

FACULTY SURVEY RESULTS

General Education Task Force II

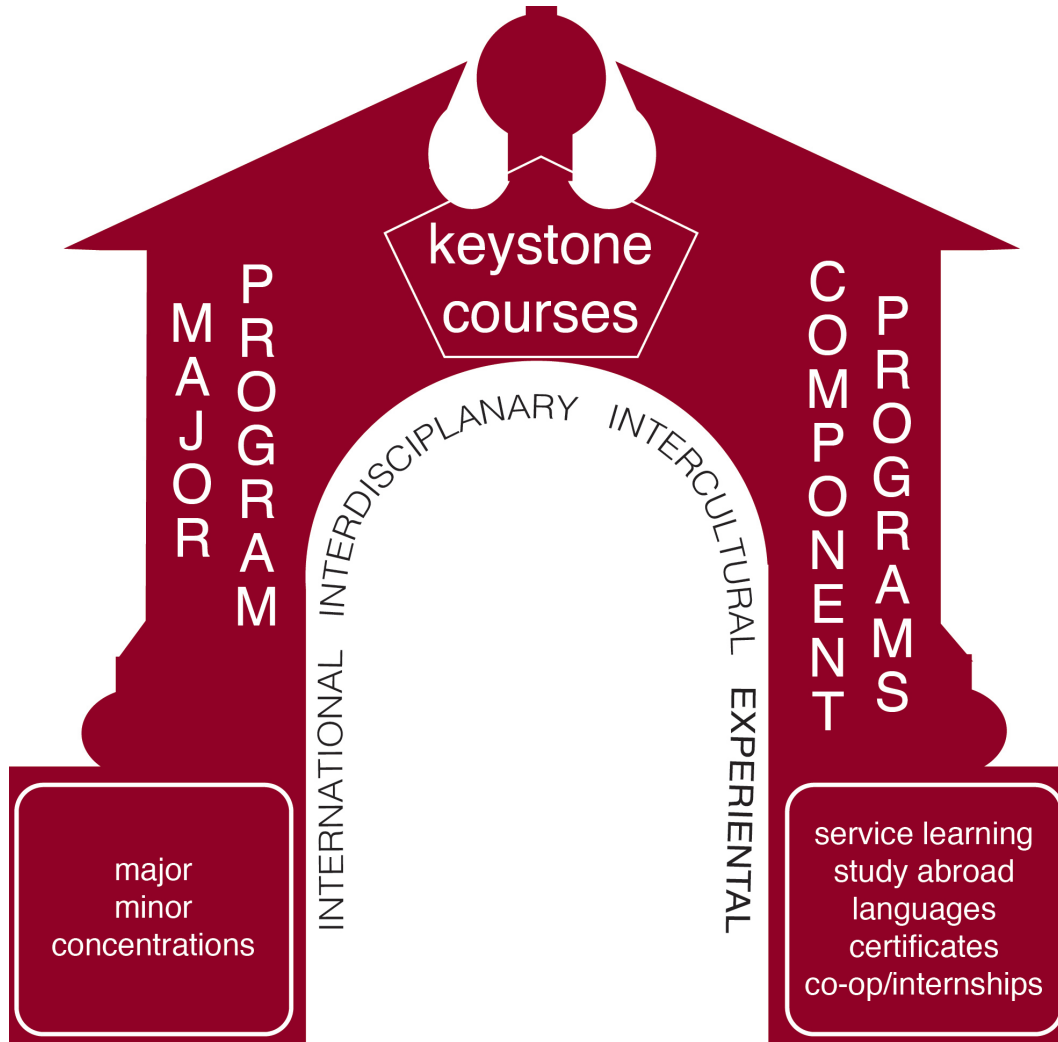
Faculty Assembly

February 18, 2015

A symbol, a tradition & model for the Ramapo education



The Ramapo Arch



THE ARCH FOUR YEAR EXPERIENCE

YEAR ONE

YEAR TWO

YEAR THREE

YEAR FOUR

KEYSTONE COURSES

course 1

course 5

course 2

course 6

course 3

course 7

course 4

course 8

CLUSTER OR MINOR

themed course 1

themed course 2

themed course 3

part of minor course 4

part of minor course 5

MID-CAREER REFLECTION

SENIOR PROJECT & PRESENTATION

SERVICE LEARNING & LANGUAGE PROFICIENCY

INTERNSHIP - COOP - STUDY ABROAD - FIELD WORK

Points for clarification...

- International /Intercultural
 - Intent of GE survey was not to indicate the removal of these Pillars, but to ask **how** best to deliver and **where** to place them
 - GECCo data shows the current categories, “International Issues” & “Intercultural North America” are problematic
 - Too many choices
 - Insufficient oversight which leads to varying experiences by students
- Diversity
 - Again, the intent of the survey was to seek the wisdom of the faculty as to how best to emphasize diversity

Respondents

- Total number: 54
- Breakdown by school:
 - ASB – 4
 - CA – 15
 - SSHGS – 14
 - SSHS – 6
 - TAS – 10
 - Other – 3
- Question: Do you teach one or more of the core GE courses:
 - No – 43%
 - Yes, intermittently – 39%
 - Yes, every semester – 18%

What we asked

- **Five main categories**
 - Keystone Courses
 - Mid-Career Reflection
 - Experiential Learning Opportunities
 - Senior Presentation
 - Cluster/Minor

General Comments

- Keystone Courses
 - Most responses lean toward a **more manageable list of choices** for better oversight and connectivity to outcomes
- Regarding current program
 - Faculty seemed ready to engage in the revision of current list of core Gen Ed classes
 - Received most feedback on First Year Seminar

Outcomes for Keystone Courses

- Most popular responses
 - **Highest:**
 - Demonstrate logic and reasoning skills.
 - Write and speak effectively in scholarly and creative contexts.
 - Critically interpret history and society.
 - Develop the skills necessary to locate, evaluate, and employ information.
 - Apply methods of scientific inquiry effectively.

Outcomes for Keystone Courses

- **High (close second):**
 - Critically interpret the products of culture and creative expression.
 - Question assumptions about individual and group identity.
 - Analyze ethical implications of the global distribution of power and resources.
 - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
 - Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.

Outcomes for Mid-Career Reflection

- Most popular responses
 - **Highest:**
 - Write and speak effectively in scholarly and creative contexts.
 - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
 - **High (close second):**
 - Critically interpret history and society.
 - Demonstrate logic and reasoning skills.
 - Develop the skills necessary to locate, evaluate, and employ information effectively.
 - Practice reflective inter/intra-personal skills.

Outcomes for Experiential Learning

- Most popular responses
 - **Highest:**
 - Engage cooperatively and compassionately with diverse communities locally, nationally and globally.

Outcomes for Experiential Learning (cont'd)

- **High (close second):**

- Critically interpret the products of culture and creative expression.
- Write and speak effectively in scholarly and creative contexts.
- Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
- Practice reflective inter/intra-personal skills.
- Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.
- Analyze ethical implications of the global distribution of power and resources.
- Question assumptions about individual and group identity.
- Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.

Outcomes for Senior Presentations

- Most popular responses
 - **Highest:**
 - Write and speak effectively in scholarly and creative contexts.

Outcomes for Senior Presentations (cont'd)

- **High (close second):**
 - Critically interpret the products of culture and creative expression.
 - Demonstrate logic and reasoning skills.
 - Develop the skills necessary to locate, evaluate, and employ information effectively.
 - Use traditional and emerging technologies appropriately and competently.
 - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
 - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.

Outcomes for Cluster/Minor

- Most popular responses
 - **Highest:**
 - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
 - Demonstrate curiosity and initiative to independently pursue knowledge, skills, and experience.

Next Steps

- **Tentative timeline for Spring 2015**
 - March 11: FA meeting—present draft of complete General Education curriculum
 - April 8: FA meeting—respond to faculty feedback, revise as necessary, present final draft, General Education curriculum
 - April/May: present to ARC
 - May: final Faculty Assembly vote
- **At the same time:**
 - Continue meeting with key stakeholders
 - Survey the students
 - Especially juniors & seniors...seek feedback their experience in General Education

Task Force Members

- Ed Shannon, Chair (SSHGS)
- Christina Connor (LIB)
- Carol Bowman (SSHS)
- Jackie Skrzynski (CA)
- Alex Olbrecht (ASB)
- Larry D'Antonio (TAS)
- Paula Straile-Costa (DAC)
- Seth Cluett (GECCo)
- Eric Daffron (Vice-
Provost)
- Thierry Rakotobe-Joel
(ARC)
- Bryan Potts (Student
rep)