General Education Reform at UA:
The General Education Taskforce
WHY DO GENERAL EDUCATION REFORM AT UA?
A thought: some young guys got together with some older guys and built a system based on their information at the time. We have since discovered new information and ways to improve the system. Do we change the system?

Asked another way... do you still use Windows 95?
OUR STUDENT POPULATION HAS CHANGED
<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLMENT</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>19,828</td>
<td>50 / 50</td>
</tr>
<tr>
<td>2000</td>
<td>19,318</td>
<td>47 / 53</td>
</tr>
<tr>
<td>2010</td>
<td>30,232</td>
<td>47 / 53</td>
</tr>
<tr>
<td>2020</td>
<td>37,842</td>
<td>43 / 57</td>
</tr>
</tbody>
</table>
In the State of AL, **40,300 AL residents** are in post-secondary institutions:

- **14% of those (5,730)** leave the State to attend college

In the State of AL:

- **89% of college students are from out-of-state**
- **11% are from in-state**
STATE DEMOGRAPHIC Shifts in Student Population

Students enrolled in colleges in the State of Alabama:
1970: **104,000**
2000: **234,000**
2010: **328,000**

From **1970 to 2010** student enrollment **increased** by **215%**

2020: **304,000**

From **2010 to 2020** student enrollment **decreased** by **14%**
OUR FUTURE STUDENT POPULATION IS FORECASTED TO CHANGE
HIGH SCHOOL GRADUATES ARE BECOMING INCREASINGLY DIVERSE

1995
- White: 73%
- Black: 13%
- Hispanic: 9%
- Other: 1%
- Asian: 4%

2025
- White: 52%
- Hispanic: 25%
- Black: 14%
- Other: 1%
- Asian: 8%
Enrollment Projected to Drop Sharply After 2025

Forecasted Number of College-Going Students in the U.S. (millions), by Year of High School Graduation

-15%

Decline in College-Going Students (2025-2029)
WE NEED TO MAKE SURE STUDENTS ARE GETTING WHAT THEY NEED TO SUCCEED NOW AND IN THE FUTURE
“We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t yet been invented . . . in order to solve problems we don’t even know are problems yet.”

RICHARD RILEY
Executives and hiring managers identify similar gaps in recent graduates’ preparedness on key learning outcomes

<table>
<thead>
<tr>
<th>Preparedness Gap: % recent grads prepared minus % very important skill to have</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABLE to</td>
</tr>
<tr>
<td><strong>Business executives</strong></td>
</tr>
<tr>
<td>Apply critical thinking / analytical reasoning</td>
</tr>
<tr>
<td>Apply knowledge / skills to real world</td>
</tr>
<tr>
<td><strong>Communicate effectively in writing</strong></td>
</tr>
<tr>
<td>Be self-motivated</td>
</tr>
<tr>
<td><strong>Communicate effectively orally</strong></td>
</tr>
<tr>
<td>Work independently</td>
</tr>
<tr>
<td>Work effectively in teams</td>
</tr>
<tr>
<td>Apply ethical judgment / decision-making</td>
</tr>
<tr>
<td><strong>Analyze / solve complex problems</strong></td>
</tr>
<tr>
<td>Find, organize, evaluate info: multiple sources</td>
</tr>
<tr>
<td>Solve problems w/people of different backgrounds / cultures</td>
</tr>
<tr>
<td>Innovate / be creative</td>
</tr>
<tr>
<td>Work with numbers / stats</td>
</tr>
<tr>
<td>Stay current on changing technologies</td>
</tr>
<tr>
<td>Demonstrate proficiency in foreign language</td>
</tr>
</tbody>
</table>
WE NEED TO CONTINUE IMPROVING HOW WE SERVE OUR STUDENTS AT THE MARGIN
OUR STUDENTS ARE ASKING FOR A CHANGE TO GENERAL EDUCATION
Focus Groups out of Nine

33 Participants

5 Questions
1. Looking back on the UA core courses you’ve taken during your time here, what are your overall impressions?
2. What do you think the purpose of the Core Curriculum is?
3. What is your perception of the value of the Core Curriculum?
4. Have you learned any skills in the core courses that you are able to apply to your major courses? If so, what skills?
5. What would you take out of the current Core Curriculum? What would you add?
WE NEED TO REVISIT A FUNDAMENTAL QUESTION:

WHAT EXACTLY SHOULD STUDENTS EXPECT (AND BE EXPECTED) TO LEARN IN COLLEGE—AND WHY?
KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

INTEGRATIVE AND APPLIED LEARNING

INTELLECTUAL AND PRACTICAL SKILLS

PERSONAL AND SOCIAL RESPONSIBILITY

WHERE LEGENDS ARE MADE
THE OPPORTUNITY TO CREATE A CURRICULUM OF WHICH WE CAN ALL BE PROUD
OUR CHARGE
OUR PROCESS
FACULTY SURVEY
IN YOUR OPINION, WHAT % OF A 4-YEAR UNDERGRADUATE COLLEGE EDUCATION SHOULD BE DEVOTED TO COURSES FOCUSED SPECIFICALLY ON GENERAL EDUCATION?

44%

~53 Credit Hours
What We Heard

REDUCE # OF CORE HOURS

Will allow students to explore outside the Major

DO NOT REDUCE # OF CORE HOURS

Will have unintended programmatic impact
82 Colleges and Universities
50 States
HIGH-IMPACT EDUCATIONAL PRACTICES
HIGH-IMPACT EDUCATIONAL PRACTICES

First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Undergraduate Research

Community Engagement

Capstone Courses & Projects
- Writing Intensive Courses
- Collaborative Assignments & Projects
- Internships

Diversity / Global Learning

ePortfolios
FYE
FIRST YEAR EXPERIENCE
CULTURE

ETHNICITY

PEOPLE

BELIEF

NATION

DIVERSITY

TRADITION
GENERAL EDUCATION AT
THE UNIVERSITY OF ALABAMA
The University of Alabama’s General Education program empowers undergraduate students to be socially conscious, ethical, and well-rounded leaders with the knowledge and skills to live productive, responsible, and rewarding lives in a diverse and rapidly-changing world.

The program challenges students to develop their logical and creative capacities by providing transformational and integrative learning experiences that complement the undergraduate major.
Guiding Principle 1

Be learner-centered, accessible, inclusive, and equitable
Guiding Principle 2
Span the undergraduate experience
Guiding Principle 3
Focus on shared student learning outcomes
Guiding Principle 4

Include curricular and co-curricular experiences
Guiding Principle 5
Encourage involvement and participation throughout the faculty and staff
Guiding Principle 6
Employ best practices in teaching and learning
Guiding Principle 7
Encourage exploration and student ownership of general education
Guiding Principle 8
Accommodate non-traditional, transfer, and high-credit entry students
Guiding Principle 9
Meet accreditation requirements
GE CAPACITIES

In completing the requirements of The University of Alabama General Education program, all undergraduates should demonstrate the fundamental skills, abilities, and behaviors that readily identify them as:

- Ethical Reasoners
- Problem Solvers
- Critical Thinkers
- Effective Communicators
- Individually and Socially Responsible Citizens
- Interculturally Competent and Knowledgable Individuals
From GET’s GE Purpose Statement, Guiding Principles, and Capacities, we formed Sub-Committees to determine appropriate Student Learning Outcomes.
GENERAL EDUCATION CURRICULAR CONCEPTS
CONCEPT #1
First-Year Experience

Core Curriculum

Community Engagement

Capstone

CONCEPT #1
CONCEPT #2
First-Year Experience

Core Curriculum + I. P. S. Courses

Community Engagement

Capstone

CONCEPT #2
Intellectual and Practical Skills (IPS) courses are designed to ensure that University of Alabama undergrads are equipped with the knowledge and skills that will prepare them for success in a rapidly changing world.

These courses will provide an academic foundation that will hopefully spark a desire for life-long learning and significantly enhance the experience of University of Alabama undergraduates.
CONCEPT #3
<table>
<thead>
<tr>
<th>INNOVATION</th>
<th>CONNECTIONS</th>
<th>JUSTICE</th>
<th>SUSTAINABILITY</th>
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<tbody>
<tr>
<td>Natural Sciences requirement</td>
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<td>Natural Sciences requirement</td>
<td>Natural Sciences requirement</td>
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<tr>
<td>History / American Studies requirement</td>
<td>History / American Studies requirement</td>
<td>History / American Studies requirement</td>
<td>History / American Studies requirement</td>
</tr>
<tr>
<td>Literature requirement</td>
<td>Literature requirement</td>
<td>Literature requirement</td>
<td>Literature requirement</td>
</tr>
<tr>
<td>GRS requirement</td>
<td>GRS requirement</td>
<td>GRS requirement</td>
<td>GRS requirement</td>
</tr>
<tr>
<td>Psychology / Anthropology requirement</td>
<td>Psychology / Anthropology requirement</td>
<td>Psychology / Anthropology requirement</td>
<td>Psychology / Anthropology requirement</td>
</tr>
<tr>
<td>Religious Studies / Philosophy requirement</td>
<td>Religious Studies / Philosophy requirement</td>
<td>Religious Studies / Philosophy requirement</td>
<td>Religious Studies / Philosophy requirement</td>
</tr>
<tr>
<td>Art / Art History requirement</td>
<td>Art / Art History requirement</td>
<td>Art / Art History requirement</td>
<td>Art / Art History requirement</td>
</tr>
</tbody>
</table>
SPRING 2021

February
- BEGIN WALKING TOUR

March
- HOLD FORUMS

April
- SUBMIT CONCEPTS TO FS FOR RANKING

May
- PREPARE FOR AAC&U SUMMER INSTITUTES

FEASIBILITY STUDY
SUB-COMMITTEES

ASSESSMENT

IMPLEMENTATION & OVERSIGHT
LIAISON MEMBERS

Ginger Bishop, Assistant Provost and Director of Institutional Effectiveness

Adam Sterritt, Assistant Vice President for Student Success and Engagement, Division of Student Life

Luoheng Han, Associate Provost for Academic Affairs

Cory Armstrong, Chair, Core Curriculum Oversight Committee

Ken Foshee, Registrar

Cresandra Smothers, Executive Director of External Engagement, Diversity, Equity, and Inclusion

Ray White, General Education Advisory Group

Liza Wilson, General Education Advisory Group

Robert Hayes, College of Continuing Studies
SUB-COMMITTEE MEMBERS

Ethical Reasoning

Seth Bordner, Associate Professor, Philosophy, College of Arts & Sciences

Allison Currington, Instructor & Director of Field Education, College of Social Work

Todd DeZoort, Professor, Accounting, College of Business

Lane McClelland, Director, Crossroads Civic Engagement Center, Division of Community Affairs

Paula Perry, Associate Director, Office of Student Conduct, Division of Student Life

David Ian Walker, Associate Professor, Character Education, College of Education
SUB-COMMITTEE MEMBERS

Effective Communication

Cory Armstrong, Professor, Journalism & Creative Media, College of Communication & Information Sciences

Alexa Stough Chilcutt, Director of Public Speaking, College of Communication & Information Sciences

Jessica Kidd, Associate Professor, English, College of Arts & Sciences

Courtney McGahey, Assistant Professor, Consumer Sciences, College of Human and Environmental Sciences

Jef Naidoo, Assistant Professor, College of Business

Adam Sterritt, Assistant Vice President for Student Success and Engagement, Division of Student Life
Problem Solving

Jeff Gray, Professor, Computer Science, College of Engineering

John Shemwell, Associate Professor, Secondary Science Education, College of Education

Derek Williamson, Associate Professor, Civil Construction and Environmental Engineering, College of Engineering

Kabe Moen, Associate Professor, Mathematics, College of Arts & Sciences

Laura Watley, Assistant Professor, Mathematics, College of Arts & Sciences

Matthew Hudnall, Associate Director, Institute of Business Analytics, College of Business
SUB-COMMITTEE MEMBERS

Well-Being and Life Skills

Chapman Greer, Clinical Professor, Management, College of Business

Susan Cowles, Director of Career Management, College of Business

Rob Alley, Instructor, Honors College, College of Arts & Sciences

Susan Fant, Clinical Professor, College of Business

Quoc Hoang, Director of Experiential Learning, College of Business

Holly Kantin, Assistant Professor, Philosophy, College of Arts & Sciences
SUB-COMMITTEE MEMBERS

Social Responsibility

Hyunjin Noh, Associate Professor, College of Social Work

Andrew Pearl, Director, Center for Community Engagement, Division of Community Affairs

Pamela Young, Director of Community Development, College of Arts & Sciences

Victoria Javine, Instructor, College of Business

Shayla Smith, BSW Field Coordinator, College of Social Work

Lisa McKinney, Lecturer in Accountancy, College of Business
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Shayla Smith, BSW Field Coordinator, College of Social Work

Lisa McKinney, Lecturer in Accountancy, College of Business
SUB-COMMITTEE MEMBERS

Social Differences, Cultural Humility, & Justice

Erik Peterson, Associate Professor, History, College of Arts & Sciences

Nirmala Erevelles, Professor, Social and Cultural Foundations, College of Education

Cresandra Smothers, Executive Director of External Engagement, Diversity, Equity, and Inclusion

Bryan Koronkiewicz, Assistant Professor, Spanish Linguistics, College of Arts & Sciences

Utz McKnight, Professor, Gender and Race Studies, College of Arts & Sciences

Wanda Burton, Assistant Professor, Human and Environmental Sciences

Becky Minzoni, Assistant Professor, Geological Sciences, College of Arts & Sciences
LEARNING AIMS

Sub-Committees
SUB-COMMITTEE MEMBERS

Communication

GET and Liaison Members:
Robert N. Gaines (Convener), Professor, Department of Communication Studies, UA;
Adam Sterritt, Assistant Vice President, Division of Student Life,

Subcommittee Members:
Alexa Stough Chilcutt, Associate Professor, Director of Public Speaking, Department of Communication Studies
Luke Niiler, Associate Professor, Director of First-Year Writing Program, Department of English
SUB-COMMITTEE MEMBERS

Computational Thinking and Quantitative Reasoning

GET and Liaison Members:
Jeff Gray and Ken Foshee

Subcommittee Members:
Jim Gleason, Matthew Hudnall, Rebecca Odom-Bartel, Jeremy Zelkowski
Creativity

GET and Liaison Members:
Osiris J. Molina, Professor, School of Music
Robert Hayes, Associate Dean, College of Continuing Studies
SUB-COMMITTEE MEMBERS

Critical Thinking and Reasoning

GET and Liaison Members:
Johnny R. Tice, Assistant Professor, School of Nursing
Ray White, Associate Dean, College of Arts and Science
SUB-COMMITTEE MEMBERS

Cultural Awareness, Diversity, and Global Awareness

GET and Liaison Members:
Hyunjun Noh, Associate Professor, School of Social Work
Cresandra Smothers, Division of Diversity, Equity, and Inclusion

Sub-Committee Members
George Daniels, Associate Professor, College of Communication Sciences
Lamea "Elle" Shaaban-Magaña, Director, Women and Gender Resource Center
SUB-COMMITTEE MEMBERS

Ethical Reasoning

GET and Liaison Members:
Lane McLelland, Director, Crossroads Community Engagement Center
Elizabeth Wilson, Senior Associate Dean, College of Education

Sub-Committee Member
Stephen Tomlinson, Professor, Educational Leadership, Policy, and Technology Studies
SUB-COMMITTEE MEMBERS

Life Skills and Well-Being

GET and Liaison Members:
Ansley Gilpin, Associate Professor, Psychology

Sub-Committee Member
Harrison Adams, SGA President
Ruperto Perez, Associate Vice-President, Student Life
Tim Hebson, Associate Vice-President, Student Life
SUB-COMMITTEE MEMBERS

GET Process & Organization

GET and Liaison Members:
Kristin Maki, Assistant Professor, Human and Environmental Sciences
Virginia Bishop, Assistant Provost, Office of Academic Affairs

Sub-Committee Member
Derek Williamson, Professor, Engineering
Katrina Romonell, Professor, Biology
Dwight Lewis, Associate Professor, Business
Daniel Strickland, Assistant Registrar
QUESTIONS