



Feedback for General Education Revision

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Purpose and Background

- General education is a general term referring to the courses taken in undergraduate work that allows students to choose from several courses across multiple disciplines (McMurtrie, 2018).
- The GE Task Force, composed of various faculty members, believes it is essential to reimagine a GE Model for students that add purpose, student choice, and is more applicable to future experiences and values.
 - Montenegro and Jankowski (2020) argued students are not “considered experts of their own experience” and in order for assessment to be equitable, student voices need to be included.
- It is important to take into consideration student perspectives and how students respond to GE courses. Increasing retention, decreasing failing rates, and student satisfaction are important drives toward a more meaningful GE system.

Anticipated Revisions

- Professor Melissa Qualls submitted this proposal to the Student Assessment Scholars with gaining student feedback in mind. Since meeting at the beginning of the Spring 23 semester, Qualls has met with faculty and members of LSG to gain additional feedback on the new proposal.
- A Qualtrics survey was made and sent to students at Lindenwood University in hopes of receiving additional feedback.
 - Possible Title Change
 - ROAR Core
 - LION Core
- The number of required credits will not change (42-43) however “levels” will be implemented to designate engagement, GE-First Year Seminars will replace UNIV courses as GE Elective, GE-Comm will be added to Human Culture, and Graduate Attributes will be embedded into courses in an intentional way.
- A model needs to be created that allows flexibility for various types of students that moves away from being the “first” step to a major.
- Professor Melissa Qualls and the GE Task Force will be presenting this proposal to faculty members in early April. If approved, a phased implementation of this program will occur.

Student Testimonies

- “It [GE Program] allows me to diversify my understanding of the world around me”
- “There are some fun classes to take so you can have fun but still check a requirement”
- When asked what could be improved about the current program, one survey participant said “Understand that the upper-level GE courses have a mix of majors and some people will not get the material right away so it should be explained in a way that is understood regardless of major”
- “Make it more program orientated, for example business GE’s for business students”

References

- McMurtrie, B. (2018). Reforming gen ed: Strategies for success on your campus. *The Chronicle of Higher Education*, 1-30.
- Montenegro, E., & Jankowski, N. (2022). *Our Work is Equity Work: Assessment as a Partner for Equity* [PowerPoint slides]. https://assessmentinstitute.iupui.edu/program/program-files/2022/Monday/08F_jankowski_montenero.pdf

GE Research

- Fatherly, S., Thomas, J., & White, Z. (2020). Citizens by design: A learning community-based strategy for building civic engagement into general education. *The Journal of General Education*, 69(1-2), 5-20. <https://doi.org/10.5325/jgeneeduc.69.1-2.0005>
- Littlefield, R. S., Rick, J. M., & Currie-Mueller, J. L. (2016). Connecting intercultural communication service learning with general education: Issues, outcomes, and assessment. *The Journal of General Education*, 65(1), 66-84. <https://doi.org/10.5325/jgeneeduc.65.1.0066>

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