



COGE Survey Results

Faculty Survey of General Education,

December 2020-January 2021



Quantitative Analysis

Employment status of survey participants:

Status	Frequency (%)
Tenured	120 (58.8%)
Tenure track	21 (10.3%)
Non-tenure track	11 (5.4%)
Adjunct	47 (23%)
Did not respond	5 (2.5%)
Total	204

School in which survey participants teach:

School	Frequency (%)
Arts and Sciences	124 (60.8%)
Feinstein	29 (14.2%)
Nursing	15 (7.4%)
Business	15 (7.4%)
Social Work	10 (4.9%)
Adams Library	4 (2%)
Missing	7 (3.4%)
Total	204

Category of General Education taught by survey participants:

Category taught	Frequency (%)
None (no Gen Eds taught)	77 (28.9%)
Social and Behavioral Sciences	32 (12%)
First Year Seminar	29 (10.9%)
AQSR	26 (9.8%)
Connections	26 (9.8%)
Natural Science	17 (6.4%)
Arts	16 (6%)
Literature	12 (4.5%)
First year writing	12 (4.5%)
Math	11 (4.1%)
History	8 (3%)
Total	266*

**Note- The total responses to this section (266) is more than the number of participants in the survey (204) because many participants teach more than one category of Gen Ed.*

General Education Learning Outcomes

Critical & Creative Thinking	CCT
Written Communication	WC
Research Fluency	RF
Oral Communication	OC
Collaborative Work	CW
Arts	A
Civic Knowledge	CK
Ethical Reasoning	ER
Global Understand	GU
Quantitative Literacy	QL
Scientific Literacy	SL

General Education Learning Outcomes by Course Category

	FYS	FYW	C	M	NS	AQSR	SB	H	L	A
Critical and Creative Thinking	X	X	X	X	X	X	X	X	X	X
Written Communication	X	X	X						X	
Research Fluency	X	X	X					X		
Oral Communication	X		X							
Arts										X
Civic Knowledge							X	X		
Collaborative Work	X	X	X							
Ethical Reasoning					X		X	X		
Global Understanding								X		
Quantitative Literacy				X	X	X				
Scientific Literacy					X	X	X			

Teaching load comprised of general education during a typical semester of survey participants:

Amount	Frequency (%)
None	81 (39.7%)
Some	77 (37.7%)
Most	30 (14.7%)
All	11 (5.4%)
Did not respond	5 (2.5%)
Total	204

**Familiarity with general education learning outcome
from all survey participants:**

Category taught	Frequency (%)
Not at all	32 (15.7%)
Somewhat	114 (55.9%)
Very	55 (27%)
Missing	3 (1.5%)
Total	204

**Familiarity with learning outcomes and the teaching load
comprised of general education courses during a typical semester:**

All, Most, Some of load	N	Percent
Not at all familiar	11	0.093
Somewhat familiar	69	0.585
Very familiar	38	0.322
Total	118	1

All of load	N	Percent
Not at all familiar	2	0.182
Somewhat familiar	7	0.636
Very familiar	2	0.182
Total	11	1

Most of load	N	Percent
Not at all familiar	2	0.067
Somewhat familiar	17	0.567
Very familiar	11	0.367
Total	30	1

Some of load	N	Percent
Not at all familiar	7	0.091
Somewhat familiar	45	0.584
Very familiar	25	0.325
Total	77	1

Familiarity with learning outcomes and the teaching load comprised of general education courses during a typical semester:

None of load	N	Percent
Not at all familiar	21	0.259
Somewhat familiar	44	0.543
Very familiar	16	0.198
Total	81	1

None and never?	N	Percent
Not at all familiar	21	0.300
Somewhat familiar	38	0.543
Very familiar	11	0.157
Total	70	1

None but has in past ?	N	Percent
Not at all familiar	0	0.000
Somewhat familiar	6	0.545
Very familiar	5	0.455
Total	11	1

Familiarity with general education learning outcomes related to employment position at RIC:

All (5 did not identify)	N	Percent
Not at all familiar	32	0.161
Somewhat familiar	112	0.563
Very familiar	55	0.276
Total	199	1

Tenured instructor	N	Percent
Not at all familiar	8	0.067
Somewhat familiar	69	0.575
Very familiar	43	0.358
Total	120	1

Non-tenure-track instructor	N	Percent
Not at all familiar	4	0.364
Somewhat familiar	6	0.545
Very familiar	1	0.091
Total	11	1

Tenure-track instructor	N	Percent
Not at all familiar	5	0.238
Somewhat familiar	11	0.524
Very familiar	5	0.238
Total	21	1

Adjunct instructor	N	Percent
Not at all familiar	15	0.319
Somewhat familiar	26	0.553
Very familiar	6	0.128
Total	47	1

Survey participant's rating of general education's overall success in meeting learning outcomes:

Scale 1 (poor) to 5 (excellent)

Response		Frequency (%)
Low	scores of 1 and 2 combined	15 (7.4%)
Moderate	score of 3	41 (20.1%)
Above average	scores of 4 and 5 combined	87 (42.6%)
Did not respond		61 (29.9%)
	Mean = 3.7 Stan. dev. = .95	

Survey participant's perceived success in meeting learning outcomes in general education, and the number of general education courses taught during a typical semester:

Scale: 1 (poor) 2 (fair) 3 (satisfactory) 4 (good) and 5 (excellent). Scores of 1 (poor) and means below 3.5 are highlighted in yellow.

All	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	3	3	3		2	5	4	2	4	5	3
Max	5	4	4		5	5	4	4	4	5	5
Mean	3.833	3.714	3.5		3.286	5	4	3.333	4	5	4.2
Most	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	3	3	2	3	3	3	2	1	3	3	1
Max	5	5	5	5	5	5	5	4	5	5	5
Mean	4.241	4.133	3.467	3.846	3.929	4	3.4	2.857	4.2	4.143	3.647
Some	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	2	2	1	2	2	3	2	2	4	3	1
Max	5	5	5	5	5	5	5	5	5	5	5
Mean	4.152	3.868	3.303	3.774	3.75	4.091	3.778	3.52	4.5	4.364	3.9
None	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	3	4	3	2	3	5	2	3		5	2
Max	5	4	5	5	4	5	5	5		5	5
Mean	4.364	4	3.8	3.4	3.4	5	3.857	4.125		5	3.889

Survey participant's perceived success in meeting learning outcomes in general education, and the number of general education courses taught during a typical semester:

Scale: 1 (poor) 2 (fair) 3 (satisfactory) 4 (good) and 5 (excellent). Scores of 1 (poor) and means below 3.5 are highlighted in yellow.

All respondents	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	2	2	1	2	2	3	2	1	3	3	1
Max	5	5	5	5	5	5	5	5	5	5	5
Mean	4.177	3.932	3.375	3.756	3.712	4.176	3.727	3.438	4.111	4.368	3.891

Survey participant's perceived success in meeting learning outcomes in general education courses taught:

Scale: 1 (poor) 2 (fair) 3 (satisfactory) 4 (good) and 5 (excellent).

Position	Mean
Tenured	3.567
Tenure track	4.0
Non-tenure track instructor	4.0
Adjunct	3.833

Course Load in Gen Ed	Mean
All	3.846
Most	3.6
Some	3.641
None	3.702

Survey participant's perceived success in meeting learning outcomes in general education, and employment position at RIC.

Scale: 1 (poor) 2 (fair) 3 (satisfactory) 4 (good) and 5 (excellent). Scores of 1 (poor) and means below 3.5 are highlighted in yellow.

Tenured	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	2	2	1	2	2	3	2	1	4	3	1
Max	5	5	5	5	5	5	5	5	5	5	5
Mean	4.145	3.955	3.415	3.615	3.725	3.923	3.810	3.394	4.667	4.290	3.854
Tenure track	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	3	3	3	4	3		2	2		5	3
Max	5	5	5	5	4		5	5		5	5
Mean	4.538	4.000	3.800	4.400	3.600		3.500	3.857		5.000	4.200
Non-tenure track instructor	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	4	3	2	5	4						
Max	5	4	3	5	5						
Mean	4.600	3.600	2.600	5.000	4.400						
Adjunct	CCT	WC	RF	OC	CW	A	CK	ER	GU	QL	SL
Min	3	3	3		2	5	2	2	3	3	1
Max	5	4	4		5	5	5	4	4	5	5
Mean	4.000	3.800	3.364		3.375	5.000	3.600	3.250	3.400	4.200	3.500



According to the survey, the majority of survey participants report that they are at least somewhat familiar with general education learning outcomes. Differences from this observation emerge depending on teaching position and teaching experience:

- Those who teach in the Gen Ed indicate more awareness of outcomes than those who do not
- Tenured professors tend to be more familiar than faculty in all other positions

The survey-participant's perceived success in meeting learning outcomes sorted by general education courses, summary:

(less confident = mean < than 3.5 Scores of 1 = possibly less confident)

Sorted by the teaching load comprised by general education courses, the survey indicates faculty feel less successful in having met Research Fluency and Ethical Reasoning outcomes

- For those who usually have all course load in general education, they report feeling less confidence in Collaborative Work and Ethical Reasoning
- For those who usually have most of their course load in general education, they report feeling less confidence in Research Fluency, Civic Knowledge, and Ethical Reasoning
- For those who usually have some of their course load in general education, they report feeling less confidence in Research Fluency and Scientific Literacy
- For those who usually do not teach in general education, they report feeling less confidence in Oral Communication and Collaborative Work



The perceived success in meeting learning outcomes by instructors in general education courses, summary:

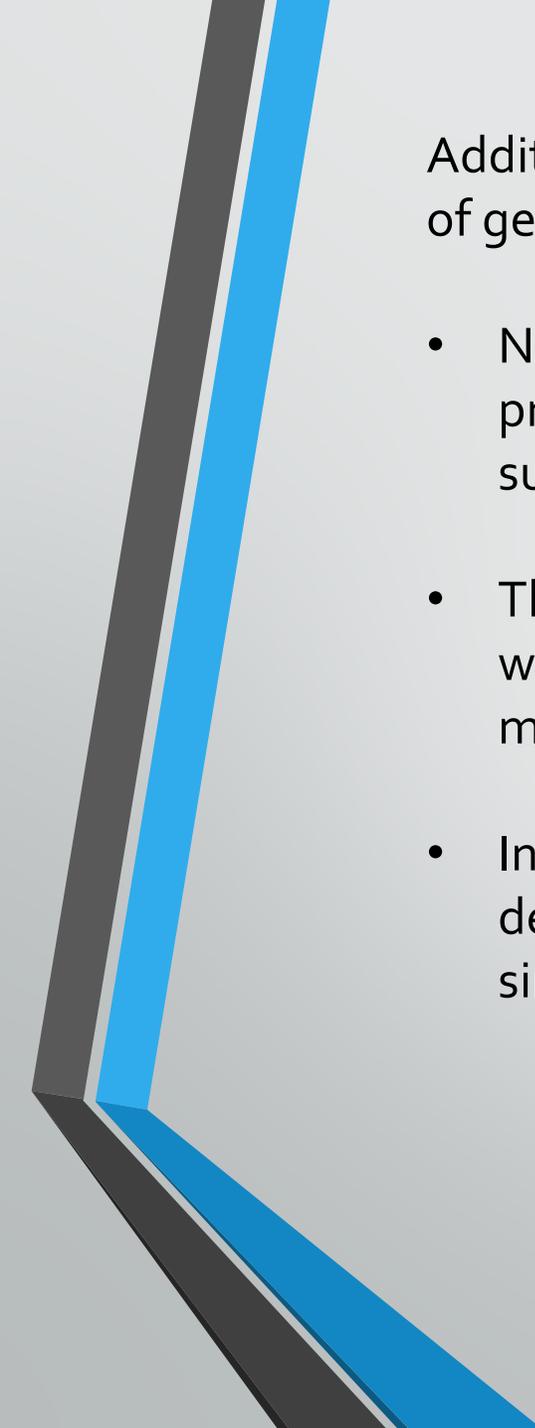
When sorted by position, tenured faculty (who make up the majority of respondents) feel less successful in Research Fluency and Ethical Reasoning:

- Tenure-track are generally confident overall.
- Non-tenure track instructors and Adjuncts less confident in Research Fluency
- Adjuncts also lack confidence in Collaborative Work, Ethical Reasoning, and Global Understanding.

Survey-participant's perceived success in meeting learning outcomes in general education courses taught:

Scale: 1 (poor) 2 (fair) 3 (satisfactory) 4 (good) and 5 (excellent).

Outcome	Responses	Mean	Stan. dev.
Critical and Creative Thinking	111	4.19	.769
Written Communication	57	3.95	.742
Research Fluency	54	3.39	.940
Oral Communication	43	3.77	.868
Collaborative Work	50	3.72	.991
Arts	15	4.2	.941
Civic Knowledge	31	3.74	1.125
Ethical Reasoning	46	3.46	1.089
Global Understanding	7	4.14	.900
Quantitative Literacy	36	4.39	.766
Scientific Literacy	53	3.92	1.158



Additional information related to how survey participants rated the “Overall Success” of general education at RIC:

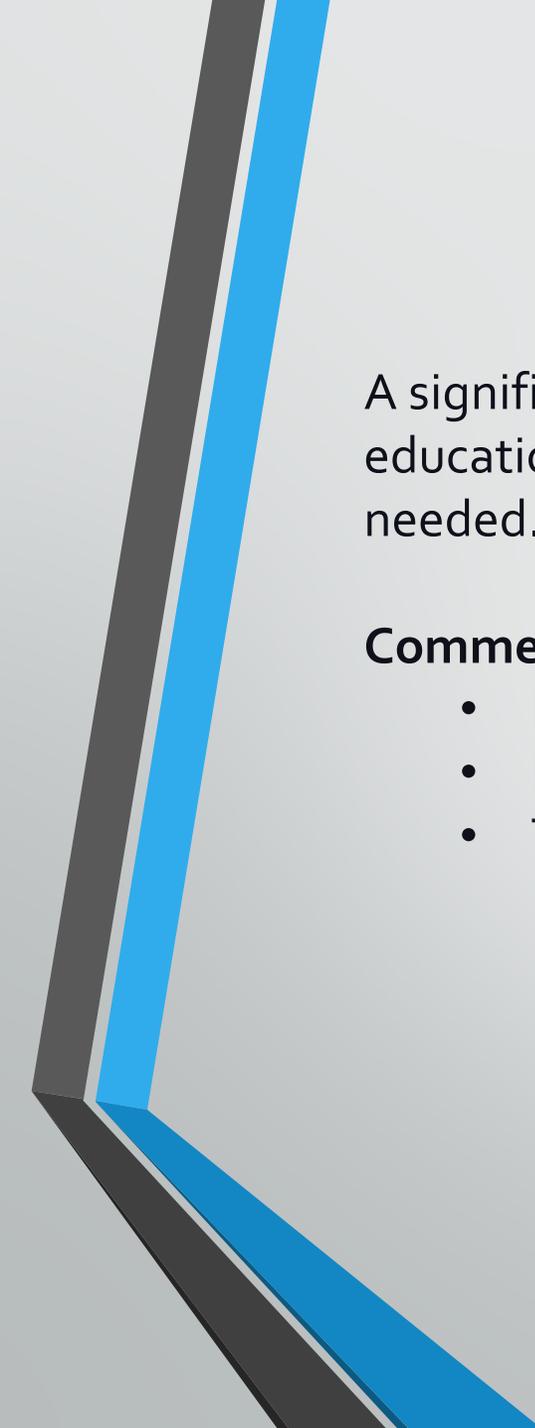
- Neither employment status nor the school in which survey responders teach were predictors of a responder’s rating of the general education program’s overall success in meeting its learning outcomes.
- There was a significant, albeit weak, correlation ($r=.232$, $p=.01$) between familiarity with general education learning outcomes and the program’s overall success in meeting learning outcomes.
- In other words, faculty of all employment status, from all schools, and with varying degrees of familiarity, rated Gen Ed’s success in meeting learning outcomes similarly.

Qualitative Analysis

148 written responses

General Themes of Written Comments

- Whether to revise or not the general education program
- The importance of general education
- The Second Language Requirement
- The need for History/Civics requirement
- Mathematics requirement



A significant division exists between survey participants who write that the current general education program should not change, and faculty members who believe some changes are needed. **68 comments**

Comments explicitly favoring no change at this time (14 respondents)

- Now is not the time for change
- Not a top priority
- The program is fine the way it is

Respondents explicitly commenting in favor of change (54 respondents)

Survey participants commented that the General Education program lacked coherence. 7 responses

Life Skills Parallel

- Some survey participants questioned the relevance of general education requirements to life in and after college. 6 responses

Critical thinking

- Not enough emphasis on critical thinking skills. 5 responses

Personal finance

- There is either limited or no focus on this topic in general education. 3 responses

Transfer Students

- Previously completed work not counting for general education credit keeping transfer students from graduating “on-time” 6 responses

Too large/too many required credits:

- Especially for professional students (Nursing, Education) 5 responses
- Eliminate or change the Second Language requirement (See slide 26 for details) 27 responses

The Second Language Requirement

Out of 148 total written responses in the survey, 31 survey participants addressed the second language requirement. The next highest group was 8 written responses about the mathematics requirement.

Of those 31 responses regarding second language requirement,

- 16 called for ending the second language requirement
- 11 recommended adjusting or revising the requirement
- 4 called for keeping the requirement as it is



Need for greater focus on History and Civics in General Education

A consistent theme was the importance of including History and Political Science among other Civics courses as general education requirements.

- The pandemic, the 2020 election, and recent political and social events indicate the need for History, Civics, and American Government courses to remain as General Education requirements

More Specific Themes

The size of the general education program:

- The number of credits required by General Education is a burden on professional programs
- The General Education program slows RIC students progress (including transfer students) to graduation
- Too many learning outcomes

Communication and Relevance to RIC Students:

- Getting students to understand the importance of general education
- “Is RIC Still a Liberal Arts institution?”
- There is a general lack of coherency to the program
- Far too prescriptive

Math

- Maintaining math requirements while reconceptualizing the Math general education courses
- More Math for greater fluency in critical thinking