2015 University of Richmond Alumni Outcomes Survey: Class of 2010

The University of Richmond annually surveys graduates to find out what they are doing five years after graduation. The Alumni Outcomes Survey was administered online and by phone to alumni who graduated in May 2010 with a bachelor’s degree from the Schools of Arts & Sciences, Business, and Jepson. The response rate was 42% (242 out of 582 alumni).

1. Which of the following best describes your current enrollment status?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in or have completed a degree or certificate program since</td>
<td>113</td>
<td>46.7%</td>
</tr>
<tr>
<td>graduating from University of Richmond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled, but not toward a degree</td>
<td>6</td>
<td>2.5%</td>
</tr>
<tr>
<td>Not enrolled, but applying to graduate or professional school</td>
<td>7</td>
<td>2.9%</td>
</tr>
<tr>
<td>Not currently enrolled in any courses</td>
<td>116</td>
<td>47.9%</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

2. What degree or credential are you pursuing or have you earned from this institution?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Master’s (MA, MS)</td>
<td>34</td>
<td>14.0%</td>
</tr>
<tr>
<td>Health Master’s (MSN, MPH)</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Management Master’s (MBA, MPA)</td>
<td>15</td>
<td>6.2%</td>
</tr>
<tr>
<td>Other Professional Master’s (MEd, MSW, MDiv)</td>
<td>7</td>
<td>2.9%</td>
</tr>
<tr>
<td>Academic Doctorate (PhD)</td>
<td>14</td>
<td>5.8%</td>
</tr>
<tr>
<td>Doctor of Medicine (MD)</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine (DVM)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Health Doctorate (DDS, DO)</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>Juris Doctor (JD)</td>
<td>17</td>
<td>7.0%</td>
</tr>
<tr>
<td>Other Professional Doctorate (DBA, EdD)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Second Bachelor’s (BA, BS)</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Teaching Credential</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>Certificate</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>11</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

3. When did you earn the degree or certificate?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5</td>
<td>4.5%</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
<td>2.7%</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td>7.2%</td>
</tr>
<tr>
<td>2013</td>
<td>19</td>
<td>17.1%</td>
</tr>
<tr>
<td>2014</td>
<td>18</td>
<td>16.2%</td>
</tr>
<tr>
<td>2015</td>
<td>20</td>
<td>18.0%</td>
</tr>
<tr>
<td>Not yet earned</td>
<td>38</td>
<td>34.2%</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
4. Which of the following best describes your current employment status?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>205</td>
<td>85.8%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>19</td>
<td>7.9%</td>
</tr>
<tr>
<td>Unemployed, but actively looking for employment</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Unemployed by choice, not actively looking</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>Pursuing another full-time activity, not including school, such as</td>
<td>6</td>
<td>2.5%</td>
</tr>
<tr>
<td>volunteering, traveling, military service, homemaker (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

5. If you are employed full-time, please indicate your annual salary range. This information will be used only to summarize the salaries of all respondents. For example, “the median salary range for recent graduates is $30,000 to $35,000.” Your individual response will not be reported nor will your identity be associated with your response.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $25,000</td>
<td>4</td>
<td>2.0%</td>
</tr>
<tr>
<td>$25,000 - $29,999</td>
<td>10</td>
<td>5.1%</td>
</tr>
<tr>
<td>$30,000 - $34,999</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>$35,000 - $39,999</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>$40,000 - $44,999</td>
<td>16</td>
<td>8.1%</td>
</tr>
<tr>
<td>$45,000 - $49,999</td>
<td>18</td>
<td>9.1%</td>
</tr>
<tr>
<td>$50,000 - $54,999</td>
<td>13</td>
<td>6.6%</td>
</tr>
<tr>
<td>$55,000 - $59,999</td>
<td>14</td>
<td>7.1%</td>
</tr>
<tr>
<td>$60,000 - $64,999</td>
<td>12</td>
<td>6.1%</td>
</tr>
<tr>
<td>$65,000 - $69,999</td>
<td>17</td>
<td>8.6%</td>
</tr>
<tr>
<td>$70,000 - $74,999</td>
<td>13</td>
<td>6.6%</td>
</tr>
<tr>
<td>$75,000 - $79,999</td>
<td>20</td>
<td>10.2%</td>
</tr>
<tr>
<td>$80,000 - $84,999</td>
<td>8</td>
<td>4.1%</td>
</tr>
<tr>
<td>$85,000 - $89,999</td>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>$90,000 - $94,999</td>
<td>10</td>
<td>5.1%</td>
</tr>
<tr>
<td>$95,000 - $99,999</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>$100,000 or more</td>
<td>24</td>
<td>12.2%</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
6. Which one of the following categories best describes your current field of employment?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>19</td>
<td>8.4%</td>
</tr>
<tr>
<td>Advertising/Public Relations</td>
<td>8</td>
<td>3.5%</td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Consulting</td>
<td>16</td>
<td>7.0%</td>
</tr>
<tr>
<td>Education</td>
<td>26</td>
<td>11.5%</td>
</tr>
<tr>
<td>Environmental</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Finance</td>
<td>29</td>
<td>12.8%</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>17</td>
<td>7.5%</td>
</tr>
<tr>
<td>Journalism/Publishing/Media</td>
<td>7</td>
<td>3.1%</td>
</tr>
<tr>
<td>Marketing &amp; Sales</td>
<td>24</td>
<td>10.6%</td>
</tr>
<tr>
<td>Non-Profit &amp; Social Services</td>
<td>15</td>
<td>6.6%</td>
</tr>
<tr>
<td>Public Policy &amp; Law</td>
<td>22</td>
<td>9.7%</td>
</tr>
<tr>
<td>Science &amp; Research</td>
<td>10</td>
<td>4.4%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>26</td>
<td>11.5%</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

7. Overall, how satisfied are you with your undergraduate education at the University of Richmond?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>2</td>
<td>0.8%</td>
</tr>
<tr>
<td>Generally Dissatisfied</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Generally Satisfied</td>
<td>72</td>
<td>30.3%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>159</td>
<td>66.8%</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
8. Each item below describes abilities you may have developed as an undergraduate at the University of Richmond. Tell us how important each ability has been to you since graduating from the University of Richmond.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Not at all Important</th>
<th>Somewhat unimportant</th>
<th>Neutral</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to speak clearly and effectively</td>
<td>0.4%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>12.1%</td>
<td>85.7%</td>
<td>224</td>
<td>4.8</td>
</tr>
<tr>
<td>The ability to write clearly and effectively</td>
<td>0.4%</td>
<td>0.9%</td>
<td>3.6%</td>
<td>13.9%</td>
<td>81.2%</td>
<td>223</td>
<td>4.7</td>
</tr>
<tr>
<td>The ability to analyze complex problems</td>
<td>0.5%</td>
<td>0.9%</td>
<td>4.5%</td>
<td>18.0%</td>
<td>76.1%</td>
<td>222</td>
<td>4.7</td>
</tr>
<tr>
<td>The ability to collaborate effectively with others as a team member</td>
<td>0.4%</td>
<td>1.3%</td>
<td>4.5%</td>
<td>18.3%</td>
<td>75.4%</td>
<td>224</td>
<td>4.7</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>0.5%</td>
<td>1.8%</td>
<td>3.2%</td>
<td>21.2%</td>
<td>73.4%</td>
<td>222</td>
<td>4.7</td>
</tr>
<tr>
<td>The ability to develop solutions to complex problems</td>
<td>0.4%</td>
<td>1.8%</td>
<td>3.1%</td>
<td>23.3%</td>
<td>71.3%</td>
<td>223</td>
<td>4.6</td>
</tr>
<tr>
<td>The ability to locate, organize, and evaluate information from multiple sources</td>
<td>-</td>
<td>1.3%</td>
<td>2.7%</td>
<td>29.0%</td>
<td>67.0%</td>
<td>224</td>
<td>4.6</td>
</tr>
<tr>
<td>The ability to be innovative and creative</td>
<td>0.5%</td>
<td>3.2%</td>
<td>10.4%</td>
<td>31.2%</td>
<td>54.8%</td>
<td>221</td>
<td>4.4</td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>1.8%</td>
<td>3.2%</td>
<td>15.5%</td>
<td>27.7%</td>
<td>51.8%</td>
<td>220</td>
<td>4.3</td>
</tr>
<tr>
<td>The ability to work with numbers and understand statistics</td>
<td>2.3%</td>
<td>6.8%</td>
<td>15.8%</td>
<td>27.1%</td>
<td>48.0%</td>
<td>221</td>
<td>4.1</td>
</tr>
<tr>
<td>The ability to understand the global context of situations or decisions</td>
<td>2.8%</td>
<td>7.9%</td>
<td>16.3%</td>
<td>31.6%</td>
<td>41.4%</td>
<td>215</td>
<td>4.0</td>
</tr>
<tr>
<td>The ability to conduct scholarly research using methods in your field of study</td>
<td>10.3%</td>
<td>15.5%</td>
<td>18.3%</td>
<td>16.9%</td>
<td>39.0%</td>
<td>213</td>
<td>3.6</td>
</tr>
</tbody>
</table>
9. Each item below describes abilities you may have developed as an undergraduate at the University of Richmond. Tell us to what extent your undergraduate experiences at University of Richmond prepared you to perform each ability.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Preparation</th>
<th>Not at all</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to write clearly and effectively</td>
<td>4.3</td>
<td>0.9%</td>
<td>3.2%</td>
<td>12.2%</td>
<td>30.8%</td>
<td>52.9%</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>The ability to locate, organize, and evaluate information from multiple sources</td>
<td>4.3</td>
<td>-</td>
<td>2.7%</td>
<td>9.5%</td>
<td>43.0%</td>
<td>44.8%</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>The ability to collaborate effectively with others as a team member</td>
<td>4.3</td>
<td>0.5%</td>
<td>1.8%</td>
<td>13.6%</td>
<td>35.9%</td>
<td>48.2%</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>The ability to analyze complex problems</td>
<td>4.3</td>
<td>-</td>
<td>1.4%</td>
<td>16.7%</td>
<td>37.1%</td>
<td>44.8%</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>The ability to develop solutions to complex problems</td>
<td>4.2</td>
<td>0.5%</td>
<td>3.7%</td>
<td>16.0%</td>
<td>34.7%</td>
<td>45.2%</td>
<td>219</td>
<td></td>
</tr>
<tr>
<td>The ability to conduct scholarly research using methods in your field of study</td>
<td>4.1</td>
<td>0.9%</td>
<td>5.7%</td>
<td>18.0%</td>
<td>32.2%</td>
<td>43.1%</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>4.0</td>
<td>1.4%</td>
<td>5.4%</td>
<td>23.1%</td>
<td>36.2%</td>
<td>33.9%</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>4.0</td>
<td>2.3%</td>
<td>5.0%</td>
<td>25.7%</td>
<td>28.4%</td>
<td>38.5%</td>
<td>218</td>
<td></td>
</tr>
<tr>
<td>The ability to understand the global context of situations or decisions</td>
<td>3.9</td>
<td>0.5%</td>
<td>5.2%</td>
<td>25.4%</td>
<td>39.9%</td>
<td>29.1%</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>The ability to be innovative and creative</td>
<td>3.7</td>
<td>1.4%</td>
<td>6.8%</td>
<td>34.7%</td>
<td>32.0%</td>
<td>25.1%</td>
<td>219</td>
<td></td>
</tr>
<tr>
<td>The ability to work with numbers and understand statistics</td>
<td>3.5</td>
<td>5.1%</td>
<td>13.0%</td>
<td>29.8%</td>
<td>28.8%</td>
<td>23.3%</td>
<td>215</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Importance (Mean)</th>
<th>Preparation (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to speak clearly and effectively</td>
<td>4.8</td>
<td>4.2</td>
</tr>
<tr>
<td>The ability to write clearly and effectively</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>The ability to analyze complex problems</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>The ability to collaborate effectively with others as a team member</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>4.7</td>
<td>4.0</td>
</tr>
<tr>
<td>The ability to develop solutions to complex problems</td>
<td>4.6</td>
<td>4.1</td>
</tr>
<tr>
<td>The ability to locate, organize, and evaluate information from multiple sources</td>
<td>4.6</td>
<td>4.3</td>
</tr>
<tr>
<td>The ability to be innovative and creative</td>
<td>4.4</td>
<td>3.7</td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>4.3</td>
<td>4.0</td>
</tr>
<tr>
<td>The ability to work with numbers and understand statistics</td>
<td>4.1</td>
<td>3.5</td>
</tr>
<tr>
<td>The ability to understand the global context of situations or decisions</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>The ability to conduct scholarly research using methods in your field of study</td>
<td>3.6</td>
<td>4.1</td>
</tr>
</tbody>
</table>
### 1. Which of the following best describes your current enrollment status?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in or have completed a degree or certificate program since</td>
<td>88</td>
<td>36.5%</td>
</tr>
<tr>
<td>graduating from University of Richmond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled, but not toward a degree</td>
<td>2</td>
<td>0.8%</td>
</tr>
<tr>
<td>Not enrolled, but applying to graduate or professional school</td>
<td>11</td>
<td>4.6%</td>
</tr>
<tr>
<td>Not currently enrolled in any courses</td>
<td>140</td>
<td>58.1%</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### 2. What degree or credential are you pursuing or have you earned from this institution?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Master’s (MA, MS)</td>
<td>24</td>
<td>27.3%</td>
</tr>
<tr>
<td>Health Master’s (MSN, MPH)</td>
<td>5</td>
<td>5.7%</td>
</tr>
<tr>
<td>Management Master’s (MBA, MPA)</td>
<td>12</td>
<td>13.6%</td>
</tr>
<tr>
<td>Other Professional Master’s (MEd, MSW, MDiv)</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Academic Doctorate (PhD)</td>
<td>15</td>
<td>17.0%</td>
</tr>
<tr>
<td>Doctor of Medicine (MD)</td>
<td>5</td>
<td>5.7%</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine (DVM)</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other Health Doctorate (DDS, DO)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Juris Doctor (JD)</td>
<td>10</td>
<td>11.4%</td>
</tr>
<tr>
<td>Other Professional Doctorate (DBA, EdD)</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Second Bachelor’s (BA, BS)</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Teaching Credential</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>9</td>
<td>10.2%</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### 3. When did you earn the degree or certificate?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>2015</td>
<td>8</td>
<td>9.3%</td>
</tr>
<tr>
<td>2016</td>
<td>9</td>
<td>10.5%</td>
</tr>
<tr>
<td>2017</td>
<td>15</td>
<td>17.4%</td>
</tr>
<tr>
<td>2018</td>
<td>14</td>
<td>16.3%</td>
</tr>
<tr>
<td>Not yet earned</td>
<td>38</td>
<td>44.2%</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
4. Which of the following best describes your current employment status?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>207</td>
<td>86.6%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>9</td>
<td>3.8%</td>
</tr>
<tr>
<td>Unemployed, but actively looking for employment</td>
<td>6</td>
<td>2.5%</td>
</tr>
<tr>
<td>Unemployed by choice, not actively looking</td>
<td>12</td>
<td>5.0%</td>
</tr>
<tr>
<td>Pursuing another full-time activity, not including school, such as volunteering, traveling, military service, homemaker (specify)</td>
<td>5</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>239</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

5. If you are employed full-time, please indicate your annual salary range.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $25,000</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>$25,000 - $29,999</td>
<td>6</td>
<td>2.9%</td>
</tr>
<tr>
<td>$30,000 - $34,999</td>
<td>7</td>
<td>3.4%</td>
</tr>
<tr>
<td>$35,000 - $39,999</td>
<td>8</td>
<td>3.9%</td>
</tr>
<tr>
<td>$40,000 - $44,999</td>
<td>11</td>
<td>5.3%</td>
</tr>
<tr>
<td>$45,000 - $49,999</td>
<td>13</td>
<td>6.3%</td>
</tr>
<tr>
<td>$50,000 - $54,999</td>
<td>13</td>
<td>6.3%</td>
</tr>
<tr>
<td>$55,000 - $59,999</td>
<td>16</td>
<td>7.8%</td>
</tr>
<tr>
<td>$60,000 - $64,999</td>
<td>14</td>
<td>6.8%</td>
</tr>
<tr>
<td>$65,000 - $69,999</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>$70,000 - $74,999</td>
<td>12</td>
<td>5.8%</td>
</tr>
<tr>
<td>$75,000 - $79,999</td>
<td>16</td>
<td>7.8%</td>
</tr>
<tr>
<td>$80,000 - $84,999</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>$85,000 - $89,999</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>$90,000 - $94,999</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>$95,000 - $99,999</td>
<td>6</td>
<td>2.9%</td>
</tr>
<tr>
<td>$100,000 or more</td>
<td>39</td>
<td>18.9%</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
6. Which one of the following categories best describes your current field of employment?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>13</td>
<td>5.9%</td>
</tr>
<tr>
<td>Advertising</td>
<td>8</td>
<td>3.6%</td>
</tr>
<tr>
<td>Arts (Design, Performing, Visual)</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Consulting</td>
<td>16</td>
<td>7.2%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>3</td>
<td>1.4%</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Environment</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Fashion</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>Financial Services/Insurance</td>
<td>17</td>
<td>7.7%</td>
</tr>
<tr>
<td>Healthcare (Clinical)</td>
<td>25</td>
<td>11.3%</td>
</tr>
<tr>
<td>Healthcare (Administrative/Research)</td>
<td>6</td>
<td>2.7%</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>5</td>
<td>2.3%</td>
</tr>
<tr>
<td>International Affairs/Development</td>
<td>6</td>
<td>2.7%</td>
</tr>
<tr>
<td>Law</td>
<td>11</td>
<td>5.0%</td>
</tr>
<tr>
<td>Marketing</td>
<td>11</td>
<td>5.0%</td>
</tr>
<tr>
<td>Media/Journalism/Publishing</td>
<td>3</td>
<td>1.4%</td>
</tr>
<tr>
<td>Museums &amp; Libraries</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Public Policy</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Public Relations</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>5</td>
<td>2.3%</td>
</tr>
<tr>
<td>Sales/Business Development</td>
<td>12</td>
<td>5.4%</td>
</tr>
<tr>
<td>Social Services</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Sports &amp; Recreation</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Teaching</td>
<td>14</td>
<td>6.3%</td>
</tr>
<tr>
<td>Technology/Information Technology</td>
<td>16</td>
<td>7.2%</td>
</tr>
<tr>
<td>Other (specify):</td>
<td>29</td>
<td>13.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>221</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

7. Overall, how satisfied are you with your undergraduate education at the University of Richmond?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Generally Dissatisfied</td>
<td>6</td>
<td>2.7%</td>
</tr>
<tr>
<td>Generally Satisfied</td>
<td>71</td>
<td>32.3%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>141</td>
<td>64.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
8. Each item below describes abilities you may have developed as an undergraduate at the University of Richmond. Tell us how important each ability has been to you since graduating from the University of Richmond.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Not at all important</th>
<th>Somewhat unimportant</th>
<th>Neutral</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to collaborate effectively with others as a team member</td>
<td>0.5%</td>
<td>0.5%</td>
<td>3.2%</td>
<td>10.6%</td>
<td>85.3%</td>
<td>217</td>
<td>4.80</td>
</tr>
<tr>
<td>The ability to speak clearly and effectively</td>
<td>0.5%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>17.0%</td>
<td>80.7%</td>
<td>218</td>
<td>4.77</td>
</tr>
<tr>
<td>The ability to develop solutions to complex problems</td>
<td>0.5%</td>
<td>0.9%</td>
<td>2.3%</td>
<td>17.5%</td>
<td>78.8%</td>
<td>217</td>
<td>4.73</td>
</tr>
<tr>
<td>The ability to write clearly and effectively</td>
<td>0.5%</td>
<td>0.9%</td>
<td>4.6%</td>
<td>15.6%</td>
<td>78.4%</td>
<td>218</td>
<td>4.71</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>0.9%</td>
<td>0.0%</td>
<td>4.1%</td>
<td>20.3%</td>
<td>74.7%</td>
<td>217</td>
<td>4.68</td>
</tr>
<tr>
<td>The ability to analyze complex problems</td>
<td>0.0%</td>
<td>0.9%</td>
<td>4.1%</td>
<td>20.6%</td>
<td>74.3%</td>
<td>218</td>
<td>4.68</td>
</tr>
<tr>
<td>The ability to locate, organize, and evaluate information from multiple sources</td>
<td>0.9%</td>
<td>1.4%</td>
<td>8.7%</td>
<td>21.1%</td>
<td>67.9%</td>
<td>218</td>
<td>4.54</td>
</tr>
<tr>
<td>The ability to be innovative and creative</td>
<td>0.9%</td>
<td>1.8%</td>
<td>11.5%</td>
<td>34.1%</td>
<td>51.6%</td>
<td>217</td>
<td>4.34</td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>1.9%</td>
<td>2.8%</td>
<td>13.1%</td>
<td>26.8%</td>
<td>55.4%</td>
<td>213</td>
<td>4.31</td>
</tr>
<tr>
<td>The ability to understand the global context of situations or decisions</td>
<td>2.8%</td>
<td>8.9%</td>
<td>16.4%</td>
<td>25.2%</td>
<td>46.7%</td>
<td>214</td>
<td>4.04</td>
</tr>
<tr>
<td>The ability to work with numbers and understand statistics</td>
<td>4.7%</td>
<td>4.2%</td>
<td>20.7%</td>
<td>31.5%</td>
<td>39.0%</td>
<td>213</td>
<td>3.96</td>
</tr>
<tr>
<td>The ability to conduct scholarly research using methods in your field of study</td>
<td>12.9%</td>
<td>13.9%</td>
<td>17.0%</td>
<td>23.7%</td>
<td>32.5%</td>
<td>194</td>
<td>3.49</td>
</tr>
</tbody>
</table>

9. Each item below describes abilities you may have developed as an undergraduate at the University of Richmond. Tell us to what extent your undergraduate experiences at University of Richmond prepared you to perform each ability.

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Not at all</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to write clearly and effectively</td>
<td>0.5%</td>
<td>1.9%</td>
<td>12.1%</td>
<td>27.1%</td>
<td>58.4%</td>
<td>214</td>
<td>4.41</td>
</tr>
<tr>
<td>The ability to locate, organize, and evaluate information from multiple sources</td>
<td>0.5%</td>
<td>3.3%</td>
<td>13.6%</td>
<td>29.4%</td>
<td>53.3%</td>
<td>214</td>
<td>4.32</td>
</tr>
<tr>
<td>The ability to collaborate effectively with others as a team member</td>
<td>0.9%</td>
<td>2.8%</td>
<td>15.9%</td>
<td>26.2%</td>
<td>54.2%</td>
<td>214</td>
<td>4.30</td>
</tr>
<tr>
<td>The ability to analyze complex problems</td>
<td>0.9%</td>
<td>3.3%</td>
<td>16.4%</td>
<td>31.3%</td>
<td>48.1%</td>
<td>214</td>
<td>4.22</td>
</tr>
<tr>
<td>The ability to speak clearly and effectively</td>
<td>0.5%</td>
<td>4.7%</td>
<td>15.4%</td>
<td>31.8%</td>
<td>47.7%</td>
<td>214</td>
<td>4.21</td>
</tr>
<tr>
<td>The ability to develop solutions to complex problems</td>
<td>0.9%</td>
<td>3.7%</td>
<td>18.2%</td>
<td>36.9%</td>
<td>40.2%</td>
<td>214</td>
<td>4.12</td>
</tr>
<tr>
<td>The ability to apply knowledge and skills to real-world settings</td>
<td>2.3%</td>
<td>6.5%</td>
<td>19.6%</td>
<td>34.1%</td>
<td>37.4%</td>
<td>214</td>
<td>3.98</td>
</tr>
<tr>
<td>The ability to conduct scholarly research using methods in your field of study</td>
<td>2.2%</td>
<td>9.7%</td>
<td>17.3%</td>
<td>30.3%</td>
<td>40.5%</td>
<td>185</td>
<td>3.97</td>
</tr>
<tr>
<td>The ability to understand the global context of situations or decisions</td>
<td>1.0%</td>
<td>7.2%</td>
<td>22.5%</td>
<td>34.9%</td>
<td>34.4%</td>
<td>209</td>
<td>3.95</td>
</tr>
<tr>
<td>The ability to connect choices and actions to ethical decisions</td>
<td>1.9%</td>
<td>7.7%</td>
<td>23.7%</td>
<td>28.5%</td>
<td>38.2%</td>
<td>207</td>
<td>3.93</td>
</tr>
<tr>
<td>The ability to be innovative and creative</td>
<td>2.3%</td>
<td>7.0%</td>
<td>26.2%</td>
<td>34.1%</td>
<td>30.4%</td>
<td>214</td>
<td>3.83</td>
</tr>
<tr>
<td>The ability to work with numbers and understand statistics</td>
<td>6.3%</td>
<td>13.7%</td>
<td>25.4%</td>
<td>29.3%</td>
<td>25.4%</td>
<td>205</td>
<td>3.54</td>
</tr>
</tbody>
</table>
Survey for Students on UR's General Education

19 responses

What do you believe is the purpose of the undergraduate general education curriculum at the University of Richmond?

17 responses

to prepare students to engage with people different from themselves, to stimulate intellectual criticism and social activism, to promote students' passions and prepare them for careers that will better the world. to make students competitive in the workplace and for higher education. to expose students to different subjects they may not be interested in/be able to take otherwise.

To allow for a diverse and well-rounded student curriculum that engages in all aspect of University requirements and liberal arts experience

To make sure that all Richmond graduates have a base-line level of education in a wide range of disciplines and to expose students to disciplines outside their comfort zones.

The purpose of gen eds is to create well rounded students and citizens.

To help provide a liberal arts education that provides a robust mode of inquiry across several academic disciplines

The purpose is to provide a liberal arts education that encompasses all parts of academia ranging from humanities to natural sciences. As an international student from the UK, this was THE MOST important aspect of US liberal arts colleges that attracted me to come here. At University of Richmond, especially as a Bschool major, I've had some great liberal arts classes and actually learned a lot from them including my Fall Semester FYS. Going into the world of business, UR's gen Ed system has allowed me to think across schools when it comes to projects, internships and classes in general.

I think that the purpose of the gen ed curriculum is to ensure that everyone receives a full liberal arts education at UR that allows them to develop necessary skills to help them in their careers and futures at the school.
To gain holistic education on various subjects.

Students to obtain a holistic education

To learn a variety of topics to prepare for a career as well as improve oneself

To have students be able to look at and tackle problems in a variety of ways across a variety of disciplines.

To give all students the opportunity to explore different classes and to garner a wide range of information and experience.

The purpose of GE is to push students to learn and engage with academic interests outside their major

For all students to experience all facets that the university has to offer as a major or subject of majors at the university.

to make sure students have a well rounded liberal arts education

To introduce students to new topics

I believe that the university intends them to help provide students with a broad perspective on life and to be able to approach problems from a variety of viewpoints.

Do you think that the GE curriculum’s purpose, methods, and requirements are effectively understood and communicated?

19 responses

47.4% Yes
47.4% No
Unsure
How satisfied are you with the current general education curriculum?
19 responses

What do you think about the selection of courses under the General Education curriculum?
19 responses
In your experience, do First-Year Seminars fulfill their purpose in effectively sharpening writing skills through a specific disciplinary lens?

19 responses

- Yes: 42.1%
- No: 10.5%
- Unsure: 47.4%

Do you believe that the second language requirement (COMII) in the general education program is an appropriate part of your education? Why or why not?

18 responses

- Yes: 10.5%
- No: 42.1%
- Unsure: 47.4%

Yes because I think all Americans should be required to know a second language. However, if a student comes out of a school with less resources where they were not able to learn a second language, this may disadvantage them in relation to more privileged students.

As a person interested in the nonprofit industry, I feel COMII too is unnecessary. I feel like my requirements could be better spent through service or real-world internship experience opportunities.

Yes; I think foreign language learning and the associated cultural education/interaction with the international center are important for general student development/betterment. Four credits is extremely demanding, though, especially if someone struggles with language learning. I personally think I would have enjoyed it (I was able to AP out) but I can see students’ frustration when taking a two credit language they miss out on taking two passion classes. I think that it should be expanded to include American Sign Language so as to 1. be more inclusive 2. encourage more people to learn ASL.

No it is too hard of a requirement to fulfill here. It is taking me three semesters here to finish my language requirement, which is too many.
Com2 seems stuck in an awkward position where it seems much more than the baseline benefits (e.g. appreciating another culture, phonetics, grammar), but not enough to create fluency, etc. Either it should be more (preferably) or less. This just feels awkward. There's also a clear difference in the outcomes for different languages relative to their relative difficulty... a student who completes Arabic 202 might have less communication ability than a student who completes German 102 for example (note: I have taken Latin, German, and Arabic courses at UR as well as SDLC classes). SDLC courses should also count under special circumstances.

Yes I think that language skills are an important element of a well rounded education. However, I think that the current ComII requirement may be too strenuous of a requirement

I got this exempt having Hindi as my mother tongue.

I do not think so because I know that students who are language major or minors will work much harder in that class, whereas others will work just to pass it so that they can get the gen ed credit. I think this becomes an issue then for the professors teaching it and in some situations because there is such a disparity in the level of participation among students between those who are more dedicated to the class and those who are not. Therefore, I think it makes the most sense to eliminate it as a gen ed requirement, or lower the required level to an intro level so that students are exposed but so that it doesn't limit their options. For example, I am limited this semester to only three classes due to my extracurricular commitments and the fact that the required spanish class, 221, takes two credits and a significant amount of work and time that I could spend working on my major classes, or other gen ed requirements.

Yes since in the world today, knowing two languages is very common and it is important to know more than one language to be able to respect other cultures and be able to standout from those who only know one language.

Yes, mastering a 2nd language is useful on a practical level, but also open-minding on a personal level

Yes because it is important to develope an aptitude in another language to promote creativity as well as diversity of thought and understanding of other cultures.

Not really however it did get me interested in continuing with Spanish, something I had previously not considered doing.

Yes I believe that the second language requirement is appropriate to our education here at Richmond because students are challenged to understand a new culture in order to learn something foreign to them.

I believe it is important since we live in a word dominated by English speakers. It is nice to be able to connect with other cultures.

Yes because although it is good to focus on your major as a whole, it is more important to be well-rounded and a language requirement helps that initiative.

No, i think learning a language is important but COM2 is way too intense for a gen-ed.

Absolutely not. Understanding that an international perspective is valuable, I believe courses about other cultures would be just as appropriate for COMII. Additionally, I believe a computer science course should also count towards COMII. As someone who wants to work in academia within the United States, while a second language may be handy, it shouldn't be required - I should be focusing on my major & deepening my understanding of what I'd actually like to study.

No, while I believe that learning a second language is important the language requirement is merely a box to check for most. One or two classes isn't enough to effectively learn a language or broaden ones
cultural perspective. As they stand now the COMII requirement just has students memorize a bunch of words and grammar that they will forget a month later and probably never use again. If the objective of the GE requirements is to provide alternative perspectives to problem solve with I don't really see how the COMII requirement helps with that in any way.

Would you like to see changes made to our general education curriculum?

19 responses

If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

18 responses

FYS - I would like to see a different system put into place. Perhaps a one semester writing course with a faculty advisor with consultation with the writing center, and you can choose the essay topics you want (like an independent study?). If FYS's are to be kept, more relevant topics must be chosen, there must be a study done to see interest in the freshman class between subject areas, and the FYS's created must be according to the interests of the first years. Also, FYS teachers must all go under training that requires their classes to be similar difficulties and rigor. Also, I want more classes that bring in topics of inclusivity and diversity, and also that discuss discrimination (gender, race, LGBTQ+).
Take away COMII, 1 FYS (with the 2nd semester being a course about history of RVA), Take graduate classes as an upperclassman, have labs count for separate units, service-based learning

I strongly believe in the concept of a core curriculum - common experiences create community and characterize a Richmond education. However, I did not benefit from taking core classes that simply mimicked high school. Many students have echoed this sentiment. I see the current core curriculum as a missed opportunity to characterize a Richmond education as innovative, unique, valuable, and inclusive. College is a time to expand horizons and shift perspectives. There must be some implementation of social justice education. There are many classes that I see as prototypes for this sort of requirement (the leadership school has a class on diversity. I am forgetting the professors name). In the same way that Colorado College is characterized by one class terms, Richmond could be characterized as a leader in social justice education. I think Richmond students need to be educated on 1. how to talk to those who come from different backgrounds than themselves 2. why doing so is important 3. structural inequality 4. the history of Richmond and UR. Also - excel and sustainability. These could be wound into departments in unconventional and interesting ways. I would also like to see credit for labs in Gotty (or at least poll students, student government has been thinking about conducting this poll ourselves, and can share the data with you. I am aware of the most commonly cited pros and cons, but students I have spoken to support credit for labs emphatically. Additionally, I think adding credit for labs would be a healthy disincentive for students who attempt 4 lab classes in a semester. )

Also I really would have appreciated being able to AP out of my English gen-ed (especially having taken both lang and lit)

Take away the first year seminars as the varying level of difficulty is way too much

More intentionally with respect to Com2. Ethics requirement. Critical thinking requirement. Perhaps a Com1? requirement (i.e. able to communicate orally effectively... perhaps could be satisfied w/ participation in debate/mocktrial/mun/etc or through classes with strong oral communication)

I would like to remove the wellness requirement. Also, I want to restructure the visual and performing arts requirement because I did not find it to be that academic or engaging

Firstly, I would give .25 credit for each Wellness class. From a students point of view, receiving credit not only motivates you to participate in class but also to study outside of class about the material and encourages critical thinking about the topic.
Secondly, I would make a change in the advising system or some sort of track method so people can see FYS’ related to their intended major. Or, you could develop a category system of interests and then it shows you the FYS you should take in accordance to your interests.

The biggest change I would like to see is to the COM2 requirement discussed earlier. Additionally, I also do not understand the need for the FSVP requirement. Lastly, I think the gen ed requirement would better fit students interests and flexibilities if you needed a certain amount of credits out of a set number of fields of studies, like it is now. However, you only need to take classes in a number of those fields, rather than all of them. For example, you would need the same amount of gen ed credits, but could do it through just taking FSSA, FSN/sciences, FSLT, and FSSR or something like that. Personally, as a leadership studies and political science major, I do not see how FSVP or COM2 classes help me now or in my future, and see them more as an obstacle for me to take the classes I want to take/need to take for my major.

Keep only one gen ed requirement for literature or history and remove the arts requirement

Add more course options counting for Gen Eds, so maybe frequent review of new courses added to the catalog whether they could qualify for gen eds
Make one or two requirements a free subject area to pursue subjects of more interest as well as usage. I am unable to do so otherwise and still meet all my graduation requirements in Accounting. Additionally taking some of the general education requirements pass fail or not for a grade would really allow students to just focus on learning and not worry about how badly the class might hurt them which forces the students to take the "easy" options.

Add more options that blend disciplines. Someone doing nothing in their future with STEM should be able to take a class that blends the math or science requirement and still has undertones of English or history.

I am NOT a science or math person and I am dreading having to take those classes in order to fulfill my gen ed's. If students were given the option to take extra classes in a specific field instead of taking classes in a field that they are not skilled at, then I believe campus engagement would also increase.

I would group science and math together. For those that are not STEM, taking a science or math class is extra time and helps in no way for A&S majors and some Bschool majors. There should be some exceptions such as Econ counting for Math and Science.

Make all FYS courses evenly challenging. I know some friends who have had their GPA's diminished because of a harshly graded and rather rigorous FYS class. This should not be the case with first-years. This tactic scares them into not wanting to take any more classes with that professor or likely in that field of study. Although, some FYS courses are simple and raise GPA's i believe level of difficulty should be even across the board.

CHANGE MATH REQUIREMENT! Stats/other non-calc classes should be included!!! Also art courses all have labs which is super time consuming for a non-major class. Also as mentioned above, com2 is super intense.

Significantly alter the COMII requirement (include Comp Sci, cultural courses, or get rid of it all together) Review all gen-ed courses (specifically Stagecraft is an abhorrent class which is a facade to make students work in the woodshop and attend the university's plays - I didn't learn anything insightful from the course and didn't feel as if I was introduced to anything new or that it helped me, I felt like the fact that it counted as a gen ed was abused to force students to work for Modlin. If there are any other courses like this, they should at least not count towards gen ed [let Modlin majors do this, they actually are interested in it!] or just cut the course in general)

I would eliminate the language requirement as I don't think it is helpful or necessary. Unless a student is committed to learning a language a class or two is pointless. Additionally, having gone abroad I have realized the value in language but the limited value it holds for Americans. The main reason is that you need to practice a language to learn it, which is very feasible in Europe. In the U.S. though even if you really want to learn a language, unless it is spanish, you will have few people to practice with and will ultimately forget it unless you make a conscious effort to retain you skill. I would also reduce the number of requirements by one to 5 and allow students to pick any 5 of the 6 FOS to complete. Most students have that one area they just have no interest in studying (for me it was science) either because of their interest in the subject or aptitude. Unfortunately, GE's act as GPA anchors for many students which is unfortunate and hinders them in the job search. Though some like to push the outlandish idea that GPA doesn't matter, for getting your first job it absolutely does especially for highly selective industries. Additionally, I would try and add more courses that are relevant to students of different majors for GE. I could imagine a science student enjoying English classes on scientific writing or a history class about the history surgery. As a bschool student I would be interested in an arts class on photoshop, graphic design, or a history class on the economy of early America. The gen eds as they are now are kinda dry and limiting.
What are the most important higher thinking skills and competencies that you are gaining in your gen ed courses?

19 responses

![Bar chart showing the most important higher thinking skills and competencies gained in gen ed courses]

Please use this space to expand on any of your responses above or add any other perspectives/opinions about general education.

8 responses

Less red tape for undergraduate students who want to take graduate course, allows service opportunities to count for units

I think Richmond promotes oral communication skills very well. I think that information literacy is super important and could be more explicitly incorporated. I actually did not have this vocabulary until taking this survey, but it is helpful is verbalizing why I like certain classes so much. I have found that there is a reciprocal relationship between the motivation to learn theory and the ability to know, explain and meaningfully understand facts. Students are more motivated to learn theory when they can apply it. Knowing facts has motivated me to learn theory which has empowered me to learn more facts.

Ethical reasoning could be improved by incorporating social justice. I have had 2 classes that incorporated ethics, but I could have avoided them (so not everyone is faced with ethics at some point in their UR career).

It would be cool if you were required to do community service based learning for a requirement.
Going back to FYS's - my reservation there was that they are not consistent in their effectiveness. My fall FYS has proved fundamental to my UR experience and truly made me a more analytical thinker and a better writer. However, I have heard students with experiences completely opposite to mine. This is so painful to me because I know how impactful FYS's can be. I can't imagine how hard the program must be to coordinate, and I don't see any flaws at the administrative level. However, professor execution of the classes and communication of the learning objectives could be improved and standardized (in terms of how much work is demanded)

Looking back as a senior, I have been trying to decide to what extent I think I maximized by time at Richmond. I wish I had taken more passion classes. This would have been possible if the gen ed requirements were modified.

Thanks so much for collecting and going through all this feedback!

Frankly, I think that the general student body views the education they receive at UR as a means to get a fancy piece of paper (or, perhaps more generously, to gain skills for their future careers), which is frankly contrary to my view of education and I think the mission of a liberal arts college. As a result of this, I think that most student responses you will get will be some form of complaining without actually understanding "why."

Should someone with no future in a science or language really be compelled to invest the massive time commitment of class and lab/drill? This is in place of a class that could go towards a major. Further, should they be using resources and creating costs in a field they have no desire to be part of?

I don't believe it's fair that students are required to take classes in which they might lack knowledge or skills in and have to suffer the consequences of a lower GPA.

Certain FYS classes should fulfill GE's. For example, I am in History of Eugenics FYS that is based off a writing and teaching style similar to a 199 History class. Yet, this FYS does not account for a GE's.

It may be worth looking into whether courses taken solely for the purpose of gen-ed can be graded the same as a wellness course (pass/fail). If something isn't your major, it may turn out to be that the course you're taking a leap of faith on for your gen ed requirement put your out of your comfort zone & tanks your GPA. You shouldn't be punished for courses in fields you don't intend on pursuing if you don't do well in them

As they are now Gen Eds are just boxes to check. I think there needs to either be a greater variety of classes or classes students actually get value from. By value I mean knowledge or skills that students could take back and utilize in their major of choice that would also ideally help make them more employable. Dr. Galgono's his199 class does a pretty good job of that in that he heavily emphasized the importance of double checking sources, not taking information on face value, and looking at multiple perspectives.

Name (optional)

11 responses
Class of (optional)

18 responses

- 2019: 33.3%
- 2020: 27.8%
- 2021: 16.7%
- 2022: 22.2%
Email (optional)
10 responses

monica.stack@richmond.edu
christopher.rein@richmond.edu
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Methods of Research

A variety of methods were used to gather information on the general education programs at peer schools of the University of Richmond. Methods of research include:

- Program descriptions from the general education websites of 25 different colleges and universities, covering a total of 27 general education programs. General education programs were sorted into three categories - fields of study, thematic, and open curriculum - and other details such as subject requirements, transfer policies and any changes made to the programs were recorded on a spreadsheet found here: https://docs.google.com/spreadsheets/d/1CFd08oqDqBn3vtkG1iTisV_Dp1dKPmT0KCx6SDVpz7JA/edit#gid=0
- Information on some of these schools’ past general education programs and their modifications from school websites and related articles.
- Articles from The Chronicle of Higher Education on specific schools’ programs as well as general opinions and suggestions on the structuring of core curriculum programs.
- Relevant student opinions on Unigo.com, an online school reviews site often used in the college selection process.

Program Types

General education curricula were organized in three categories: fields of study, thematic, and open curriculum. Fields of study programs include all schools that require a core or distribution curriculum across a set of subject areas. Thematic programs include schools that organized the curriculum around a set theme, often selected by students, rather than specific subject areas. Programs with an open curriculum have no specific course requirements outside of the major.

- Fields of study curriculum: 23 out of 27 programs
- Thematic curriculum: 3 out of 27 programs
Subjects of Study Included in General Education Programs

This section looks at the different subject areas of study included in each school’s general education curriculum and groups them from most common to least common. Note that some of these categories may be required in conjunction with another category (e.g., literature combined with writing as one distribution area requirement).

1. Natural Sciences - 24/27 programs
2. Writing - 23/27 programs
3. Social Sciences - 22/27 programs
4. Foreign Language - 19/27 programs
   *note: Foreign language includes language competency test requirements that students can pass or credits they can transfer without taking an actual university course
5. Visual & Performing Arts - 18/27 programs
6. Mathematics - 17/27 programs
7. Humanities - 16/27 programs
8. Diverse Perspectives - 15/27 programs
9. History - 14/27 programs
10. Philosophy - 11/27 programs
11. Literature - 10/27 programs
12. Quantitative Reasoning - 9/27 programs
13. Communication and Rhetoric - 8/27 programs
14. Theology - 4/27 programs
15. Ethics - 4/27 schools
16. Environmental Science - 3/27 programs
17. Economics - 1/27 programs
18. Justice - 1/27 programs
19. Liberal Studies - 1/27 programs
20. Empirical and Scientific Engagement - 1/27 programs

Unique Features of Programs

This section includes several features of schools that stood out as different from the rest. It includes an example of a school that had a faculty specifically dedicated to general education with a description of how they structured it, a school with general education options for students to choose between, examples of First Year Seminar programs that structured differently from the rest of programs or different from the FYS program at U of R. Finally, there are also several course subject requirements that stood out because they were unique to only one school.
a. **UVA’s Dedicated Faculty.** Two of UVA’s general education programs, the New College Curriculum and Forums Curriculum, have dedicated faculty for the programs. The New College Curriculum is led by 14 faculty members selected in their fields of expertise, and the Forums Curriculum is led by dedicated scholar-teachers who are experts in their prospective forum topics. While most colleges and universities have distribution requirements dispersed among faculty throughout their schools, it is possible that the uniquely concentrated nature of three distinct and smaller general education programs makes having a dedicated faculty more feasible. We can determine, however, that student-to-faculty ratio was not a factor in making the dedicated faculty possible because UVA’s student to faculty ratio of 15:1 is the highest ratio of all schools studied (the average student to faculty ratio was 10:1).

b. **UVA’s General Education Options.** UVA’s latest general education program format, implemented in 2017, allows students to choose between three different general education curriculums: the New College Curriculum, the Forums Curriculum, and the Traditional Curriculum.

i. In the New College Curriculum, a fields of study program added in 2017, students select courses under the categories of "engagements" (aesthetics, empirical and scientific, engaging difference, and ethical), "literacies" (world languages and fields of modern expression), and "disciplines" (varying across many departments). These add up to a total of 41 credits, plus a variable number of world language credits (0-14).

ii. In the Forums Curriculum, a thematic program, students explore relevant topics in depth that are led by scholar-teachers. They can choose between four different forum topics which change each year. Each topic admits 40 students. During their first two years, Forum students will enroll in liberal arts and sciences courses (24-27 credits) hand-picked by the forum faculty to directly address the forum topic. Specific requirements outside the forum topic include writing and language requirements.

iii. The Traditional Curriculum, the original fields of study program, consists of 30 credits that provide an extensive base of intellectual content and skills includes “competency and “area” requirements over a variety of areas.

c. **Examples of FYS Programs:**

i. **“Davidson 101” at Davidson College.** All students, including transfers, must complete Davidson 101 during their first semester at Davidson. This course curriculum includes a combination of in-class and web-based topics: alcohol education, career and life planning, diversity, human sexuality, library information, psychological health issues and resources, and "realizing your risk.”

*Note: Rice University also has a “Rice 101.”*
ii. “Moreau First Year Experience” at the University of Notre Dame. The Moreau First Year Experience is a two-semester FYS program inspired by Blessed Basil Moreau, professor, priest, and founder of the Congregation of Holy Cross. In the First Year Experience, students are oriented to student life on campus and study multiple themes such as health, community standards, cultural competence, spiritual life and discernment, all of which build upon the five pillars of the Holy Cross: mind, heart, zeal, family, and hope.

iii. “Critical Inquiry” at Pomona College. Pomona College requires a critical inquiry seminar required for all first year students. This seminar encourages students to engage the ideas and work of others, to articulate nuanced, reflective positions of their own, and to present their ideas in a sustained, persuasive manner.

d. Unique course requirements. These are requirements unique to only one school in the study.

   *Note: This is separate from their diversity requirement, “Diversity, Equity, and Inclusion Studies in the United States.”

ii. Economics - An economics course is offered at Elon University as part of their “society” distribution requirement.

iii. Liberal Studies - A liberal studies course is required at Davidson College for the Classes of 2018, 2019, and 2020 only.

iv. Empirical and Scientific Engagement - This is a requirement as part of UVA’s New College Curriculum.

Examples Program Reform at Other Schools

This section is not an exhaustive list of changes at every school. Rather, it includes several examples of changes schools chose to make when revising their general education curriculum. A complete list of reforms can be found on the comparative study spreadsheet.  
https://docs.google.com/spreadsheets/d/1CFd08oqDqBn3vtkGlTisV_Dp1dKPMt0KCx6SDVp7JA/edit#gid=0

● Boston College: In 2016, new requirements were added in cultural diversity, mathematics and the arts. According to one article, students had demanded changed the curriculum was too “Eurocentric.”

● Brandeis University: Starting in the fall of 2019, writing, digital literacy and oral communication will now be satisfied within the major. Diversity and justice courses now replace the “Non-Western and Comparative Studies” course.

● Bucknell University: The new program approved in 2009 and launched in 2010, introduced learning goals to assess whether they have fostered the desired values and
educational outcomes. New courses added included diversity in the U.S., environmental connections, global connections, and quantitative reasoning.

- **College of William & Mary**: In 2015, William & Mary introduced the new "COLL" - College Curriculum program. This program emphasizes the integration of liberal arts studies across all four years of the college’s curriculum rather than a “checklist” approach of requirements to check off. The COLL also emphasizes the aspect of inquiry, such as how to frame questions, reason, and solve problems, along with writing and other forms of communication. The new program also reduces the number of requirement categories from seven to three.

- **Pomona College**: In 2006, Pomona College changed their curriculum to include fewer requirements.

- **George Washington University**: In 2009, George Washington University reduced the number of required credits. In 2015, they also approved outside courses (AP, IB, abroad) to count under the gen. ed. requirements and removed the cap on courses from other comparable schools that could count towards gen. ed. requirements.

- **UNC Chapel Hill**: UNC established the "Making Connections Curriculum" in 2006. Its first revisions, made 2016-2017, will be in place for the freshman class entering in 2019. This new revision includes designing and specifying categories like general education course availability and scheduling, student learning outcomes, first year scheduling, junior/senior communication-intensive course design, a student affairs cohort program, assessment and amendment practices, experiential education opportunities and organization, general education for transfer students, and the design of a new course called Ideas, Information, and Inquiry (III).

- **University of Notre Dame**: This new program for students enrolled fall 2018 or later was developed as part of the school's "decennial core curriculum review," a routine review of the curriculum. One change was that the FYS program was changed from 2 credits to a 1-credit, 2-semester course. For more information on the committee for core curriculum review, see: https://corecurriculum.nd.edu/pre-fall-2018/policies/%20https://corecurriculum.nd.edu/pre-fall-2018/committee/

- **University of Virginia**: The new program introduced in 2017 included stricter writing requirements. Students will no longer be able to test out of writing requirements but instead will take advanced courses if they place out of placement tests. The dean of arts and sciences says he hopes to have students test up, and not out of writing requirements.

**Trends and Recent Reforms**

1. **Diversity.** Many colleges and universities have added new diversity courses as part of their recent reforms, including Bucknell University in 2010 and Boston College in 2016. Overall, 15 out of the 27 programs recorded had some version of a diverse perspectives requirement, making it the eighth most common subject area required among the general education programs in this overview.
Examples of general diversity requirements include:

- a. “Engaging Diversity” at Georgetown University
- b. “Analyzing Difference” at Pomona College
- c. “Cultural Diversity” at Boston College and Oberlin College
- d. “Diverse Perspectives” at Brown University
- e. “Race and Ethnicity” at the University of Michigan
- f. “Communities and Identities” at Colgate University
- g. “Integrated Perspectives” at Bucknell University

Others requirements concentrate on a specific location or topic such as:

- h. “Diversity, Equity and Inclusion Studies in the United States” (Brandeis University)
- i. “Diversity in the U.S.” (Bucknell University)
- j. “Non-Western Perspectives” (University of Virginia Traditional Curriculum)

2. **Reduction of credits.** Another theme in general education reforms was to reduce general education credits. Schools like George Washington reduced the number of overall credits required for their program while other schools like William & Mary reduced the number of required categories in their curriculum. While several schools added new courses for the sake of adding that particular course, there were no schools in this overview that added course credits merely for the sake of adding credits in their general education program. Instead, most reduced the credits.

3. **Periodic Review.** Some schools, such as the University of Notre Dame, have a routinely scheduled review of their general education program regardless of whether there have been complaints or specific needs of change in the program. This review can happen every 10 or 15 years, for example, and is usually accompanied by an established review board or committee.

4. Other reasons for reform may include:

- a. **Adding new courses.** For example, Colgate University added “The Western Experience” and “A Grounding in Science and Technology” classes in 1995
- b. **Introducing new learning goals.** For example, Bucknell University introduced new learning goals in 2010 to see whether they had fostered the desired values and educational outcomes in their students.
- c. **Improved sequencing of courses.** William & Mary restructured their program give the courses a more meaningful structure sequence in 2015.

*The Chronicle of Higher Education Articles*

**Common Knowledge: The Purpose of General Education**
Synopsis: Harvard’s new proposed core courses for their Arts & Sciences Core curriculum include new multidisciplinary courses and standard distribution with selection from 5 or 6 subject areas. The idea is add choices for students seeking more course options, making the distribution areas “virtually unbridled.” However, this means students have less in common through what they study and get less of the traditional general education effect.

Now, instead of being the model program for other colleges around the nation, others question whether Harvard’s strategies are becoming too broad and abstract.

Key point introduced:
There are pros and cons to both the distribution and core curriculum models. While distribution models can become too broad and incomprehensive, core curriculum models can exclude important aspects of diversity in education.

Questions posed in the article:
● “Should general education provide a common foundation of knowledge for students to share?”
● “Should general education expose students to the most important ideas, readings, and events?”
● “Should general education seek to provide a common foundation to facilitate teaching of advanced courses?”

Distribution Requirements vs. a Core Curriculum (In response to above article)

Comments from a retention consultant:
● “What student-consumers want in education is value for their tuition dollars. Do we need to treat students like customers?”
● “Retention research clearly indicates the power of peer-to-peer connections. Not only does a core program value common knowledge, but a common experience offers the opportunity to explore ideas across all majors, classes, interests, etc.”
● There is also the problem of faculty “territorialism,” i.e. promoting interesting but obscure courses.
● “Along the way, the path to common knowledge has been obscured, and many students find themselves lost on a journey that has no guideposts.”

General Education Gets an ‘Integrative Learning’ Makeover
Synopsis: Northern Illinois University had a distribution model, but students found the core “irrelevant, unrelated to their major, unrelated to their career aspirations.” The solution? Integrative learning. In integrative learning, students normally choose one specific core theme or question that guides their studies over the next four years, often through broader disciplinary categories or clusters of courses. The question may be presented to the students in their chosen theme or designed by students themselves. However, converting this curriculum idea into a reality comes with some challenges such as institutional inertia, turf battles, and competing priorities. It is still unclear how students will select their pathways and courses at Northern Illinois, or how the courses will link to one another. Connecticut College, Appalachian State University, and Dallas County Community College also have examples of integrative learning programs.

Key quotes:

● “Students and faculty need to be able to practice making these connections among ideas, synthesizing multiple perspectives, and translating that learning into new situations” … “Most institutions have left that up to the students.”

● “Employers also report that they want college graduates who have not only specific professional skills, but also generalizable ones like the ability to think, write, make presentations, work in groups, and solve open-ended problems. Ultimately, that’s what integrative learning is supposed to foster, too.”

The Case for a New Kind of Core

The author was a professional-school dean at Columbia University’s graduate school of journalism where they had to define core curriculum for the school. He proposes a design for a new kind of core curriculum that includes the following qualities:

● Liberal arts that are “stronger, clearer, and more sustainable”

● A stronger movement toward “critical thinking skills” or “education for citizenship”

● General-purpose courses that can help the students who are struggling with the transition from high school to college

● A methods-based rather than canon-based, using content to support the method

● A core curriculum for 1st and 2nd year undergrad students in a 4-year program with 8 one-semester courses:
  1. Information acquisition - Locating usable information, sociology of knowledge (who creates information, under what conditions, and subject to what distorting pressures), basic guide on how to use libraries, online databases and other resources, distinguish among sources, and performing a basic literature review
2. **Cause and effect** - Basics of scientific method for student who will not necessarily go into the science field but need to understand it
   a. Ex: It can be used to teach journalists using news stories as the main material such as, why has violent crime decreased so much more in NYC than in Chicago?

3. **Interpretation** - The close reading of texts which can be taught from different disciplines, learning to read for meaning and connection to other texts, analytic papers
   a. Ex: elements of an English class, or social-science class, law, religious studies, film or drama

4. **Numeracy** - Familiarization with the quantitative world for all students, can include examples from everyday life besides just math, a basic understanding of probability and statistics
   a. Ex: Poll results, sports statistics, stock-market indicators, government economic data

5. **Perspective** - Understanding of different worldviews, although it is impossible to entirely avoid conflict of perspectives
   a. Disciplines: sociology, anthropology, literature, psychology, client-oriented aspects of professional education

6. **The Language of Form** - Because information increasingly comes in the form of digital displays rather than texts or numbers, students require deep understanding of charts and graphs. This could also include space and volume, as well as intelligently seeing and producing visual information.
   a. Elements: design, architecture, planning, art, ecology
   *Note: this is different from “design thinking,” which is specifically the process of making things

7. **Thinking in Time** - A course on historical method, opening people’s minds to unfamiliar ways of thinking outside of generally expected outcomes, and the study of historical documents could be included. The primary aim is not to teach students the procession of specific events in a certain time and place but rather, how to think.

8. **Argument** - This course would teach students to make a compelling and analytically sound argument, both written and spoken.
   a. Possible elements: philosophy, law, theology, drama

Key quote:
“My proposed curriculum would be aimed, in effect, at taking the student from seeing the word in two dimensions to seeing it in three: coming to understand the limits of one’s knowledge and experience and learning how to transcend them, in ways that are both rigorous and subtle, so that the world is no longer divided into a comfortable realm of
things that feel true and an uncomfortable realm of the unfamiliar. This transition should empower people who have gone through it to operate with greater confidence in new environments and to avoid some of the most obvious kinds of mistakes and misunderstandings...”

Ways that this program is different from others today:

- No assumption that entering students need a high level of direction
- Methods above subject matter

Cons of other programs in comparison:

- “Learning outcomes” can put the emphasis on devising an end-of-course assessment rather than on the course itself.
- Offering broad disciplinary subjects like “justice” or “ethics” can fail to identify fundamental methods of understanding or analysis in the attempt to approach the subject.

For Some Elite Colleges, It’s Advanced Placement vs. Gen. Ed.

Synopsis:
W&M recently announced new general education courses and also made sure all of its students would take them by erasing AP credits for core requirements starting the fall of 2015. The new W&M curriculum is supposed to integrate disciplines and areas of knowledge more intentionally by “thinking beyond the discipline.” W&M students will still receive an average of 16 credits from AP courses that they can use for electives and certain departmental requirements. However, some supporters of AP and IB transfer say that (small) advanced-level courses from high school can offer better support than some of the (large) introductory courses required of students in college. Other schools like Vanderbilt have also chosen to restrict their AP acceptance policy, and Dartmouth College said it would not give credit for any AP exams starting fall 2014.

*Author’s point to consider: When thinking about AP courses and their credits, colleges should consider not only what the courses are teaching but also their educational strategies and how they are teaching students to think critically.

4-Year College’s View of Transfer Credits May Hinder Graduation

- A loss of academic credits among transfers from community colleges is hindering graduation.
- Policies are inconsistent from state to state and sometimes even within states.
Many students are required to retake courses that they’ve already completed at their two-year university.

14% of students in one study “essentially began anew after transferring.”

Another 28% lost between 10 and 89% of their community college credits.

58% were able to keep 90% or more of what they earned in community college.

Lack of transfer could be attributed either to the institution or the student, the study does not specify.

Even with these setbacks, transfer students persevered and graduated at about the same rate as students who attended the same institution for all four years.

Suggestion: community colleges could invest more in transfer-counseling services.

A new bill was proposed in 2012 but unsuccessful.

Policy makers are acting more on hunches than actual evidence.

Themes: Disconnect between 2-year and 4-year institutions, community college transfers often have to retake many credits they have already earned, even so most still graduate on time

Informative Student Opinions

Student opinions were included in this category if they provided meaningful or informative information about the quality of a program. In other words, they provide information not only about whether a student liked or disliked the program but why. After each quote is a brief summary or explanation of what made the quote meaningful.

1. Boston College Student: "BC is unique in that you have to fulfill a core of 15 or so classes in all the departments in order to graduate which is cool, esp. for people like me who have no idea what they want to major in: it's a good way to explore your options."
   a. According to this student, core requirements are a good idea to explore and figure out what they want to major in.

2. Brown University student: How do you feel about Brown 's academic requirements? - "They are minimal, and it's great."
   a. This student enjoys the benefit of having minimal requirements.

3. Davidson College student: "I think the requirements to graduate are very manageable. You basically need one class in every department including a lab science. In your major, you will most likely have to take 10 courses that fall into specific categories. By taking a class in every department, you are able to get a feel for all different subjects. You don't have to declare your major until spring of your Sophomore year which gives you time to try out different classes and departments before then."
a. Davidson general education requirements are manageable and a good opportunity to experience different subject areas before declaring a major.

4. Denison University student: "Denison students have to fulfill so many general requirements by the time they graduate that you get a whole other wealth of knowledge about subjects that you may never have considered taking. This is both good and bad. It’s good because coming out of college you have a lot more opportunity at getting different kinds of jobs, not just in one specific field, and lots of Denison alums go on to grad schools. Sometimes it’s annoying having to fulfill so many GE's because you might have to take classes that you have no interest in, and these classes might pull down your overall GPA (for me it was the three semesters of French I was forced to take). Overall I think GE's are good, however, because a lot of students go into Denison not knowing what their interests are or what they want their major to be, and by taking these different classes, they find it."
   a. For this Denison student, lots of gen. ed’s can be annoying, but they also see the value of using them to figure out their interests.

5. Georgetown University student: "Being a Jesuit liberal arts university, all students are required to take 2 philosophy, 2 theology, 2 history, 2 social science, 2 math/science, 2 humanities and up to advanced level in a foreign language. While the core requirements are sometimes frustrating (I'm looking at you history requirement) there are generally so many classes offered that people generally enjoy the variety. Another option to get those pesky requirements out of the way is during study abroad."
   a. Core requirements can be frustrating yet generally an enjoyable variety.

6. Oberlin College student: "Oberlin's academic requirements are definitely one of the best parts of getting an education here. They don't really "require" so much as "encourage" you to explore diverse fields of knowledge. You have to take at least 9 credit hours in the departments of Humanities, Sciences, and Cultural Diversity. You have a Lot of freedom in what you want to do and where you want to go (the sky is the limit) and it's a lot of work but it's definitely manageable and you have an adviser and other great resources to help you out."
   a. Oberlin’s program consists of 27 credits over three broad categories in nine credits each, leaving a lot of opportunity for choice up to the students, which this student appreciates.

7. Pomona College students. This comparison of three different opinions demonstrates the variety of opinions that can exist within one university, both positive and negative, toward the general education program:
   a. Student 1: "The requirements can be annoying, because there are five areas of study in which you have to take at least one class each, in addition to a foreign language requirement."
   b. Student 2: “Pomona’s academic requirements are easy to fulfill and it's not hard to find a class you like in each breath requirement."
c. Student 3: "Pomona has the best graduation requirement ever- 5 breath of study requirements that are really easy to fill (I'm a sophomore and I have finished all of mine without even trying) and a foreign language requirement (that you can test out of) and a PE requirement (best ever!)."

*Note: Pomona offers less distribution requirements than most schools (a minimum of 1 course each within 5 categories), making them easier to fulfill.

8. Rice University student: "In terms of general education, the requirements at Rice are relatively light, and many students already have them waived from AP; the requirements for majors vary much more, with engineering majors having their schedules almost predetermined while arts and social science majors have the freedom to take on two or three majors if they want to."

a. At Rice, students are required to complete 17 courses for the general education requirement, which is "relatively light" according to one student.

9. Villanova University Student 1: "There are a lot of core classes that have to be accomplished which kind of is a nuisance, especially ones like theology and philosophy even when you're a business major with no interest in either of those subjects."

a. This first Villanova student finds having lots of core classes a nuisance.

10. Villanova University Student 2: "The academic requirements are tedious but truly do help you find direction within the university; however, sometimes obtaining a job seems to be the top priority rather than actually capturing the information."

a. The second Villanova student also finds requirements tedious but appreciates the help finding direction while discouraged about the lack of focus on capturing actual information.

11. Wake Forest University: The first student describes the credits as “strenuous” and “tedious” but thinks it makes students well-rounded appreciates the variety of thought, the second student agrees that requirements make students better-rounded, and the third student does not appreciate the amount of core classes or how students cannot receive AP credits. (Note: the year this comment was written is not certain.)

a. Student 1: "Wake's academic requirements are strenuous and tedious, but do make for a well-rounded liberal arts student. When someone comes in to Wake knowing what they want to study, the divisional requirements seem annoying. However, these required classes allow students to think in different ways than they might be used to."

b. "...Since Wake is a liberal arts school, students are required to complete a series of divisional courses that extend to all the major areas of study provided at Wake. Sometimes this can be a little frustrating when it requires an English major, like me, to take classes like statistics and physics, but I think it also requires you to be more well-rounded, which in turn makes you more eligible in job markets."

c. "For older students Wake has required a ridiculous amount of core classes. The students just coming in don't have to take nearly as many, but also don't receive
credit for their AP's anymore. I personally would have rather not received hours for AP exams and had less core classes to take."
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Prior to the start of the town hall, please answer the following questions:

Are you:

✓ Faculty  ___ Staff  ___ Student  ___ Other

I (audience member) consider myself well-informed about UR’s general education curriculum.

___ Strongly agree  ___ Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

I love our general education curriculum.

___ Strongly agree  ___ Agree  ___ Neutral  ✓ Disagree  ___ Strongly disagree

I would like changes made to our general education curriculum.

___ Strongly agree  ✓ Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

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___ Strongly agree  ___ Agree  ___ Neutral  ✓ Disagree  ___ Strongly disagree

(optional) Please explain your answer to the previous question.

Too expensive - Many students opt out due to AP courses. Not sure the courses fit the field of study.

I would like changes made to our general education curriculum.

___ Strongly agree  ✓ Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

Redesign FYS; think harder about managing field of study requirements.
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I would like changes made to our general education curriculum.

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☐ Strongly agree   ☐ Agree   ☐ Neutral   ✓ Disagree

I would like changes made to our general education curriculum.

✓ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree

(optional) Please explain your answer to the previous question.

should include a "true" writing class.

I would like changes made to our general education curriculum.

✓ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

Introduce multi-disciplinary courses

Offer more options to students from the opposite side (for example, survey courses in sciences to students who are afraid of it).
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I love our general education curriculum.

____ Strongly agree  ____ Agree  ____ Neutral  ____ Disagree  ____ Strongly disagree

(optional) Please explain your answer to the previous question.

I feel that the general education curriculum lacks critical thinking and writing skills development taught in each course.

I would like changes made to our general education curriculum.

____ Strongly agree  ____ Agree  ____ Neutral  ____ Disagree  ____ Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

Make cohesive and coordinated connections between the classes - thinking about transfer & linking of courses/knowledge across curriculum.

Enhanced literary attention to writing & research across the curriculum.
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___ Strongly agree    ___ Agree    × Neutral    ___ Disagree    ___ Strongly disagree

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___ Strongly agree    ___ Agree    × Neutral    ___ Disagree    ___ Strongly disagree

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- Staff  
- Student  
- Other  

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- Strongly agree  
- Agree  
- Neutral  
- Disagree  
- Strongly disagree

I love our general education curriculum.  
- Strongly agree  
- Agree  
- Neutral  
- Disagree  
- Strongly disagree

I would like changes made to our general education curriculum.  
- Strongly agree  
- Agree  
- Neutral  
- Disagree  
- Strongly disagree

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- Agree  
- Neutral  
- Disagree  
- Strongly disagree

I love our general education curriculum.  
- Strongly agree  
- Agree  
- Neutral  
- Disagree  
- Strongly disagree

(optional) Please explain your answer to the previous question.

I would like changes made to our general education curriculum.  
- Strongly agree  
- Agree  
- Neutral  
- Disagree  
- Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

Enjoyed interaction described between disciplines.
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___ Faculty  ___ Staff  X  Student  ___ Other

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X  Strongly agree  ___ Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

I love our general education curriculum.  
___ Strongly agree  ___ Agree  X  Neutral  ___ Disagree  ___ Strongly disagree

I would like changes made to our general education curriculum.  
___ Strongly agree  X  Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

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___ Strongly agree  X  Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

I love our general education curriculum.  
___ Strongly agree  ___ Agree  ___ Neutral  X  Disagree  ___ Strongly disagree

(optional) Please explain your answer to the previous question.

W&M's sounds more fun!  
I like that it's more broadly focused and allows more interdisciplinary learning and exploration  +  the Big Thoughts course sounds really neat.

But I really like that APs count for our gen-eds in some cases, and I think most of the students body would agree.

I would like changes made to our general education curriculum.  
___ Strongly agree  X  Agree  ___ Neutral  ___ Disagree  ___ Strongly disagree

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☐ Strongly agree    ☑ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

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☑ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

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I love our general education curriculum.

☑ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

(optional) Please explain your answer to the previous question.

Must be revisited + appended

I would like changes made to our general education curriculum.

☑ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

Add distribution throughout the undergraduate career
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I love our general education curriculum.

☐ Strongly agree    ☐ Agree    ☑️ Neutral    ☐ Disagree    ☐ Strongly disagree

I would like changes made to our general education curriculum.

☐ Strongly agree    ☐ Agree    ☑️ Neutral    ☐ Disagree    ☐ Strongly disagree

Near the end of the town hall, please answer the following questions:

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I love our general education curriculum.

☑️ Strongly agree    ☐ Agree    ☑️ Neutral    ☐ Disagree    ☐ Strongly disagree

(optional) Please explain your answer to the previous question.

I would like changes made to our general education curriculum.

☐ Strongly agree    ☐ Agree    ☑️ Neutral    ☐ Disagree    ☐ Strongly disagree

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I love our general education curriculum.
____    Strongly agree    ____    Agree    ✓    Neutral    ____    Disagree    ____    Strongly disagree

I would like changes made to our general education curriculum.
✓ Strongly agree    ____    Agree    ____    Neutral    ____    Disagree    ____    Strongly disagree

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I love our general education curriculum.
____    Strongly agree    ____    Agree    ✓    Neutral    ____    Disagree    ____    Strongly disagree

(optional) Please explain your answer to the previous question.

Wellness needs improvement
Writing needs improvement
FYS should be reduced or eliminated.

I would like changes made to our general education curriculum.
✓ Strongly agree    ____    Agree    ____    Neutral    ____    Disagree    ____    Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

should be spread over 4 years
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I love our general education curriculum.
- ___ Strongly agree  ___ Agree  ___ Neutral  ☑ Disagree  ___ Strongly disagree

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I love our general education curriculum.
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(optional) Please explain your answer to the previous question.

- Really excited what they are asking them doing at work

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(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

- liked the tiering / Gen Ed Through all 4 years
- No AP counts! GPA
- IB
- CLA is a cool idea
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I would like to find an alternative to the Fields of Study, though I want to keep the breadth of exposure. I would prefer a general distribution requirement or perhaps something like WIM has. Keeping Com 2 is critical.
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Rearrange First-Year Program.
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Less subject-based focus, more content focus. Better explanation to students about the purpose & benefit of the curriculum. Less division. The post grad students especially need to be better articulated more relevant to students
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I DISLIKE WELLNESS - INTENSELY

I would like changes made to our general education curriculum.

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A first year, one semester "transition to college" writing class focusing on critical thinking, use of evidence (sources), analysis & synthesis. This could replace one semester of ENG. It must be taught by full time faculty with degrees in rhetoric & composition, not T.
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(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

I think that our fields of study may be outdated. I would be interested in skill categories, ways of knowing, or other ways of organizing. I also see a need for greater emphasis on self-knowledge and insight.
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I would like to see?

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Curriculum does not necessarily setup for interdisciplinary work and preparing for the future

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More interdisciplinary options

Focused and big questions
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- drop Wellness
- more rigorous FYS requirements across courses
- more offerings in Gen ed requirements - especially Reasoning
- more Greene stats should count as 3 credits reasoning -
- a course of use in multiple disciplines
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(optional) Please explain your answer to the previous question.

I see so many other ways to shape Gen Ed there are!

I would like changes made to our general education curriculum.

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(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

I like so well the idea that a discipline / department does not "own" a part of the Gen-Ed curriculum.
necessarily mean linked content, but it does mean intentionally scaffolded assignments across the semesters. I taught in the sequenced FY5 pilot and this was one of the best teaching experiences I’ve had—knowing what student had already done when they came to my class (or their previous FY5) was a real boon.

I also love the element of W+M’s that persisted throughout the 4 years, and the focus on long-term, faculty-led culture change.
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☐ I (audience member) consider myself well-informed about UR’s general education curriculum. 
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

☐ I love our general education curriculum. 
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

☐ I would like changes made to our general education curriculum. 
☒ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

Near the end of the town hall, please answer the following questions:

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☐ I would like changes made to our general education curriculum. 
☒ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

(optional) Please explain your answer to the previous question.

What example is inspiring? Love the big thinking and the sustained culture change.

I would like changes made to our general education curriculum. 
☒ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

I would like to see a more coherent FYSE experience. The FYSE pilot "101” "102" courses that ran 2x several years ago was on the right path - we need to more clearly articulate skills emphasis each semester and cultivate sequenced courses so students can build on what they've learned in the fall in the spring semester. This doesn’t...
The general education curriculum at University of Richmond is the set of required courses that all students take prior to graduation. It consists of two units of First-Year Seminars, up to four units of a second language, up to six units of Fields of Study courses (Historical Studies, Literary Studies, Natural Sciences, Social Analysis, Symbolic Reasoning, and Visual & Performing Arts), and zero unit courses in Wellness.

Prior to the start of the town hall, please answer the following questions:

Are you:

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I love our general education curriculum.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

(optional) Please explain your answer to the previous question.

With this example is inspiring Love the big thinking and the broader culture change.

I would like changes made to our general education curriculum.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

(optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

I would like to see a more coherent FYS experience. The FYS pilot "101 + 102" courses that ran 2x several years ago was on the right path - we need to more clearly articulate skills/emphasis of each semester and cultivate sequenced courses so students can build on what they've learned in the fall in the spring semester. This doesn't
necessarily mean linked content, but it does mean intentionally scaffolded assignments across the semesters. I taught in the sequenced FYs pilot and this was one of the best teaching experiences I had—knowing what students had already done when they came to take my class (in their previous FYs) was a real boon.

I also love the element of W+M’s that persists throughout the 4 years; and the focus on long-term, faculty-led culture change.
The general education curriculum at University of Richmond is the set of required courses that all students take prior to graduation. It consists of two units of First-Year Seminars, up to four units of a second language, up to six units of Fields of Study courses (Historical Studies, Literary Studies, Natural Sciences, Social Analysis, Symbolic Reasoning, and Visual & Performing Arts), and zero unit courses in Wellness.

Prior to the start of the town hall, please answer the following questions:

Are you:

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- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

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- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

I would like changes made to our general education curriculum.

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- [ ] Agree
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Near the end of the town hall, please answer the following questions:

I (audience member) consider myself well-informed about UR’s general education curriculum.

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- [ ] Agree
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- [ ] Disagree
- [ ] Strongly disagree

I love our general education curriculum.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

(Optional) Please explain your answer to the previous question.

I dislike wellness intensely.

I would like changes made to our general education curriculum.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

(Optional) If you would like to see changes made to our curriculum, what would you like to change (e.g. take away or add a requirement, rearrange requirement, etc.)

A first year, one semester "transition to college" writing class, focusing on critical reading, use of evidence (sources), analysis, synthesis. This could replace one semester of ENG. It must be taught by full-time faculty with degrees in rhetoric & composition, not...
Adjuncts, as was the case of our old English.
It also needs a tenure-stream writing program.
It also needs a tenure-track faculty. Finally, it must be
connected to the rest of our curriculum.
BRAINSTORMING IDEAS FOR IMPROVING GENERAL EDUCATION FROM INDIVIDUALS ON THE COMMITTEE

1. Improve advising and First Year Experience to better perception of Gen Ed
2. Reduce or eliminate the COM2 requirement and encourage relevant majors to adopt it instead
3. Explore ways to improve students’ English verbal skills
4. Look for opportunities to use the general education curriculum to unite the students through a common experience
5. Consider alternative means to promote students’ physical, mental, and emotional health
6. Look for ways to help undecided students explore multiple subject early in their studies
7. Revamp Writing Center with full-time staff hired as experts in pedagogy of writing, perhaps aligned with proposal for “The Hub” from the Teaching and Scholarship Initiative Committee
8. Establish faculty writing fellows with the goal of improving writing pedagogy
9. Develop a more rigorous FYS program assessment that includes 1) regular submission and review of syllabi, 2) a more incisive student evaluation instrument that reviews the number and type of writing assignments in a given course, and 3) an entry (pre-test) and exit (post-test) assessment of student writing to see where students have met certain learning outcomes.
10. Encourage intellectual risk-taking by students through general education
11. Allow more interdisciplinary courses to count for general education
12. Improve and strengthen oversight of GEC by placing under the purview of the School of Arts & Sciences
13. Reclassify distribution courses as “experiences” or “perspectives” instead of “Fields of Study”
14. No longer allow study abroad credit for Fields of Study requirements

Popular suggestions specifically for Fields of Study:

1. Revising and/or widening the FS names and descriptions to allow for greater flexibility in course offerings, assessment, and outcomes. This would allow faculty to expand their offerings and feel less constrained by the current guidelines.
2. Revising and/or widening the FS names and descriptions to allow multiple departments and programs to contribute to each area—that is, breaking down the “silos” and sense that specific disciplines “own” specific FS areas.
3. Expanding the current FS model (or adding a FS) to more obviously include (or perhaps better signal) intersectional approaches to diversity and inclusivity, ethics, cultural difference, citizenry, and sustainability.
4. Expanding the current FS model to include opportunities for interdisciplinary studies.

5. Re-examining which departments teach in each FS and considering how to more equitably distribute the load and/or resources. Examples include small departments not having the resources to teach needed FS’s in addition to their own majors. Another, includes FS areas that are not fulfilled/shared by many departments.

6. Revisiting the number of IB and AP credits that students should be allowed to apply towards the FS requirements to encourage their engagement with these topics at the university.

7. Improving advising and communication to students (and faculty) about the purposes of each FS, their modes of inquiry, and larger roles in the UR liberal arts education.

8. Expanding/adding a FS that improves and increases skills in numeracy, data analysis, and logic.

9. Considering how writing, literacy, and communication skills can be improved within the FS model to continue the work begun by the FYS. Perhaps adding a writing FS.

10. Reconsidering the consequences/effects of moving from credits to units.

Areas of Dissent:

1. Many faculty were concerned about students who “save” the GEs for Study Abroad. However, some students and International Education advocates saw this as an opportunity to learn skills at other institutions.

2. There was varied feedback about the appropriate pedagogical point that student should take GEs. Some advocated for the first two years to allow student exploration. Some departments intend for students to take them early because they use the FS to recruit for majors and minors. Others advocate for taking them junior or senior year, believing that they can better appreciate and engage with the materials. Still others suggested that they take them throughout their four years.

3. Some preferred the previous Core model, while others do not think the current structure differs that much from the Core.

4. Some liked the modes of inquiry, while others suggested changing to thematic areas.

5. Some think the FS should be completely restructured and others find minor changes preferable.

6. Opinions about unit load vary widely. Some like it the way it is, some would be fine with more (in the case of a diversity FS), others think it should be reduced.

7. Both students and faculty suggested incorporating new (or better designating) specific requirements for diversity, inclusion, and/or intercultural literacy. The GEC Review committee did not come to a consensus around this topic.

Commented [EYW1]: I don’t recall anyone really advocating for more units of gen ed.

Commented [EYW2]: Both students and faculty brought up adding a “diversity” requirement, so I think it’s justified.
Eugene’s thoughts

I recommend that UR’s General Education Curriculum undergo substantial changes. The curriculum is neither exciting nor well-loved by either students or faculty. The existing structure is faculty-centric, making sure that the faculty of all departments and schools can contribute, but doesn’t focus on student outcomes. It serves as the forgotten backdrop of an otherwise excellent university. University of Richmond is nominally a liberal arts college, yet we’ve really neglected the liberal arts part of the liberal arts college. If we recommit to the liberal arts and provide purpose to the general education curriculum, it could serve a central role in the life and identity of the university.

To fulfill the promise of the university’s strategic plan to “prepare students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world,” I believe we need to intentionally infuse purpose into the general education curriculum. Liberal arts education is meant to educate future global citizens and broaden students’ perspectives. While our curriculum does those things, it is not intentional about doing those things. Our curriculum itself lacks purpose, so it is hard to imagine leading students towards lives of purpose with it. I propose that we make preparing students for lives of purpose as a central goal for the general education curriculum. In doing so, we must give our curriculum purpose. At the same time, it could increase student engagement in these courses.

I propose that we guide students to take their Fields of Studies courses in tracks that educate them about the big issues and topics of the day. In addition, we should structure the curriculum so that students take courses over all four years. Students should also be given the chance to reflect on their educational experience during their senior year so they see the value of general education and we get assessment data back. Lastly, the First-Year Seminars should be pared back to make them more sustainable. In place of a FYS unit, students could take two half-unit courses that better prepare them for college in their first semester. One could be focused on intentionally teaching writing skills, and the other blending student wellness topics with academic/scholarly topics. The intended result of these structural reforms is increased engagement with a curriculum that is more meaningful to the everyday lives and interests of the students.

I have no proposed changes to the COM2 requirement. The (up-to) 12 unit restructured curriculum, viewed year by year:

**First-year:** (see Integrated Learning Experience Subgroup Report Idea #1)

*Fall:* UR 100 & 101, taken in either order. Both courses can be graded pass/fail. UR 100 is a half-unit course focused on writing instruction, taught by expert writing instructors. Students already strong in writing skills can test out of this course and move straight into FYS. UR 101 moves student orientation into an academic realm by teaching topics important for student wellness and success using academically rigorous instruction. If we and students are to treat student wellness seriously, then wellness classes must be graded and treated as a real class. Alcohol awareness can be taught through an academic lens by combining messages on alcohol consumption with scientific knowledge about how alcohol affects different people, how alcohol

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is broken down in the liver into less toxic chemicals, or how alcohol affects the brain. Faculty in Biology or Chemistry can work with URWell staff to bring science into the wellness classroom. Health instruction can be improved through collaboration with faculty in Women, Gender & Sexuality Studies. The list can go on. The point is, to make wellness and student preparedness matter, we have to make it count, and we have to make it meaningful.

Spring: First-Year Seminar (or Fall for students who pass out of UR 100)
FYS can be kept as is, but rolled back to one semester instead of two. This make FYS less redundant, and easier to staff. The courses are well-liked, and provide the close interaction with faculty that leads to student engagement, but are difficult to staff. By providing the basic writing instruction before FYS in UR 100, FYS instructors can better implement the “writing throughout the curriculum” model of writing instruction.

Sophomore & Junior Years: (see Integrated Learning Experience Subgroup Report Ideas 2, 4)

Themed Concentrations
To intentionally provide breadth and purpose to students’ academic experiences, the Fields of Study courses should be intentionally scaffolded and vertically integrated. These courses constitute the core of the general education curriculum, and as such, must be coherent. Curricular coherence and purpose can be achieved by organizing each student’s Fields of Study courses around thematic concentrations. If a student has interests in social justice, for example, why not tailor a general education curriculum so that all of their Fields of Study courses provide context for understanding social inequities and show the student how different fields can contribute scholarly knowledge to an important issue? This approach differs from a minor in that it is intentionally not field-specific, but topic/theme specific.

Possible themes:
- War and peace, ethics and law, entrepreneurship and creativity, exploring the self, social justice, sustainability, disease and health, community engagement, life’s big questions, the great works

The themes should be chosen by the faculty to match student interests with faculty strengths. For example, a student who chooses a theme of community engagement could work it into their curriculum in consultation with faculty in the Bonner Center for Civic Engagement. In addition, they can link students with disparate high-impact practices that increase retention and enrich student experiences. Sophomore Scholars in Residence courses could be linked with general education, leading to a stronger sense of community for participants.

I propose that the existing six Fields of Study be reduced to five academic perspectives so that one unit can be devoted to the new Senior Seminar (see below):

Humanities
Social Analysis
Natural Sciences
Visual & Performing Arts
Cultural Perspectives
These academic perspectives courses would generally be taken in the sophomore and junior years of a student’s career, with some students taking them as first-years and some as seniors. Most of the courses in the current Fields of Study courses would count in the new structure, with the exception of the Symbolic Reasoning courses (FSSR). The Cultural Perspectives course could be fulfilled by a UR course focused on the works of other cultures or a course taken during Study Abroad. We might encourage students to take two of these courses in the sophomore year and two in the junior year by giving registration preference to two academic perspectives each year (e.g. Humanities and Social Analysis for sophomores and Natural Sciences and Visual & Performing Arts for Juniors). This registration preference spreads the general education courses over students’ four-year careers at UR. The implementation of the concentration would need to accompany strong training on advising.

The intentional scaffolding of a four-year curriculum can help students learn and maintain critical skills. Alumni rank the abilities to speak and write clearly as the two most important abilities being developed during their four years at UR (Alumni Outcomes Survey, 2015). While UR first-year students report that they have longer and more numerous writing assignments than students at top national liberal arts colleges, seniors report they have shorter and fewer writing assignments (2018 Survey of Student Engagement for UR), indicating that our commitment to writing falls behind other schools during a student’s career. I disfavor providing faculty with strict rubrics for these courses, but I would like to see that oral or written communication assignments/performances be incorporated into these classes to help students hone speaking and writing skills.

This restructured curriculum retains breadth while providing a sense of purpose to general education.

**Senior year:** (see Integrated Learning Experience Subgroup Report Bold Idea #3)

**Senior Seminar**
I propose that we add two half-unit courses to the general education curriculum that students take during the senior year, each of which take 7 weeks. These two half-unit courses can be taken in either order, during either the Fall or Spring semesters.

**UR 300:** A 0.5 unit course that teaches important life skills for success after graduation. Financial awareness, budgeting, resume preparation, etc. Again, collaboration of URWell with faculty, say from School of Business, can enrich these courses and put them on an academically sound footing.

**UR 399:** A 0.5 unit course that brings students of similar interests together to work on projects and to reflect on how their coursework has prepared them for life beyond college. The project would be supervised and mentored by faculty, but student-driven. To create a cohesive and integrated curriculum, UR 399 would follow the same themes as the themed concentrations in the previous section, and students who choose a theme are encouraged to take the corresponding UR 399 course. The projects, which could be a real-world problem, scholarly research, or a performance/exhibition, would form the capstone experience for students and ask students to
apply the knowledge and skills they’ve gained from their general education and majors course work. Each student would work in a diverse team, bringing a distinct perspective to accomplish the project. The students would then present their work at a small symposium attended by fellow UR 399 students and faculty for a grade. The course would also require an essay that asks students to reflect on their college career, the courses they’ve taken, and how they’ve changed over the four years. This essay serves as important assessment data for the general education curriculum and for the university as a whole. The act of reflection and thinking about what and how you’ve learned is a valuable activity in itself, giving students a chance to see that they are capable of change and capable of making change in the world. This short course ties the general education curriculum together, completes training on oral and written communication throughout the curriculum, and adds purpose, intentionality, and cohesion to the educational process.
Alternative Models

a. 4-3-2-1 Model

4\textsuperscript{th} Year: 1 unit Capstone Project

3\textsuperscript{rd} Year: 2 units of engagement (study abroad, community engagement, experiential learning)

2\textsuperscript{nd} Year: 3 units of disciplinary exploration (FoS)

1\textsuperscript{st} Year: 4 units of skill-based/transfer knowledge courses (writing, how-to, statistics, symbolic reasoning, reading comprehension, aesthetics, research design, causal inference)
or 2 units of skills (e.g. writing and statistics) and 2 units of disciplinary exploration (e.g. core or FoS)

i. Advantages

- Cohort System
- Includes independent knowledge production, experiential learning, and a focus on skills while still providing an opportunity to engage with the liberal arts.

ii. Disadvantages

- Potentially infeasible given the existing dynamics of the university.
- Does not include as much breadth of knowledge of fields in the liberal arts.

b. Minerva

I am very interested in Minerva University which is described in “Building the Intentional University.” Though UR is very different from Minerva, I think we can learn something from their curriculum.

- Every year, students complete their coursework in a different country.
- Year 1: Foundation
  - Students take four cornerstone courses that are focused on developing habits of mind that aim at four core competencies
    - Critical Thinking
    - Effective Communication
    - Effective Interaction
    - Creative Thinking
  - These courses include:
    - Formal Analyses
    - Multimodal Communication
• Empirical Analyses
• Complex Systems

• Year 2: Direction
  o This year, students select a major:
    ▪ Arts and humanities
    ▪ Computational sciences
    ▪ Business
    ▪ Natural Sciences
    ▪ Social Sciences

• Year 3: Focus
  o This year, students continue study in their major and begin a capstone project

• Year 4: Synthesis
  o This year, in addition to coursework in the major students must complete a self-directed capstone that must contribute to their field.