General Education Program Review Plan

1. 25 first-year students will be randomly selected to form a test population. A new group will be selected on alternate years to provide both upper and lower-division cohorts. The Office of the Provost will offer modest “Thank You” incentives to students who agree to participate. These incentives will increase each year.

2. Each semester, the group will meet once (at approximately the 2/3 point) as a focus group. This may be done as a whole or may employ subgroups.

3. Prior to the meeting, the students will complete web-based survey designed to assess the effectiveness of the GE program in the student’s educational career.

4. At each session and in the review forms, the students will be asked to reflect on:
   a. The clarity with which the vision of the GE program is communicated in advising sessions and in their GE courses.
   b. The ways in which the GE program has helped them develop as more well-rounded persons.
   c. The coherence of the GE program.
   d. The degree to which and ways in which the individual GE courses address the articulated goals of the GE area(s) the course is approved to satisfy.
   e. The extent to which the individual GE courses have informed thinking and discussion in other courses.

5. The surveys will be reviewed by the GE Committee to assess the health and effectiveness of the General Education Program. The final report, but not the raw data, will be distributed to all faculty. It should be understood that the sample size will be too small to say anything meaningful about most individual courses.

6. In the spring term of each year, a survey instrument will be administered to a significant sample of both the freshman and senior classes. This should be a multiple choice instrument, ideally administered via the web.

7. The review process itself will be reconsidered in 2008, after it has progressed through a full cycle, to assess its effectiveness. Should indications of significant flaws in the review process become apparent prior to that date, the evaluation will be conducted earlier.
GE Program Review Cohort Questions

1. What specific experiences in advising, the classroom, or other contexts have been most influential/helpful in your understanding of the goals and purposes of the GE program?

2. *First year only:* What comments, good or bad, do you hear about the GE program from your fellow students?

3. Please identify the GE areas for which you are currently enrolled.
   a. Area check box
   b. Course menu/blank

4. For each new course:
   a. Comment on the ways in which the course syllabus and/or instruction have helped you understand the general education program and the manner in which this particular course fits into and advances those goals.
   b. Please give examples of how theses goals have been addressed or realized in the course.

5. Select two to four specific GE courses you completed in previous semesters and answer the following questions.
   a. Identify the ways in which the courses have contributed to or informed the discussion in the courses you are currently taking.
   b. How has your view of any particular course and the associated GE area changed since you completed it?

6. Please comment on the ways in which the GE courses you have completed thus far have shaped you as a person.

7. Essay
   a. *Fall Semester Odd Years:* Write a brief essay or persuasive speech as if you were giving a talk to *<select new group each year: your high school/board of trustees/incoming class/accreditation reviewer>* as *<select one: an admissions counselor/current student/student leader>*.
   b. *Fall Semester Even Years:* Critique your essay from fall of *<2004/2006/etc.>*. To what degree do we live up to the rhetoric in your speech? Where do we fall short? What cautions would you give?
   c. *Spring Semester:* Write a two paragraph essay on *<topic to be selected each term>.*