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>
STATE DEMOGRAPHIC SHIFTS IN STUDENT POPULATION

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%
- Hispanic: 9%
- Black: 13%
- Asian: 4%
- Other: 1%

2025

- White: 52%
- Hispanic: 25%
- Black: 14%
- Asian: 8%
- Other: 1%
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><strong>ABLE to</strong></td>
</tr>
<tr>
<td><strong>Apply critical thinking / analytical reasoning</strong></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
FOUR-YEAR GRADUATION RATE

- All Students
- Black Students
- Other URM
SIX-YEAR GRADUATION RATE

- **All Students**
  - 2010: 69%
  - 2011: 60%
  - 2012: 56%
  - 2013: 62%
  - 2014: 66%

- **Black Students**
  - 2010: 72%
  - 2011: 66%
  - 2012: 62%
  - 2013: 66%
  - 2014: 62%

- **Other URM**
  - 2010: 56%
  - 2011: 60%
  - 2012: 62%
  - 2013: 66%
  - 2014: 66%
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?
1st Survey

~1050 Participants

2nd Survey

~650 Participants
WE NEED TO REVISIT A FUNDAMENTAL QUESTION:

WHAT EXACTLY SHOULD STUDENTS EXPECT (AND BE EXPECTED) TO LEARN IN COLLEGE—AND WHY?
THE OPPORTUNITY TO CREATE A CURRICULUM OF WHICH WE CAN ALL BE PROUD
OUR CHARGE
OUR PROCESS
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
HIGH-IMPACT EDUCATIONAL PRACTICES
HIGH-IMPACT EDUCATIONAL PRACTICES

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

Community Engagement

Capstone Courses & Projects
- Collaborative Assignments & Projects
- Internships

Diversity / Global Learning

Writing Intensive Courses
- ePortfolios
FYE
FIRST-YEAR
EXPERIENCE
COMMUNITY ENGAGEMENT
GENERAL EDUCATION AT THE UNIVERSITY OF ALABAMA
GET’S GE PURPOSE STATEMENT

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
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
- Individually and Socially Responsible Citizens
- Critical & Creative Thinkers
- Interculturally Competent and Knowledgable Individuals
- Effective Communicators
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
CONCEPT #1

First-Year Experience

Core Curriculum

Community Engagement

Capstone
CONCEPT 1

UNIVERSITY FOUNDATIONS

<table>
<thead>
<tr>
<th></th>
<th>Capacity</th>
<th>Essential Learning**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Composition</td>
<td>EC</td>
<td>II</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>PS</td>
<td>II</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>IC</td>
<td>III</td>
</tr>
<tr>
<td>Digital Literacy</td>
<td>IS</td>
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Proposed Distribution + HIPs for UA GE

- 6 Hours First-Year Experience
- 6 Hours of History or English Literature Sequence
- 6 Hours (HU/FA)
- 6 Hours (SS/BS)
- 8 Hours (NS/MA)
- 3 Hours Upper-Level (300/400) DEISJ

Flexible Hours Community Engagement

Satisfied in Major Field @ UA

- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

*CLEP applies, but not to FYE, CE, DEI and Capstone

*Transfer applies, except for FYE, CE, DEI, Capstone and 300-/400-Level ADV Comm., which must be satisfied at UA
CONCEPT #2
CONCEPT #2

First-Year Experience

Core Curriculum + I. P. S. Courses

Community Engagement

Capstone
Information Literacy

Intercultural Knowledge & Competence

Critical & Creative Thinking

Inquiry & Analysis

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 2

UNIVERSITY FOUNDATIONS

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**Proposed Distribution + HIPs for UA GE**

- 6 Hours First-Year Experience
- 6 Hours of History or English Literature Sequence
- 6 Hours (HU/FA)
- 6 Hours (SS/BS)
- 8 Hours (NS/MA)
- 3 Hours Upper-Level (300/400) DEISJ
- T.I.D.E. Requirements (15 Hours, drawn from above)

Flexible Hours Community Engagement

**Satisfied in Major Field @ UA**

- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

*CLEP applies, but not to FYE, CE, DEI, and Capstone

*Transfer applies, except for FYE, CE, DEI, Capstone and 300-/400-Level ADV Comm., which must be satisfied at UA
CONCEPT #3
CONCEPT #3

First-Year Experience
Pathways
Community Engagement
Capstone
CONCEPT 3

UNIVERSITY FOUNDATIONS

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<td>IS</td>
</tr>
</tbody>
</table>

Proposed Distribution + HIPs for UA GE’

- 6 Hours First-Year Experience
- 6 Hours Knowledge of Human Culture
- 6 Hours Personal and Social Responsibility
- 8 Hours Physical and Natural World
- 6 Hours Intellectual and Practical Skills
- 3 Hours Intercultural Competence & Knowledge

Flexible Hours Community Engagement

Satisfied in Major Field @ UA

- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

*CLEP applies, but not to FYE, CE, DEI and Capstone
*Transfer applies, except for FYE, CE, DEI, Capstone and 300-/400-Level ADV Comm., which must be satisfied at UA
## Concept 3

### The Essential Learnings Grid

<table>
<thead>
<tr>
<th>Knowledge of Human Cultures (1; CT)</th>
<th>Big Question 1 (e.g., What Is a Just and Safe Society?)</th>
<th>Big Question 2 (e.g., How Should We Live in a Digital Age?)</th>
<th>Big Question 3 (e.g., What Creates Love &amp; Happiness?)</th>
<th>Big Question 4 (e.g., How Can We Be Healthier?)</th>
<th>Big Question 5 (e.g., How Can We Sustain the Globe for the Future?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Physical and Natural World (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual and Practical Skills (CT; PS; 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility (ER; IS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural Competence &amp; Knowledge (IC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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
SUMMER - FALL 2021

- June: Feasibility Study
- August: Intro Final Model(s) to FS
- September: Vetting with Assessment & Registrar
- October: AAC&U Summer Institutes
- FS Vote on Models

Feasibility Study
General Education Transition Team

Executive G. E. Director
GET Co-Chairs
Registrar Advisors StratComm
Assessment Coordinator
UGC and/or CCOC Representative
F.Y.E. & Community Engagement Representatives
SUB-COMMITTEES

ASSESSMENT

IMPLEMENTATION & OVERSIGHT
LIAISON MEMBERS

Luoheng Han, Associate Provost for Academic Affairs

Ginger Bishop, Assistant Provost and Director of Institutional Effectiveness

Cory Armstrong, Chair, Core Curriculum Oversight Committee

Ray White, General Education Advisory Group

Liza Wilson, General Education Advisory Group

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

Ken Foshee, Registrar

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

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
SUB-COMMITTEE MEMBERS

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
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
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
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
SUB-COMMITTEE MEMBERS

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