underpinning of breadth vs. depth arguments (Duncan, 2014; Bouchrika, 2021).

- Today is a mix (5K institutions) but heavy towards choice with many suggesting prescriptive models are needed given concerns over student preparation and employment skills (Vander Schee, 2011; Hothem, 2013).

- In short- if you want to find support for your position it can be found in the literature. Thus, a strong sense of mission and students being served becomes critical in general education discussions on any campus (O'Banion, 2016).

- Often the "guild interests" of faculty have driven the changes in GE as it secures them to the university (Brint, et al. 2009).
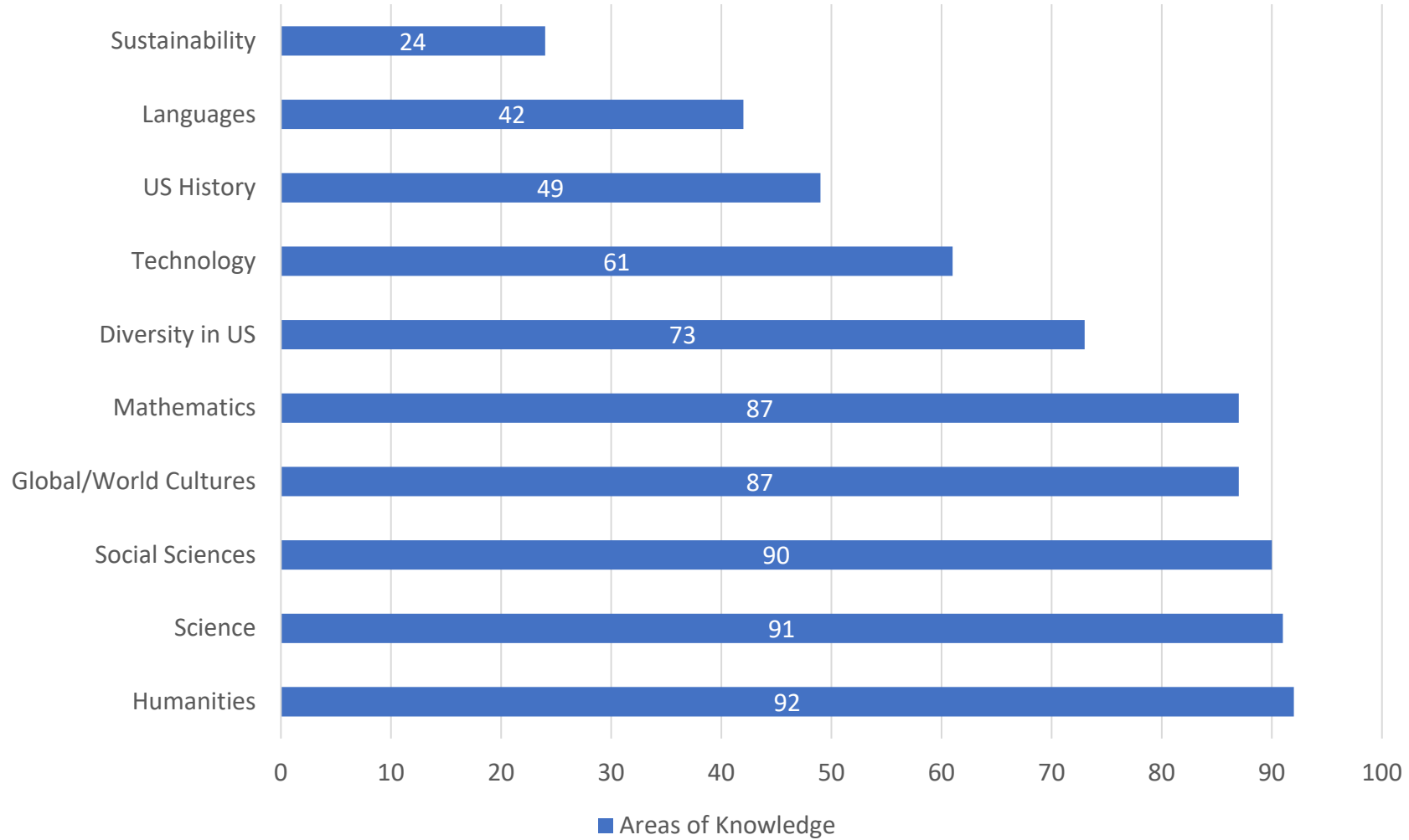
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Literature, Cont.

- AAC&U (2007) "...serving a diverse student body drawn from a diverse population precludes any one-size-fits-all approach." "Scope and depth of learning are now perceived as more valuable than particular content, given that students will have to function in an increasingly complex and rapidly-changing social, technological environment."

- AAC&U (2010) "No longer do nearly all students begin their undergraduate education immediately following graduation from high school. No longer do students attend a single college from their first to senior years. The majority attend more than one postsecondary institution during their college careers. Many attend multiple institutions at the same time... students living anywhere often can avail themselves of courses from colleges and universities around the globe while attending a local institution at the same time... the challenge becomes one of organizing undergraduate liberal learning in a manner that recognizes student attendance patterns and allows for learning to be engaged and facilitated across the multitude of course names, numbers, and locations representing the array of methods by which students enroll."

- The current consensus on reform efforts falls into delivery of GE rather than the specific GE curriculum common words include- Intentionality, Coherence, Engagement, Experiential, Major Alignment, Interdisciplinary, and Faculty Utilization (Gaston, et al., 2010).
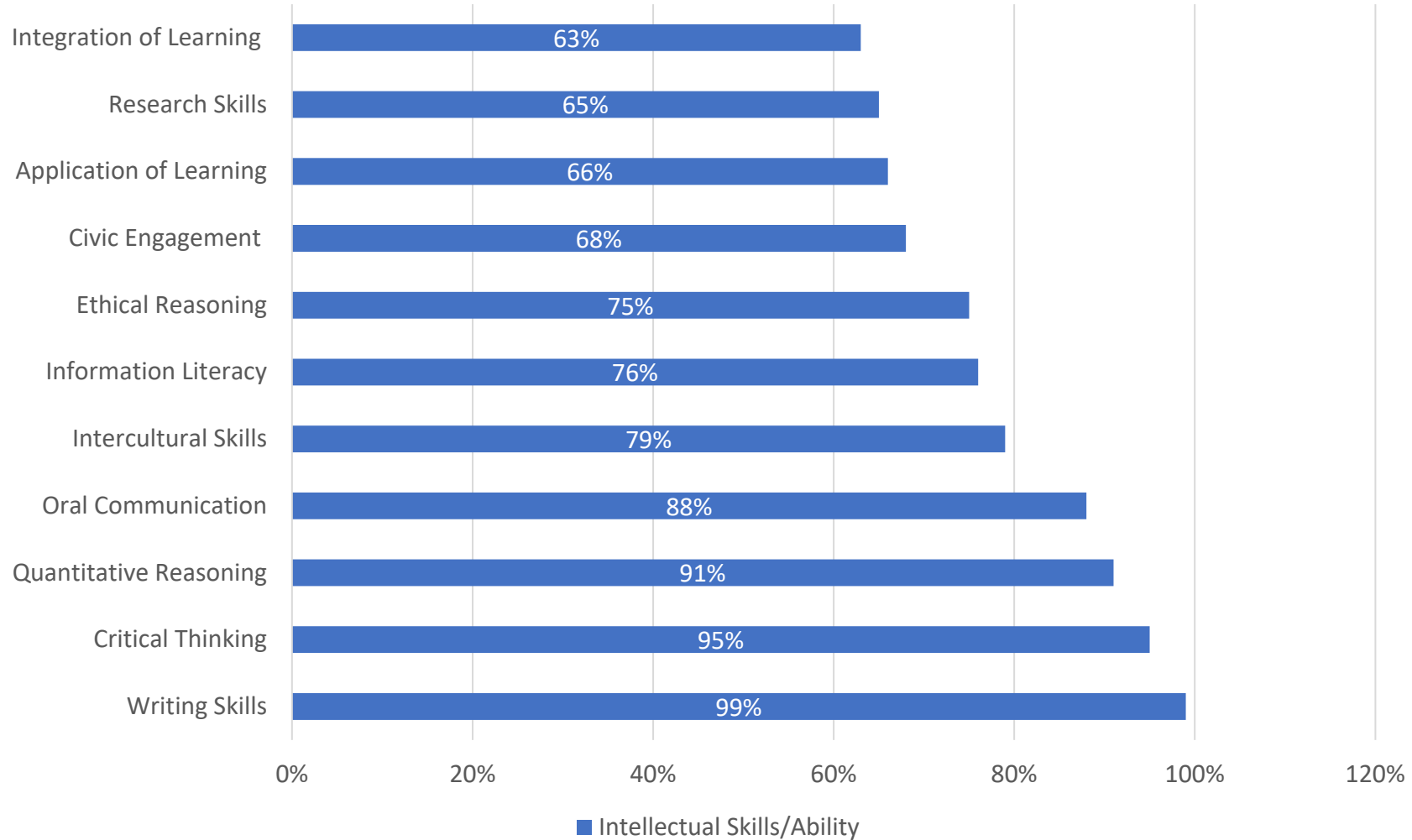
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Institutions with Identified Campuswide Curriculum

Hart Research Associates 2009

Institutions with Identified Campuswide Outcomes

Outcome	Intellectual Skills/Ability
Integration of Learning	63%
Research Skills	65%
Application of Learning	66%
Civic Engagement	68%
Ethical Reasoning	75%
Information Literacy	76%
Intercultural Skills	79%
Oral Communication	88%
Quantitative Reasoning	91%
Critical Thinking	95%
Writing Skills	99%

■ Intellectual Skills/Ability

Hart Research Associates 2009

GE Models

←——→

A la carte

A pick list of courses organized around macro disciplinary areas (social sciences, etc.)- generally the "Intro" course for a program of study

Clusters

Intentional groupings of "intro" courses- generally built around cohorts and topical study or other intentional purposes- often smaller institutions

Cross Disciplinary

Courses designed around topical areas and generally not attached to a specific department. Often team taught and cohort based- generally smaller institutions

General USHE model & UVU model. 75% of Higher Ed.*

Next most common- 10-15%

Least common (5-10%) but often described as most desired

*AAC&U 2009 Survey of GE

Obviously, Pros and Cons with each model

GE: Required by R470: 30-39 credits

- Written Communication (6 credits)

- Quantitative Literacy (3-4 credits)

- American Institutions (3-6 credits)

- Students are required to complete at least 15 credits within five different GE Breadth Areas, with at least <u>one</u> course to be taken from each of the following Breadth Areas:

(1) Arts

(2) Humanities

(3) Life Sciences

(4) Physical Sciences

(5) Social and Behavioral Sciences

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GE at UVU

UVU GE requires 35 credits
- Required Courses
    - American Institutions (Hist, PS, and Econ)
    - Math (1030/5, 1040/5, 1050/5)
    - Composition (2 course sequence) (1005/1010, 2010/2100)

We have two "unique" courses and one "required" course*
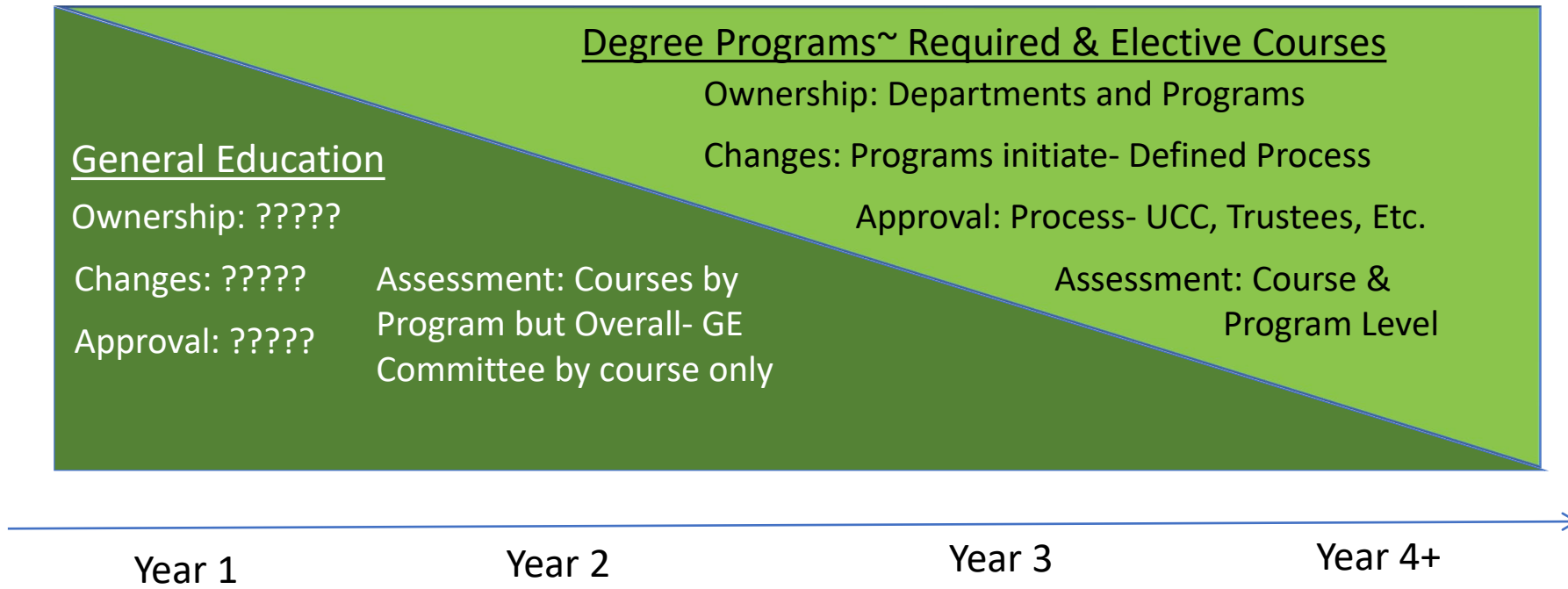
Ethics and Values (3 CR)

Health and Wellness (2 CR)

*3rd Science (3 CR generally)

Increasingly we find that much of GE is completed in High School which seems to be a legislative and system goal.

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GE Structure- R470 "optimally complete" in first 60 hrs.

Degree Programs~ Required & Elective Courses

Ownership: Departments and Programs

Changes: Programs initiate- Defined Process

Approval: Process- UCC, Trustees, Etc.

General Education

Ownership: ?????

Changes: ?????

Approval: ?????

Assessment: Courses by Program but Overall- GE Committee by course only

Assessment: Course & Program Level

Year 1   Year 2   Year 3   Year 4+

| Institution	Core Requirements	Life and Physical Science (2)	Social and Behavioral Science (1)	Humanities and Fine Arts (2)	Additional Requirements	Total
UVU	4 Courses 12 Credits	3 Courses 9 Credits	1 Course 3 Credits	2 Courses 6 Credits	2 Courses 5 Credits	12 Courses 35 Credits
UT	4 Courses 12 Credits	3 Courses 8 Credits	1 Course 3 Credits	2 Courses 6 Credits	1 Course 3 Credits	11 Courses 32 Credits
U of U	4 Courses 12 Credits	2 Courses 6 Credits	2 Courses 6 Credits	4 Courses 12 Credits	3 Courses 9-13 Credits	15 Courses 45 Credits
USU	4 Courses 12 Credits	2 Courses 6-8 Credits	1 Course 3 Credits	2 Courses 6 Credits	5 Courses 10-15 Credits	14 Courses 42-44 Credits
WSU	4 Courses 12 Credits	3 Courses 9 Credits	2 Courses 6 Credits	3 Courses 9 Credits	0 Courses 0 Credits	12 Courses 34-41 Credits
SUU	4 Courses 12 Credits	2 Courses 6 Credits	1 Course 3 Credits	2 Courses 6 Credits	2 Courses 3 Credits	11 Courses 30 Credits
Snow	4 Courses 12 Credits	2 Courses 2 labs 8 Credits	1 Course 3 Credits	2 Courses 6 Credits	2 Courses 6 Credits	13 Courses 35 Credits
SLCC	4 Courses 12-15 Credits	2 Courses 6-7 Credits	1 Course 3 Credits	2 Courses 6-7 Credits	3 Courses 7 Credits	13 Courses 34-39 Credits

Institution	Core Requirements (English, math & other required courses)	Life & Physical Science	Social & Behavioral Science	Humanities & Fine Arts	Core Requirement Overview (beyond English and Math)	Total (Avg. 12.5 Courses 37 Credits)
Utah Valley University	6 Courses 17 Credits	3 Courses 9 Credits	1 Course 3 Credits	2 Courses 6 Credits	PHIL 2050 & HLTH 1100 or PES	12 Courses 35 Credits
Weber State University	6 Courses 16 Credits	3 Courses 9 Credits	2 Courses 6 Credits	1 Course 3 Credits	EDI & Information Literacy	12 Courses 34 Credits
Utah Technical University	5 Courses 15 Credits	3 Courses 8 Credits	1 Course 3 Credits	2 Courses 6 Credits	One additional breadth	11 Courses 32 Credits
Southern Utah University	6 Courses 15 Credits	2 Courses 6 Credits	1 Course 3 Credits	2 Courses 6 Credits	Information Literacy & additional breadth	11 Courses 30 Credits
University of Utah	7 Courses 21 Credits	2 Courses 6 Credits	2 Courses 6 Credits	4 Courses 12 Credits	EDI, QL & University Studies	15 Courses 45 Credits
Utah State University	9 Courses 22 Credits	2 Courses 8 Credits	1 Course 3 Credits	2 Courses 6 Credits	Upper Division University Studies	14 Courses 39 Credits
University Alaska Anchorage	6 Courses 18 Credits	2 Courses 7 Credits	2 Courses 6 Credits	1 Course 3 Credits	EDI, Alaska Native-Themed & Capstone	11 Courses 34 Credits
Arkansas Tech University	3 Courses 9 Credits	2 Courses 8 Credits	4 Courses 12 Credits	2 Courses 6 Credits		11 Courses 35 Credits
Western Kentucky University	8 Courses 24 Credits	2 Courses 6 Credits	1 Course 3 Credits	1 Course 3 Credits	3 EDI Courses	12 Courses 36 Credits
CUNY College of Staten Island	10 Courses 33 Credits	1 Course 3 Credits	1 Course 3 Credits	1 Course 3 Credits	EDI	13 Courses 42 Credits
Palm Beach State College	5 Courses 15 Credits	3 Courses 9 Credits	2 Courses 6 Credits	2 Courses 6 Credits		12 Courses 36 Credits
St. Petersburg College	4 Courses 12 Credits	1 Course 3 Credits	3 Course 9 Credits	3 Course 9 Credits		11 Course 33 Credits
South Texas College	4 Courses 12 Credits	2 Courses 8 Credits	5 Courses 15 Credits	2 Courses 6 Credits	Additional 1000-2000 level in major	13 Courses 41 Credits
*Bellevue College	3 Courses 10 Credits	3 Courses 10 Credits	3 Courses 10 Credits	3 Courses 10 Credits	*Quarter/semester conversion	12 Course *40 Credits
Georgia State University	7 Courses 19 Credits	3 Courses 11 Credits	2 Courses 6 Credits	2 Course 6 Credits	2 EDI Courses	14 Courses 42 Credits
Arizona State University	6 Courses 18 Credits	2 Courses 8 Credits	2 Courses 6 Credits	2 Credits 6 Credits	3 EDI Courses	12 Courses 38 Credits

| Institution	Core Requirements (English, math & other required courses)	Life & Physical Science	Social & Behavioral Science	Humanities & Fine Arts	Core Requirement Overview (beyond English and Math)	Total (Avg. Courses 12.5 38 Credits)
Boston College	5 Courses 15 Credits	2 Courses 6 Credits	7 Courses 21 Credits	1 Course 3 Credits	2 Theology Courses 1 EDI Course	17 Courses 45 Credits
Kansas State University	4 Courses 14 Credits	3 Courses 16 Credits	3 Courses 9 Credits	2 Courses 6 Credits	The academic department & students determine how the K-State 8 is fulfilled	12 Course 45 Credits
The Ohio State University	4 Courses 12 Credits	1 Course 3 Credits	1 Course 3 Credits	1 Course 3 Credits	1 EDI Course 1 FYS Course (1 credit) Beyond Foundational courses, students must complete 8-12 credits 1- 2 courses in theme areas	11 Courses 32-39 Credits
*Portland State University	4 Courses 12 Credits	Freshman & Sophmore Inquiry Junior Upper Division Cluster	Freshman & Sophomore Inquiry Junior Upper Division Cluster	Freshman & Sophomore Inquiry Junior Upper Division Cluster	*Quarter/semester conversion 1 EDI Course Senior Capstone	13 Courses 41 Credits
University of Kentucky	2 Courses 6 Credits	3 Courses 9 Credits	3 Courses 9 Credits	2 Courses 6 Credits		10 Courses 30 Credits
University of Nebraska Lincoln	4 Courses 12 Credits	3 Courses 9 Credits	1 Course 3 Credits	1 Course 3 Credits		9 Courses 27 Credits
University of Northern Iowa	4 Courses 12 Credits	3 Courses 9 Credits	3 Courses 9 Credits	2 Courses 6 Credits		12 Courses 37 Credits
Virginia Tech	8 Courses 24 Credits	3 Courses 9 Credits	2 Courses 6 Credits	2 Courses 6 Credits	1 EDI Course 1 Integrative Option course	16 Courses 45 Credits

% of Student FTE by Instructional Level, USHE AY2015-16
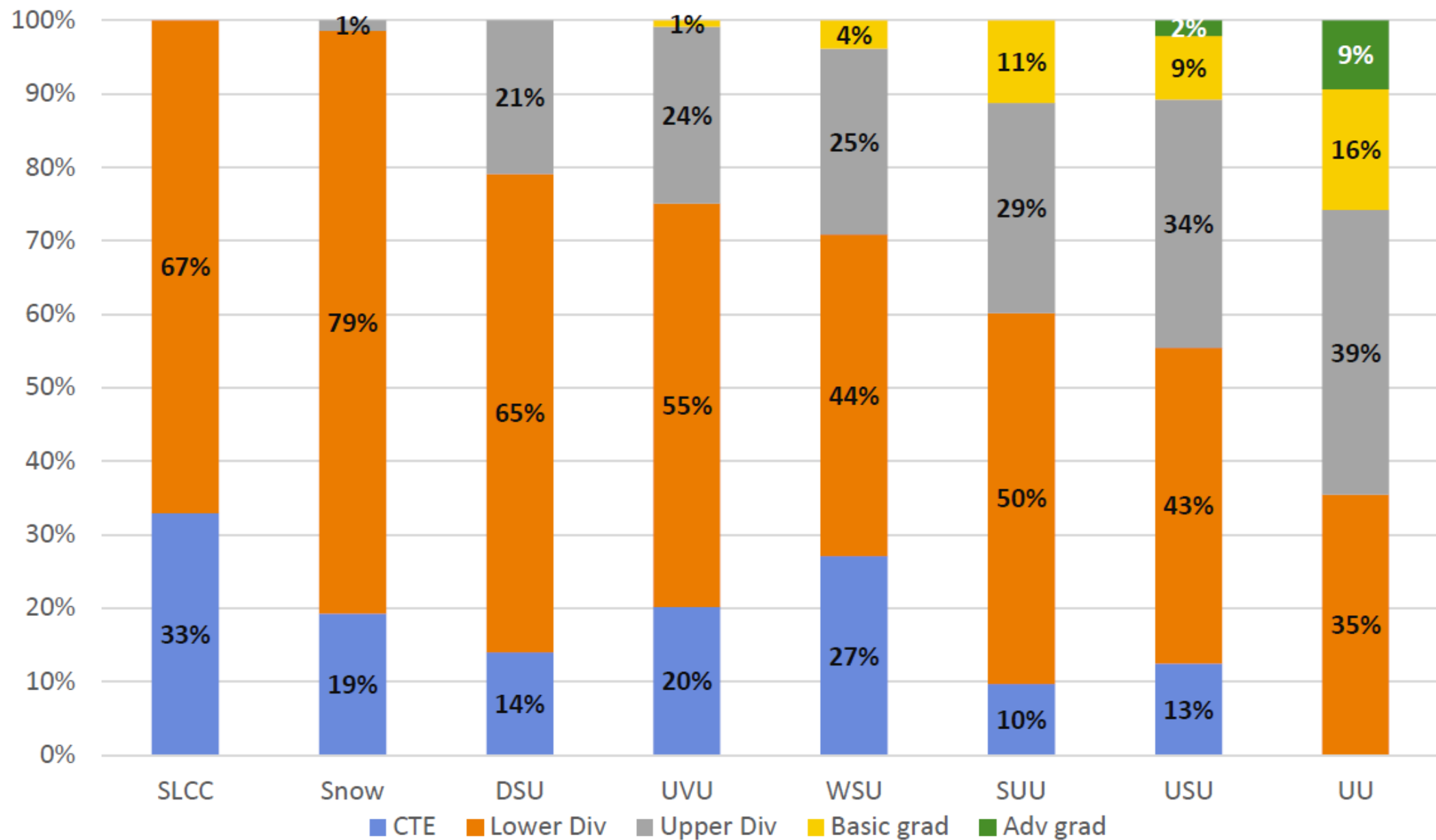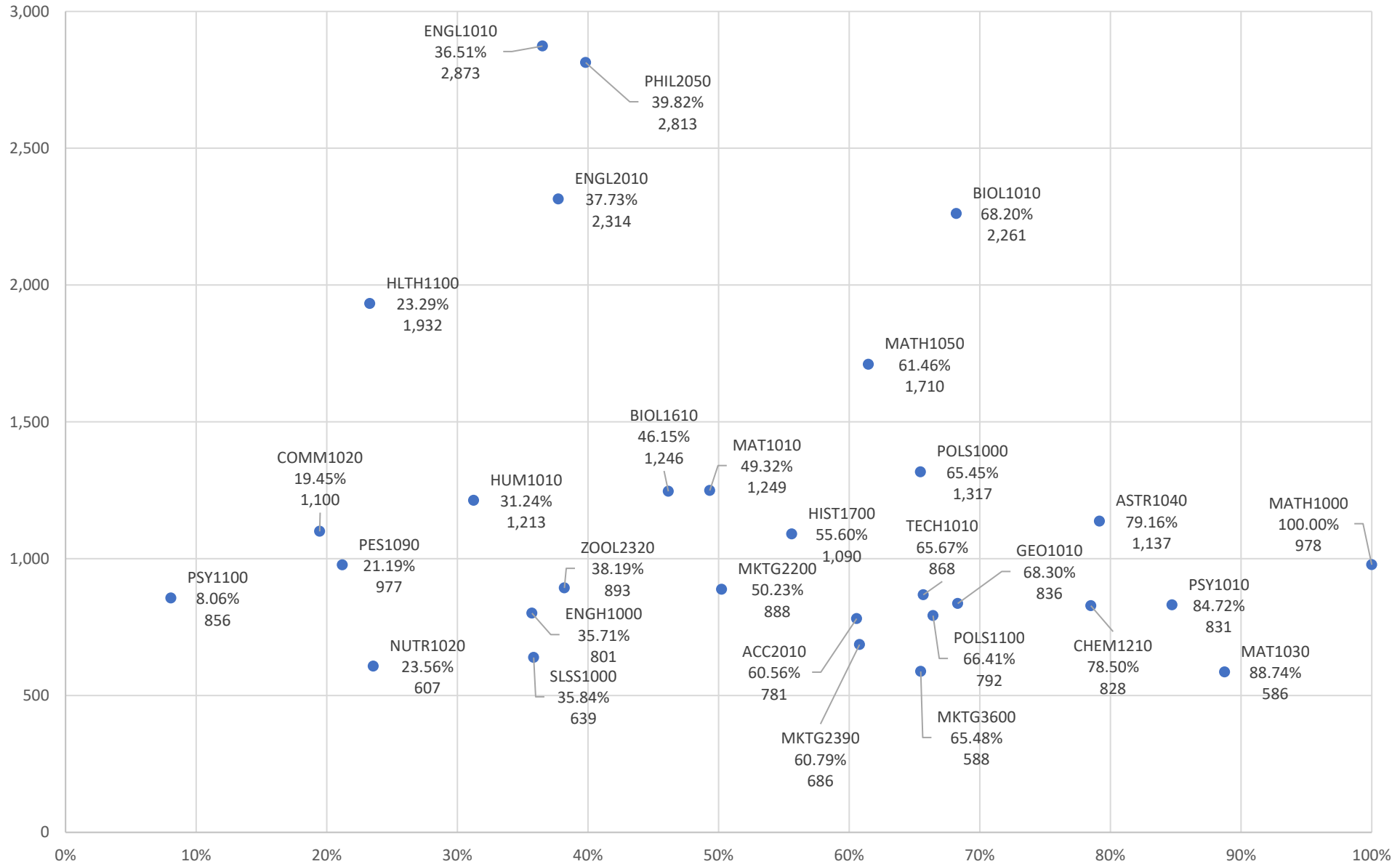
Top 30 courses (we have over 4K courses)
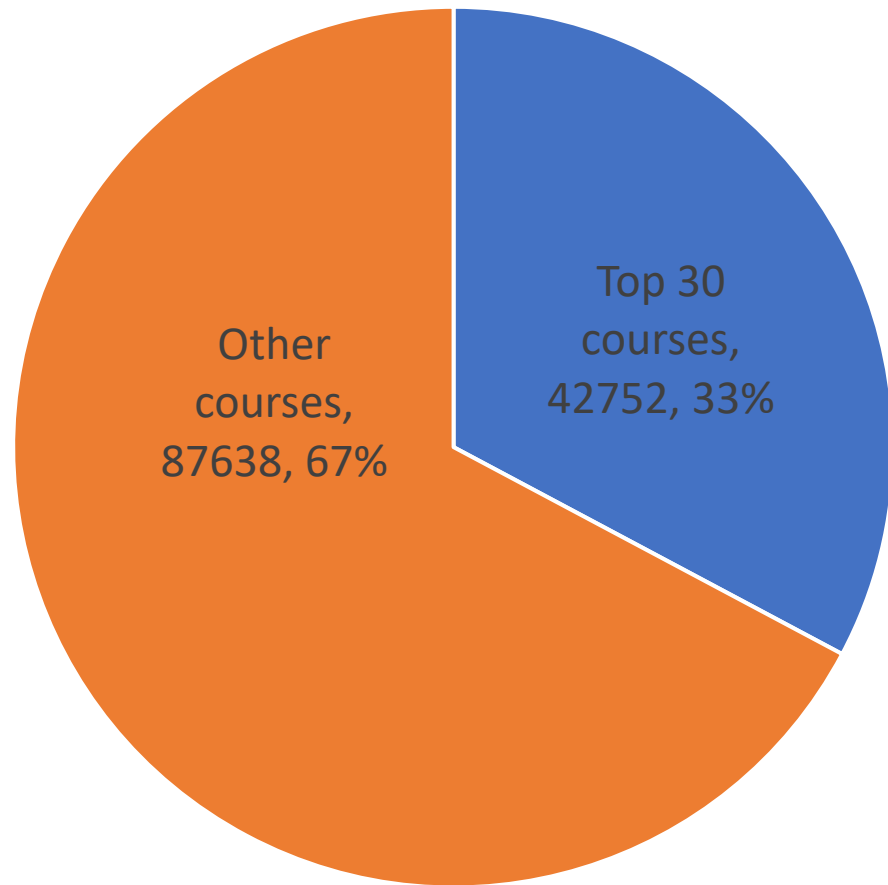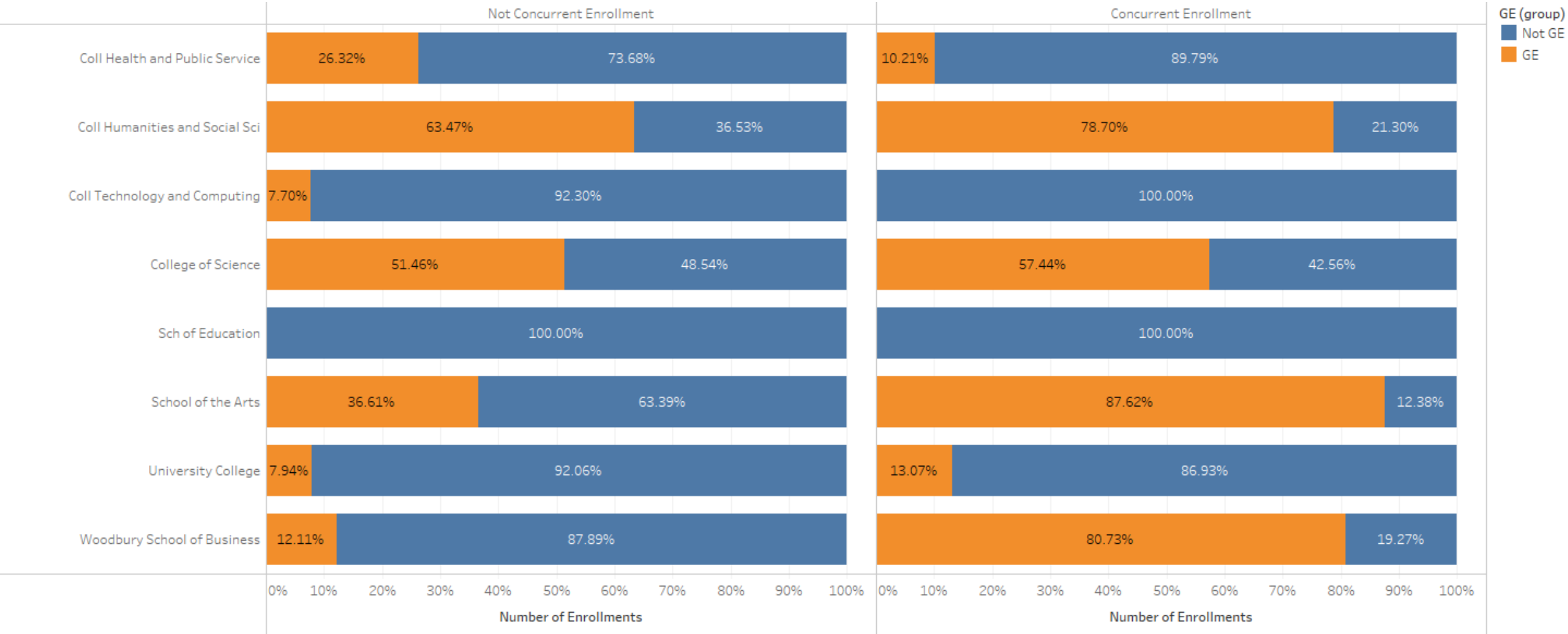

Percent of enrollments
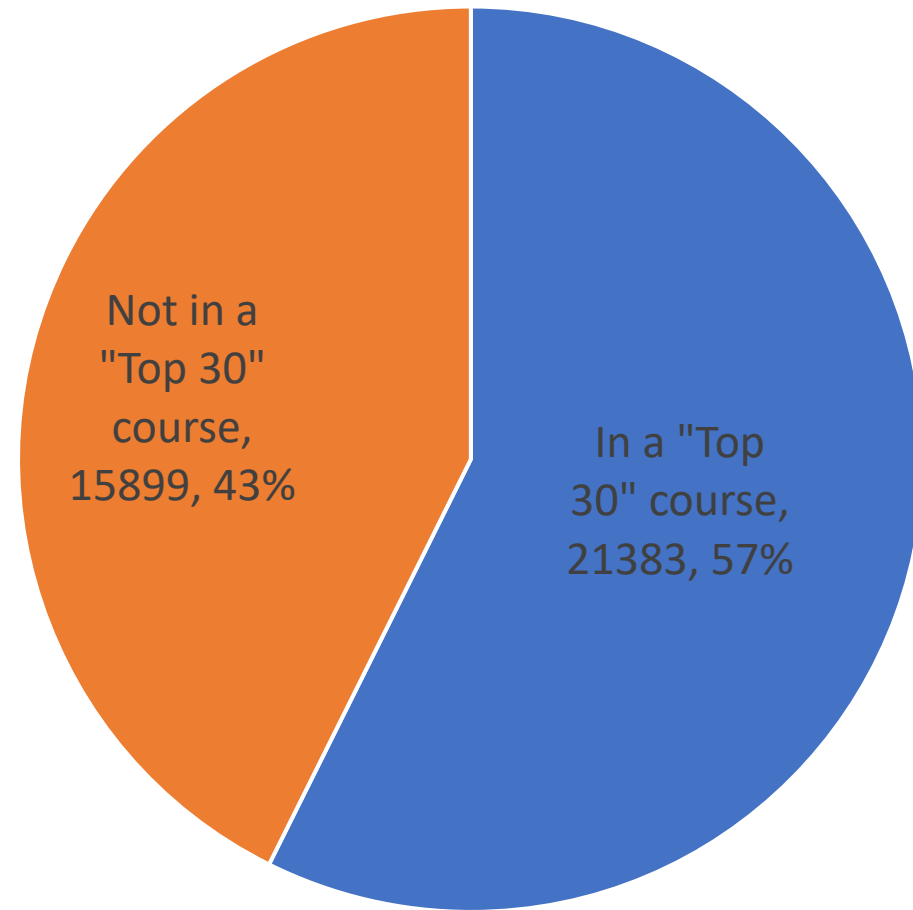
Percent of students

30 Largest Courses on Campus

(Size by % of full-time faculty instruction, excluding concurrent enrollment)

ENGL1010
36.51%
2,873

PHIL2050
39.82%
2,813

ENGL2010
37.73%
2,314

BIOL1010
68.20%
2,261

HLTH1100
23.29%
1,932

MATH1050
61.46%
1,710

BIOL1610
46.15%
1,246

MAT1010
49.32%
1,249

POLS1000
65.45%
1,317

COMM1020
19.45%
1,100

ASTR1040
79.16%
1,137

MATH1000
100.00%
978

HUM1010
31.24%
1,213

HIST1700
55.60%
1,090

TECH1010
65.67%
868

GEO1010
68.30%
836

PES1090
21.19%
977

ZOOL2320
38.19%
893

MKTG2200
50.23%
888

PSY1100
8.06%
856

PSY1010
84.72%
831

ENGH1000
35.71%
801

ACC2010
60.56%
781

POLS1100
66.41%
792

CHEM1210
78.50%
828

MAT1030
88.74%
586

NUTR1020
23.56%
607

SLSS1000
35.84%
639

MKTG2390
60.79%
686

MKTG3600
65.48%
588

Percent of enrollment in GE courses by college

% Faculty Teaching GE Courses (all types)

Fall Semesters

Year	Salaried	Adjuncts
2018	31	69
2019	30	70
2020	33	67
2021	36	64
2022	34	66

■ Salaried ■ Adjuncts
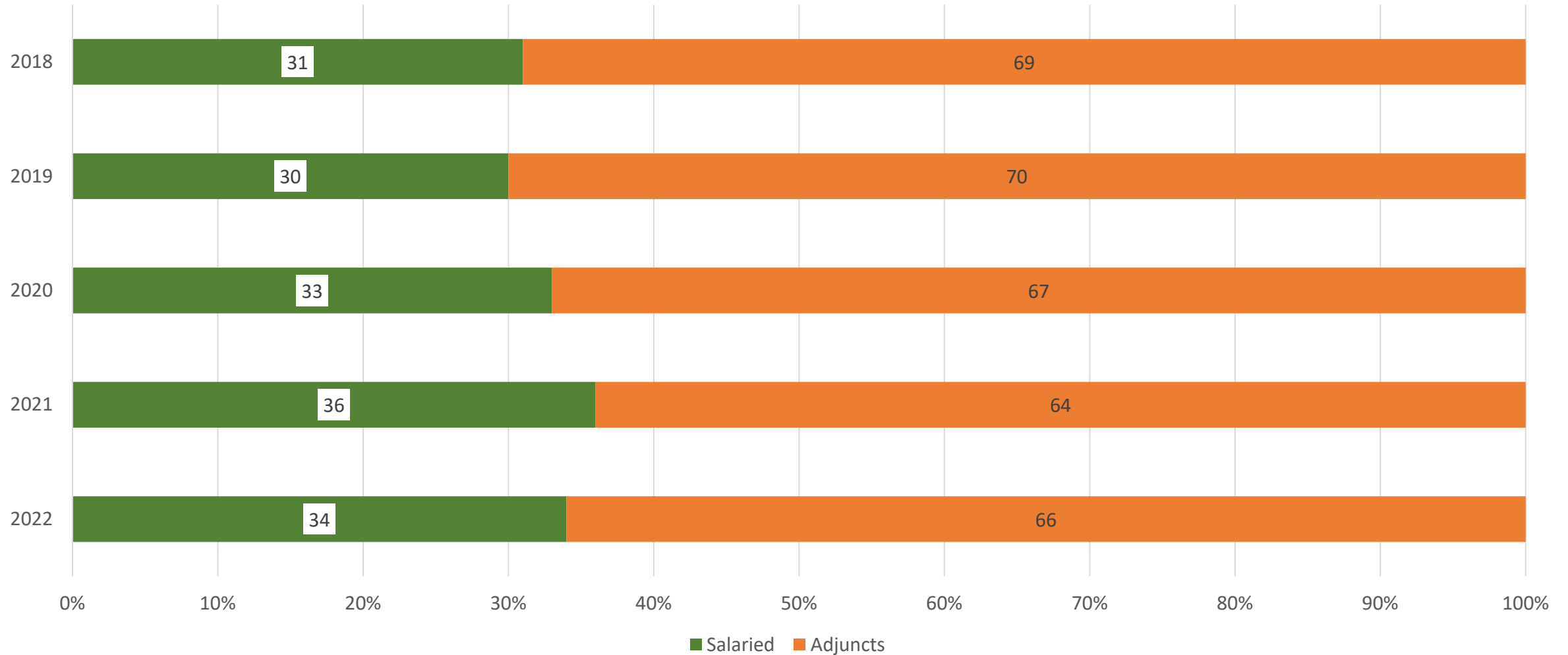
GE Pass/Fail Rate

C or Better
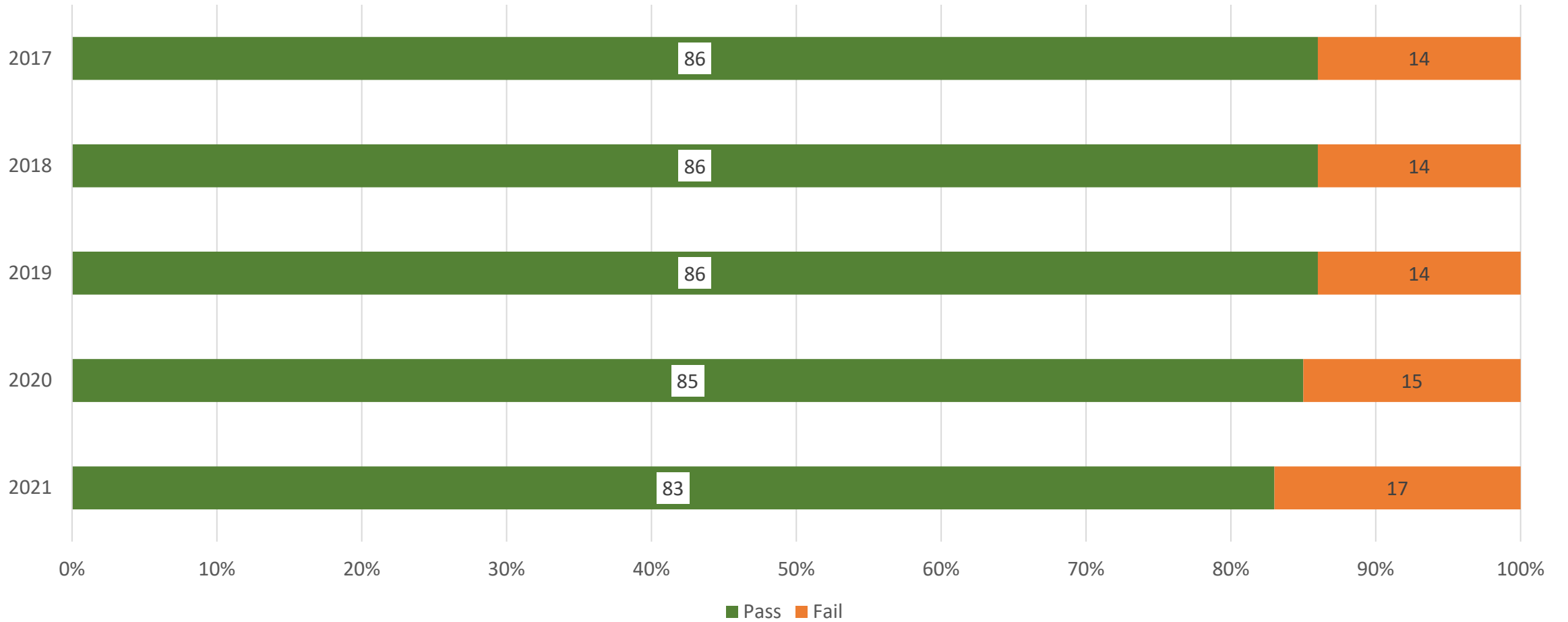
What methods do you use for choosing your GE courses?

■ 2017　■ 2016

Personal interest
- 2017: 65%
- 2016: 69%

What best fits my schedule
- 2017: 60%
- 2016: 67%

Recommendations from my academic advisor
- 2017: 43%
- 2016: 41%

I check internet sites to find the best teachers
- 2017: 26%
- 2016: 38%

Recommendations from my family or friends
- 2017: 19%
- 2016: 22%

Other (please explain)
- 2017: 9%
- 2016: 9%

I don't remember how I picked them
- 2017: 3%
- 2016: 3%

I didn't use a system--I just selected the first or a random class
- 2017: 1%
- 2016: 3%

2017 n=445

2016 n= 413

How did you select your GE classes?

Awareness
- Participants mentioned that they were familiar with the concept of GE courses coming into college.
- They realized that the purpose of GE courses was to give students a 'well rounded' education.

Strategy
- Most participants said they looked for GE classes that fit their schedule.
- Most did not want to take classes that "sounded hard."
- Several mentioned being a bit confused and overwhelmed.
- Several received guidance from their high school counselors, UVU advisors, and family members.
- Several students wanted to sample courses in order to discover their academic preferences (i.e.: geology, ceramics, theater, and auto mechanics).
- Some aimlessly tried to find required classes and just fit them into a schedule.
- Some were excited to explore different academic subjects.
- One used "Rate My Professor".

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