

General Education Task Force II

Summer 2015 Faculty Survey Report

Updated **September 2**

GETF2 Timeline: Where we've been

- Task Force Explored Best Practices, National Trends, and Local Assessments. **Summer/Fall 2013**
- Task Force Presented Conceptual Framework. **Fall 2013**
- Task Force Presented Learning Goals and Outcomes. **Spring 2014**
- Task Force Presented Learning Experiences. **Spring 2015**

Where we are now

- To see the full Task Force Report, please see our website: <http://www.ramapo.edu/task-force-2/>
- May, 2015, ARC approved the current proposal.
- May 2015, FA vote rejected proposal in present form.
- June 2015, Task Force created a faculty survey on the General Education proposal
 - 112 faculty provided input (51% of full-time faculty, as of Spring 2015)

Faculty Survey June 2015

- In June, following the May vote, the Task Force surveyed the faculty seeking insight on the will of the faculty.
- The Task Force thanks everyone who took the time to answer the survey. Your feedback is invaluable.
- **Following are the results.**

About the Survey Results

- One challenge the Task Force Faces is the sometimes contradictory nature of the response among faculty members. Consider this sampling:

COMMENTS PART 1:	COMMENTS PART 2:
<i>All 5 schools should be represented</i>	<i>The committee should give up getting representation from all 5 schools</i>
<i>Values/ethics is vital</i>	<i>Values and ethics [has] never been central focus of the college's mission</i>
<i>Ramapo's Pillars include international and intercultural; I think foreign language should be emphasized</i>	<i>I will not vote for any program with a language component</i>
<i>Sustainability should be a course</i>	<i>Sustainability should be a component within multiple courses not a stand-alone course</i>

Keystone Courses Question: Please indicate ... the extent to which you approve or disapprove of each of the ... “Keystone Courses” in the revised general education curriculum.

Courses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FYS (distinct course)	41	27	16	2	4
CRWT 102 (distinct course & WI)	60	24	3	1	3
Studies in Arts & Humanities (distinct course & WI)	44	24	11	3	8
Language (small distribution list)	33	16	16	7	20
Social Science Inquiry (distinct course)	40	27	6	10	6
History (small distribution list)	40	31	10	2	8
Math (small distribution list)	51	29	5	1	4
Science (small distribution list)	44	33	6	1	6

Keystone Courses, Detail

Courses	Strongly Agree/ Agree
FYS (distinct course)	68 out of 90— <u>75% Strongly Agree/ Agree</u>
CRWT 102 (distinct course & WI)	84 out of 91— <u>92% Strongly Agree/ Agree</u>
Studies in Arts & Humanities (distinct course & WI)	68 out of 90— <u>75% Strongly Agree/ Agree</u>
Language (small distribution list)	49 out of 92— <u>53% Strongly Agree/ Agree</u>
Social Science Inquiry (distinct course)	67 out of 89— <u>75% Strongly Agree/ Agree</u>
History (small distribution list)	71 out of 91— <u>78% Strongly Agree/ Agree</u>
Math (small distribution list)	80 out of 90— <u>88% Strongly Agree/ Agree</u>
Science (small distribution list)	77 out of 90— <u>86% Strongly Agree/ Agree</u>

Keystone Courses Observation

Question: Please indicate ... the extent to which you approve or disapprove of each of the ... “Keystone Courses” in the revised general education curriculum

Each Keystone course or category received a majority strongly agree/ agree response, most overwhelmingly so. Most earn between 75-92% approval. At 53% positive, Language received the lowest margin of approval; at 92%, CRWT received the highest margin of approval.

Distribution Categories Question: Please indicate ... the extent to which you approve or disapprove of each of the themed distribution categories the Task Force recommends (as defined in Proposal Summary).

Categories	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Culture & Creativity	24	30	15	7	8
Values & Ethics	25	31	14	4	9
Systems, Sustainability, & Society	28	25	13	9	9
Distribution (BA students take Value /Ethics & Systems/ Sustainability / Society; BS students take the Value /Ethics & Culture / Creativity)	13	27	17	7	19

Distribution Categories Question: Please indicate ... the extent to which you approve or disapprove of each of the themed distribution categories the Task Force recommends (as defined in Proposal Summary).

Distribution Categories	Strongly Agree/ Agree
Culture & Creativity	54 out of 84— <u>64% Strongly Agree/ Agree</u>
Values & Ethics	56 out of 83— <u>67% Strongly Agree/ Agree</u>
Systems, Sustainability, & Society	53 out of 84— <u>63% Strongly Agree/ Agree</u>
Distribution (BA students take Value /Ethics & Systems/ Sustainability / Society; BS students take the Value /Ethics & Culture / Creativity)	40 out of 83—<u>48% Strongly Agree/ Agree</u> (majority of 43 [51%] disapprove /strongly disapprove /neutral)

Distribution Categories Observation

Question: Please indicate below the extent to which you approve or disapprove of each of the themed distribution categories

Each themed distribution category received a majority (over 60%) strongly agree/ agree response.

The BS/BA split received more “approval” than “disapproval” votes. However, combining “neutral” with “disapproval,” a majority does not approve.

GRADUATION REQUIREMENTS Question: Please indicate ... the extent to which you approve or disapprove of ... the following experiences, which the Task Force recommends... .

Categories	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mid-Career Reflection	29	25	27	3	4
Senior Presentation	40	28	12	3	5
Experiential Component (Imbedded in Keystone classes)	37	28	14	4	5

GRADUATION REQUIREMENTS Question: Please indicate ... the extent to which you approve or disapprove of ... the following experiences, which the Task Force recommends... .

Categories	Strongly Agree/ Agree
Mid-Career Reflection	54 out of 88 — <u>61% Strongly Agree/ Agree</u>
Senior Presentation	68 out of 88— <u>77% Strongly Agree/ Agree</u>
Experiential Component (Imbedded in Keystone classes)	65 out of 88— <u>74% Strongly Agree/ Agree</u>

GRADUATION REQUIREMENTS Observation

Question: Please indicate . . . the extent to which you approve or disapprove of each of the following experiences, which the Task Force recommends be included in the revised general education curriculum.

Each graduation requirement received received a majority strongly agree/ agree response, between 61 and 77% favorable.

Let's begin the discussion!

- Reviewing Survey Results
 - Reoccurring concerns:
 - Size of Program
 - Governance/implementation
 - Course Rationale



Concern One:

SIZE OF THE PROGRAM

Size of the Gen Ed Program

- The size of the GE emerged as an issue of some concern.
- Some respondents suggested the proposed program is too large, others want it to grow.
- Regardless, the program must stand up to Middle States scrutiny and must reflect the spirit of the college.
- Task Force's proposal is the same size as the current program.

Comparative Size of GE Programs: New Jersey AASCU Institutions

NJ AACU Institutions	Total Credits to Graduate	GE Credits	Percentage GE/Total
College of New Jersey	128	41-54	32-42%
Kean University	124	46-48 or 35	37-39% or 28%
Montclair State University	120	43 or 22	36% or 18%
New Jersey City University	120	44-49	37-41%
Ramapo College of New Jersey CURRENT GE	128	40	31%
Richard Stockton College of New Jersey	128	32	25%
Thomas Edison State College	120	60	50%
William Paterson University	120	40	33%
Rowan University	120	42	35%

Comparative Size of GE Programs: Northeast COPLAC Institutions

Northeast COPLAC institutions	Total Credits to Graduate	GE Credits	Percentage GE/Total
Eastern Connecticut State University	120	46	38%
Keene State University	120	40	33%
Massachusetts College of Liberal Arts	120	40-41	33-34%
Ramapo College of New Jersey CURRENT GE	128	40	31%
SUNY-Geneseo	120	33-50	28-42%
University of Maine-Farmington	128	40	31%
Mansfield University	120	42-44	35-37%
St. Mary's College of Maryland	128	36	28%

Comparative Size of GE Proposal

RCNJ—The Arch	Total Credits to Graduate	GE Credits	Percentage GE/Total
Ramapo College of NJ— <i>Arch Proposal</i>	128	40	31%

The Arch proposal is smaller than most NJ AASCU / Northeast COPLAC institutions. Of the 17 other institutions, only one or two is smaller, and only by very slight margins.



Concern Two:

GOVERNANCE AND IMPLEMENTATION

Implementation

- The Task Force faces various challenges due to the nature of our charge and the limits of ARC:
 - Task Force discouraged from using implementation language (considered beyond our charge)
 - Regardless, we included strong (non-binding) recommendations for implementation.
 - ARC considered these recommendations beyond ARC's authority and removed them from consideration.
 - These recommendations were, however, included in our final report but not part of the package voted on in May. *See May 2015 "Final Report," pg. 18*
 - (<http://www.ramapo.edu/task-force-2/>)

Proposed IMPLEMENTATION PLAN FOR THE GENERAL EDUCATION PROGRAM

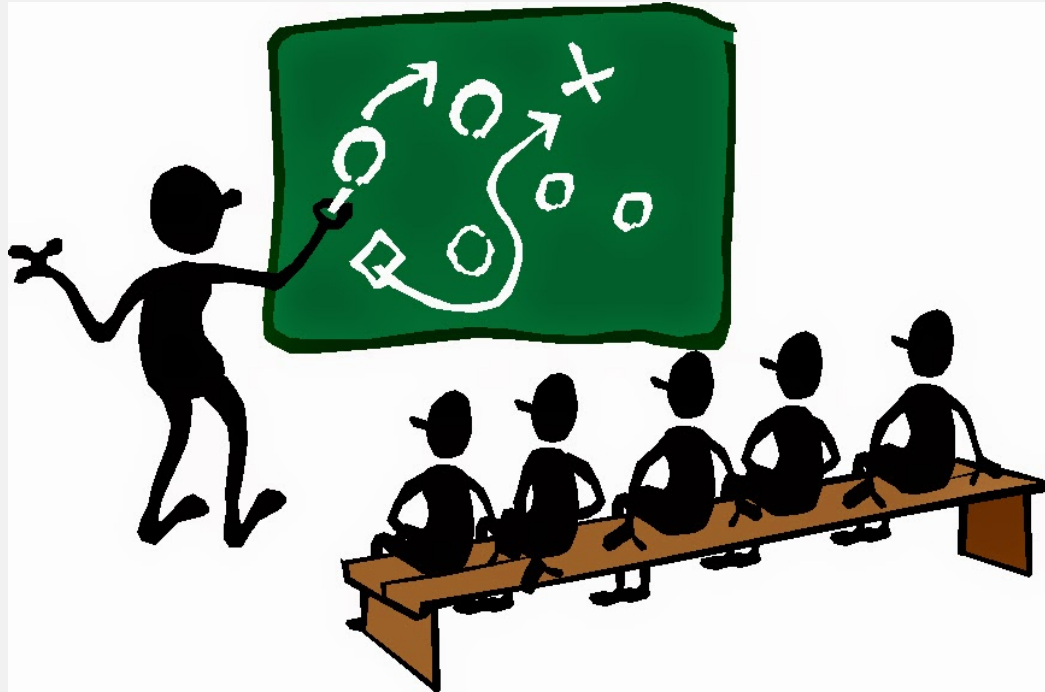
(as presented in May 2015; non-binding)

- Designated members of GECCo spend the AY2015-2016 implementing the new curriculum.
- In AY 2015-16, GECCo suspend regular assessment duties or only assess those outcomes that carry over from the current General Education Student Learning Outcome list (i.e. oral communication, written communication, information literacy, quantitative reasoning, and scientific inquiry).
- As for the General Education Student Learning Outcomes no longer being assessed (i.e. Awareness and The Way the World Works), GECCo should consider the GE revision the “Closing the Loop” on those discontinued outcomes.

Proposed IMPLEMENTATION PLAN FOR THE GENERAL EDUCATION PROGRAM

(as presented in May 2015; non-binding)

- Members of the General Education Task Force II meet with GECCo when needed for clarification on intent of goals/outcomes and other matters.
- An “Arch Program Handbook” be developed, exploring specific iterations and examples of activities and outcomes built on our broad goals.
- A “General Education History/Archive” be developed and maintained on the Ramapo webpage. Knowing what previous efforts have succeeded or failed (and why) will enable future committees and task forces to work more efficiently and effectively.
- With three Keystone courses devoted to experiential components, we have the potential for a cohort model, which the Task Force discussed briefly. For example, cohorts of students might take FYS in the fall and social science in the spring. This recommendation would demand further study, but the model here suggests it as a possibility.



Concern Three:

RATIONALE FOR COURSES

8 Keystone Courses

DISTINCT COURSES

- FYS
- CRWT 102
- Arts/Humanities
- Social Science Inquiry

SMALL DISTRIBUTION CATEGORIES

- Language
- History
- Science
- Math

Keystone Courses and Attached SLOs

- First Year Seminar
 - **Speak effectively in scholarly and creative contexts**
 - **Develop the skills necessary to locate, evaluate, and employ information.**
 - **Use technology to communicate information, manage information, or solve problems**
 - **Engage cooperatively and compassionately with diverse communities locally, nationally and globally.**
- Critical Reading and Writing 102 (WI)
 - **Demonstrate logic and reasoning skills.**
 - **Write effectively in scholarly and creative contexts.**
 - **Develop the skills necessary to locate, evaluate, and employ information.**
- Studies in the Arts and Humanities (WI)
 - **Critically engage with the products of culture, through interpretation or creative expression.**
 - **Write effectively in scholarly and creative contexts.**
 - **Develop the skills necessary to locate, evaluate, and employ information.**
 - **Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.**
- Social Science Inquiry
 - **Critically interpret history and society.**
 - **Apply mathematical concepts effectively.**
 - **Analyze ethical implications of the global distribution of power and resources.**
 - **Question assumptions about individual and group identity.**

Keystone Courses and Attached SLOs

- Language
 - Critically engage with the products of culture, through interpretation or creative expression.
 - Practice reflective inter/intra-personal skills.
 - Engage cooperatively and compassionately with diverse communities locally, nationally and globally.
 - Demonstrate skill in a language other than English, while also gaining an understanding of other cultures.
- History
 - Critically interpret history and society.
 - Analyze ethical implications of the global distribution of power and resources.
 - Question assumptions about individual and group identity.
- Science
 - **Apply methods of scientific inquiry effectively.**
 - Demonstrate logic and reasoning skills.
 - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.
 - Engage cooperatively and compassionately with diverse communities locally, nationally and globally.
- Math
 - **Apply mathematical concepts effectively.**
 - Demonstrate logic and reasoning skills.
 - **Use technology to communicate information, manage information, or solve problems**
 - Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

Campus Input, Middle States, & Accreditation Concerns

- **Proposal informed by/and responds to various sources & concerns:**
 - Faculty and campus community input
 - Examples set by other institutions
 - Ramapo's previously established goals
 - Middle States guidelines
 - Strategic Plan
 - International Education Plan
 - AACU
 - College Mission and Pillars
 - GECCo

Middle States Accreditation & General Education

- To insure accreditation, Ramapo must build a general education program that responds to the following:
 - Standard 3: Student Learning Experience
 - **at institutions that offer undergraduate education, a general education program, free standings or integrated into academic disciplines, that:**

Middle States Accreditation & General Education

- A. offers a sufficient scope to **draw students into new areas of intellectual experience**, expanding their **culture and global awareness** and **cultural sensitivity**, and preparing them to make **well-reasoned judgments outside as well as within their academic field**
- B. offers a curriculum designed so that students acquire and demonstrate **essential skills** including at least **oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy**. Consistent with mission, the general education program also includes the study of **values, ethics, and diverse perspectives**.

Middle States Accreditation & General Education

- The Task Force proposal includes elements from the current GE which fulfill Middle States requirements:
 - Middle States goal “***Scientific Reasoning***”; answered in our current/proposed GE with **1 science course**
 - Middle States goal “***Quantitative Reasoning***” answered in our current/proposed GE with **1 Math course**
 - Middle States goal “***Written Communication***” answered in our current/proposed GE with **CRWT 102**, and ***Writing Intensive/GE courses*** (WI retained, albeit altered in new proposal.)

General Education & Ramapo's Current Curriculum

- Answering both Middle States and campus culture, the Task Force proposal retains Writing Across the Curriculum/Writing Intensive.
- *March 9, 2011, Faculty Assembly voted on & approved a Writing Across the Curriculum program. **The curriculum requires 3 courses in the GE and 3 in the major.***
 - *The program took effect Fall 2014.*
- **WAC /WI retained in new proposal.**

Next steps

- At least two open forums (dates forthcoming)
- Revised proposal to ARC/faculty
- Vote on revised proposal by end of Fall 2015 semester.



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)
- *TBA (GECCo)*
- Eric Daffron (Vice-Provost)
- Thierry Rakotobe-Joel (ARC)
- Bryan Potts (Student rep)
- TBA (2nd Student rep)
- ***Former members:***
 - *Seth Cluett (GECCo 2013-2014)*
 - *Emma Rainforth (ARC rep 2013)*
 - *Anthony Darakjy (student rep, spring 2015)*
 - *Frank Albergo (student rep, Fall 2013)*