

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

SURVEY INFORMATION, RESPONDENT PROFILE

**GE SUBJECTS REMEMBERED/TAKEN, GE SUBJECTS RECOMMENDED, AND
PERCEPTION ABOUT GE SUBJECTS**

**FACTORS FOR CHOOSING AND/OR RECOMMENDING A GE SUBJECT, AND
SUGGESTIONS FOR IMPROVEMENT OF GE PROGRAM DERIVED FROM
QUALITATIVE RESPONSES**

*NOTE: Feedback was conducted independently of any studies and/or proposals;
feedback gathered may be used in the review of the UPD GE program.*

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

SURVEY INFORMATION, RESPONDENT PROFILE

ABOUT THE SURVEY

- Survey period: Jan 17 to Feb 25
- Objective: Provide a venue to get feedback from and/or consult with the alumni and students
- Target respondents: UPD Alumni and Students
- Neither a (complete) census nor a (representative) survey
 - Will not be generalized for the entire population (of students and alumni); Made to capture the pulse and/or snapshots of opinions
 - May be used to enhance discussions and/or for better decisions

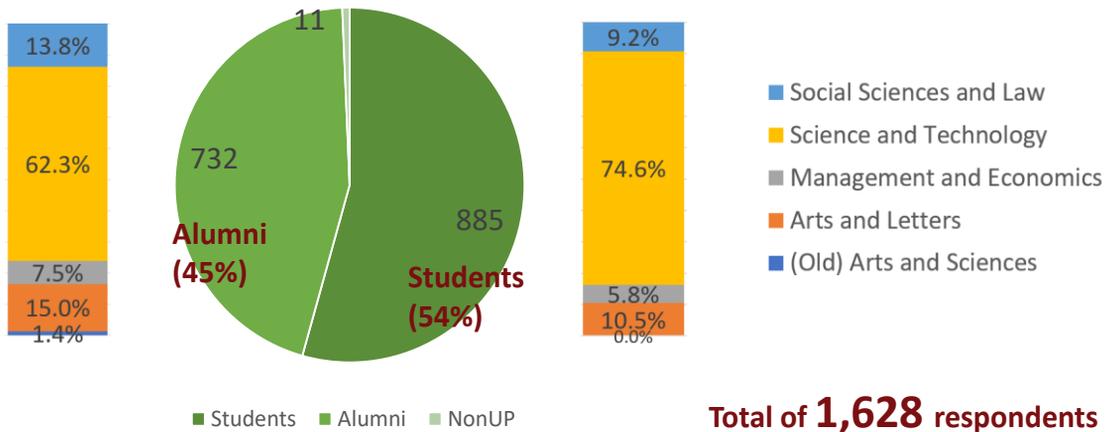
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ABOUT THE SURVEY

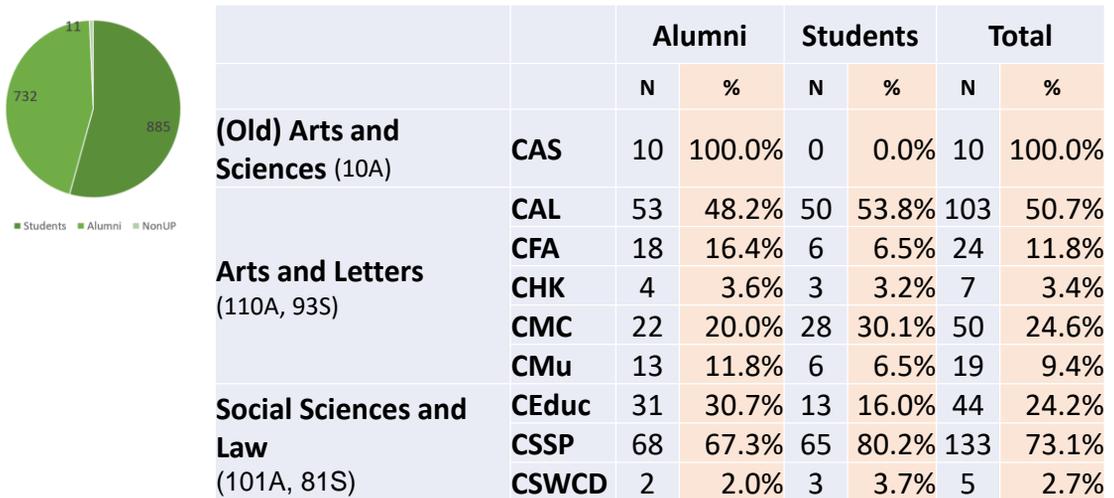
- Question Items
 - Profile
 - Remembered/taken and recommended GE subjects
 - Reasons for recommending GE subjects
 - Perception about GE subjects
 - Qualities of a good GE teacher
 - Suggestions to improve the UPD GE program

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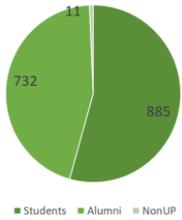
RESPONDENT TYPES



BY COLLEGE PER CLUSTER

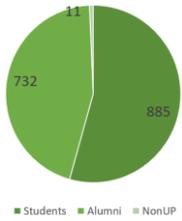


BY COLLEGE PER CLUSTER



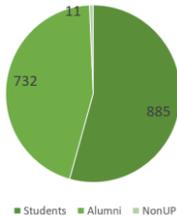
		Alumni		Students		Total	
		N	%	N	%	N	%
Management and Economics (55A, 51S)	AIT	8	14.5%	21	41.2%	29	27.4%
	CBA/V	33	60.0%	15	29.4%	48	45.3%
	NCPAG	2	3.6%	7	13.7%	9	8.5%
	SE	11	20.0%	7	13.7%	18	17.0%
	UPEPP	1	1.8%	1	2.0%	2	1.9%
Science and Technology (456A, 660S)	CA	4	.9%	13	2.0%	17	1.5%
	CEng	267	58.6%	490	74.2%	757	67.8%
	CHE	35	7.7%	31	4.7%	66	5.9%
	CS	122	26.8%	88	13.3%	210	18.8%
	SLIS	18	3.9%	18	2.7%	36	3.2%
	Stat	10	2.2%	20	3.0%	30	2.7%

BY STUDENT NUMBER (YEAR)



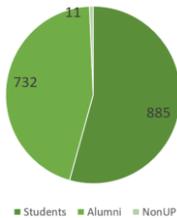
	Alumni		Students		Total	
	N	%	N	%	N	%
1960s and 1970s	38	5.2%	0	0.0%	38	2.4%
1980 to 1985	37	5.1%	0	0.0%	37	2.3%
1986 to 1989	28	3.8%	0	0.0%	28	1.7%
1990 to 2000	127	17.3%	1	.1%	128	7.9%
2001 to 2009	347	47.4%	24	2.7%	371	22.9%
2010 and up	155	21.2%	860	97.2%	1015	62.8%

BY CLUSTER ACROSS SN YEAR (ALUMNI)



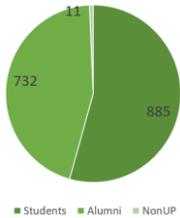
	1960s and 1970s		1980 to 1985		1986 to 1989	
	N	%	N	%	N	%
(Old) Arts and Sciences	9	23.7%	1	2.7%	0	0.0%
Arts and Letters	4	10.5%	7	18.9%	5	17.9%
Management and Economics	1	2.6%	3	8.1%	1	3.6%
Science and Technology	24	63.2%	23	62.2%	19	67.9%
Social Sciences and Law	0	0.0%	3	8.1%	3	10.7%

BY CLUSTER ACROSS SN YEAR (ALUMNI)



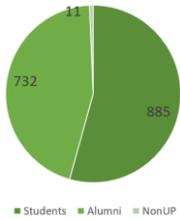
	1990 to 2000		2001 to 2009		2010 and up	
	N	%	N	%	N	%
(Old) Arts and Sciences	0	0.0%	0	0.0%	0	0.0%
Arts and Letters	23	18.1%	50	14.4%	21	13.5%
Management and Economics	11	8.7%	24	6.9%	15	9.7%
Science and Technology	76	59.8%	220	63.4%	94	60.6%
Social Sciences and Law	17	13.4%	53	15.3%	25	16.1%

BY SN YEAR ACROSS CLUSTER (ALUMNI)



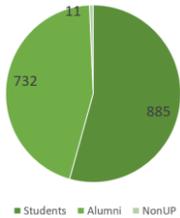
	1960s and 1970s	1980 to 1985	1986 to 1989	1990 to 2000	2001 to 2009	2010 and up
(Old) Arts and Sciences (n=10)	90.0%	10.0%				
Arts and Letters (n=110)	3.6%	6.4%	4.5%	20.9%	45.5%	19.1%
Management and Economics (n=55)	1.8%	5.5%	1.8%	20.0%	43.6%	27.3%
Science and Technology (n=456)	5.3%	5.0%	4.2%	16.7%	48.2%	20.6%
Social Sciences and Law (n=101)		3.0%	3.0%	16.8%	52.5%	24.8%

BY INDUSTRY PER CLUSTER (ALUMNI)



	(Old) Arts and Sciences	Arts and Letters	Management and Economics	Science and Technology	Social Sciences and Law	Total
Arts, Entertainment and Recreation	0.0%	18.7%	0.0%	.9%	0.0%	3.4%
Construction	0.0%	0.0%	0.0%	8.6%	0.0%	5.4%
Education	30.0%	38.3%	12.7%	18.8%	42.7%	24.7%
Financial and Insurance Activities	0.0%	3.7%	20.0%	5.2%	0.0%	5.4%
Full-time graduate student	0.0%	7.5%	3.6%	9.8%	12.5%	9.2%
Information and Communication	0.0%	11.2%	1.8%	8.6%	5.2%	7.9%
Manufacturing	0.0%	.9%	3.6%	5.9%	0.0%	4.1%
Professional, Scientific and Technical Services	20.0%	4.7%	10.9%	13.6%	12.5%	12.0%
Unemployed	0.0%	.9%	7.3%	5.0%	4.2%	4.4%

BY CLUSTER ACROSS SN YEAR (STUDENTS)



	1990 to 2000		2001 to 2009		2010 and up	
	N	%	N	%	N	%
Arts and Letters	0	0.0%	2	8.3%	91	10.6%
Management and Economics	0	0.0%	0	0.0%	51	5.9%
Science and Technology	0	0.0%	22	91.7%	638	74.2%
Social Sciences and Law	1	100.0%	0	0.0%	80	9.3%

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

GE SUBJECTS REMEMBERED/TAKEN, GE SUBJECTS RECOMMENDED, PERCEPTIONS ABOUT GE SUBJECTS

AMONG ALUMNI

(n=705)	Percent Mentions	(n=634)	Percent Recommended	Top Reasons for recommending (n=674)	%
Eng	62.6%	Eng	61.0%	Likeable	30.9%
Kas	57.9%	Comm	59.5%	Learning	30.4%
Philo	52.1%	SocSci	49.8%	Practical	28.2%
Comm	46.5%	Philo	49.3%	Enlightening	26.4%
SocSci	42.1%	Kas	46.8%	Skills	19.3%
PI	42.0%	Geog	46.4%	Important	15.9%
NatSci	38.0%	STS	44.9%	Holistic	15.6%
Geog	37.6%	PI	39.9%	PH and Society	7.3%
STS	36.0%	PanPil	39.4%	Appreciation	5.9%
PanPil	31.3%	NatSci	26.5%	Teacher	5.3%

AGREEMENT LEVELS (ALUMNI)

	SD	D	N	A	SA
The GE subjects helped me develop a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study). (n=720)	1.7%	4.2%	15.0%	32.4%	46.8%
The GE subjects stimulated me to think creatively. (n=720)	1.0%	2.8%	7.4%	26.8%	62.1%
The GE subjects helped me develop the habit of critical thinking. (n=718)	1.1%	3.2%	10.0%	26.5%	59.2%
The GE subjects helped me develop a greater awareness of Philippine history. (n=716)	1.5%	4.6%	12.0%	22.5%	59.4%

SD: Strongly Disagree; D: Disagree; N: Neither agree nor disagree; A: Agree; SA: Strongly Agree

AGREEMENT LEVELS (ALUMNI)

	SD	D	N	A	SA
The GE subjects helped me to develop a greater awareness of Philippine culture and society. (n=718)	1.7%	3.8%	9.5%	24.7%	60.4%
The GE subjects have been useful in my work, advance study, profession or practice. (n=714)	3.4%	7.1%	17.5%	28.7%	43.3%
The GE subjects helped me relate my profession (work, advance study, or practice) to other fields. (n=719)	3.2%	7.0%	14.6%	30.6%	44.6%
The GE subjects helped me relate to latest news and current issues. (n=719)	2.5%	4.0%	11.7%	27.0%	54.8%

SD: Strongly Disagree; D: Disagree; N: Neither agree nor disagree; A: Agree; SA: Strongly Agree

TOP 2 BOXES (ALUMNI, BY INDUSTRY)

	Total (n=732)	Educ (n=175)	PST (n=85)	Fin (n=38)	Info (n=56)	Cons (n=38)	Stud (n=65)
The GE subjects helped me develop a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study).	79.2%	83.4%	71.8%	83.3%	81.8%	75.0%	79.4%
The GE subjects stimulated me to think creatively.	88.9%	89.1%	84.7%	97.2%	92.7%	86.1%	82.5%
The GE subjects helped me develop the habit of critical thinking.	85.7%	89.0%	83.5%	88.9%	81.8%	77.8%	84.1%
The GE subjects helped me develop a greater awareness of Philippine history.	81.9%	85.5%	75.3%	86.1%	77.8%	83.3%	82.5%

EDUC: Education; PST: Prof., Scientific & Tech'I; FIN: Finance & Insurance; INFO: Info & Comm; CONS: Construction; STUD: Full-time grad student

NOTE: n is only indicative as not all have answered the items

TOP 2 BOXES (ALUMNI, BY INDUSTRY)

	Total (n=732)	Educ (n=175)	PST (n=85)	Fin (n=38)	Info (n=56)	Cons (n=38)	Stud (n=65)
The GE subjects helped me to develop a greater awareness of Philippine culture and society.	85.1%	83.9%	81.2%	86.1%	85.5%	88.9%	84.1%
The GE subjects have been useful in my work, advance study, profession or practice.	72.0%	80.2%	69.4%	52.8%	67.3%	63.9%	69.8%
The GE subjects helped me relate my profession (work, advance study, or practice) to other fields.	75.2%	82.8%	71.8%	61.1%	65.5%	66.7%	73.0%
The GE subjects helped me relate to latest news and current issues.	81.8%	85.7%	75.3%	77.8%	81.8%	77.8%	87.3%

EDUC: Education; PST: Prof., Scientific & Tech'l; FIN: Finance & Insurance;
INFO: Info & Comm; CONS: Construction; STUD: Full-time grad student

NOTE: n is only indicative as not all have answered the items

TOP 2 BOXES (ALUMNI, BY SN YEAR)

	Total (n=732)	<='79 (n=38)	'80-'85 (n=37)	'86-'89 (n=28)	'90-'00 (n=127)	'01-'09 (n=347)	>='10 (n=155)
The GE subjects helped me develop a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study).	79.2%	68.6%	57.1%	64.3%	64.8%	83.7%	90.9%
The GE subjects stimulated me to think creatively.	88.9%	77.1%	80.0%	75.0%	78.4%	93.9%	93.5%
The GE subjects helped me develop the habit of critical thinking.	85.7%	71.4%	77.1%	82.1%	72.8%	90.4%	91.5%
The GE subjects helped me develop a greater awareness of Philippine history.	81.9%	77.1%	74.3%	77.8%	79.2%	82.1%	86.9%

NOTE: n is only indicative as not all have answered the items

TOP 2 BOXES (ALUMNI, BY SN YEAR)

	Total (n=732)	<='79 (n=38)	'80-'85 (n=37)	'86-'89 (n=28)	'90-'00 (n=127)	'01-'09 (n=347)	>='10 (n=155)
The GE subjects helped me to develop a greater awareness of Philippine culture and society.	85.1%	77.1%	68.6%	78.6%	80.0%	87.1%	91.6%
The GE subjects have been useful in my work, advance study, profession or practice.	72.0%	71.4%	73.5%	67.9%	61.6%	73.2%	78.3%
The GE subjects helped me relate my profession (work, advance study, or practice) to other fields.	75.2%	65.7%	82.9%	67.9%	66.4%	77.8%	78.6%
The GE subjects helped me relate to latest news and current issues.	81.8%	64.7%	74.3%	82.1%	67.2%	86.6%	88.3%

NOTE: n is only indicative as not all have answered the items

AMONG STUDENTS (REQUIRED GE)

(n=862)	Percent Mentions		Percent Recommended	Top Reasons for recommending (n=739)	%
Eng	89.9%	Comm	60.4%	Skills	31.1%
Philo	84.8%	Philo	56.4%	Learning	30.9%
Kas	81.7%	Kas	50.6%	Practical	29.2%
Comm	71.1%	Eng	47.2%	Likeable	26.4%
Fil	68.1%	Fil	44.0%	Important	25.8%
STS	37.5%	STS	40.6%	Enlightening	23.1%
Math	20.2%	Math	25.9%	PH and Society	17.5%
Bio	1.6%			Holistic	15.0%
PI	1.5%			Relearn	4.2%
SocSci	1.2%			Tatak UP	3.1%

AMONG STUDENTS (NONREQUIRED GE)

(n=821)	Percent Mentions		Percent Recommended	Top Reasons for recommending (n=645)	%
Eng	51.3%	SocSci	51.0%	Learning	40.6%
Bio	41.8%	PanPil	49.0%	Enlightening	38.3%
Philo	32.2%	PI	48.7%	Likeable	33.0%
Kas	29.2%	Anthro	48.0%	Practical	16.9%
ArtStud	26.7%	Philo	45.5%	Important	15.2%
Geog	22.8%	Eng	44.4%	PH and Society	14.6%
SocSci	19.1%	Geog	43.9%	Appreciation	13.0%
PI	18.3%	Archaeo	37.1%	Skills	12.4%
PanPil	17.9%	Kas	32.9%	Teacher	6.8%
Archaeo	16.1%	ArtStud	29.2%	Holistic	5.9%

AGREEMENT LEVELS (STUDENTS)

	SD	D	N	A	SA
The GE subjects help me develop a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study). (n=883)	1.8%	5.4%	13.9%	36.8%	42.0%
The GE subjects stimulate me to think creatively. (n=882)	1.4%	2.5%	8.8%	30.0%	57.3%
The GE subjects help me develop the habit of critical thinking. (n=881)	2.0%	2.7%	9.9%	29.4%	56.0%
The GE subjects help me develop a greater awareness of Philippine history. (n=881)	1.6%	2.2%	7.9%	24.9%	63.5%

SD: Strongly Disagree; D: Disagree; N: Neither agree nor disagree; A: Agree; SA: Strongly Agree

AGREEMENT LEVELS (STUDENTS)

	SD	D	N	A	SA
The GE subjects help me to develop a greater awareness of Philippine culture and society. (n=878)	1.3%	2.6%	7.7%	24.3%	64.1%
The GE subjects are useful for my day-to-day living and/or endeavors. (n=881)	2.3%	5.0%	15.9%	31.9%	44.9%
The GE subjects help me relate to fields other than my current study-area and/or field. (n=878)	1.7%	3.3%	8.3%	26.3%	60.4%
The GE subjects help me relate to latest news and current issues. (n=882)	1.9%	3.5%	10.1%	29.9%	54.5%

SD: Strongly Disagree; D: Disagree; N: Neither agree nor disagree; A: Agree; SA: Strongly Agree

TOP 2 BOXES (STUDENTS)

	Total (n=885)	A&L (n=93)	M&E (n=51)	S&T (n=660)	SS&L (n=81)
The GE subjects help me develop a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study).	78.8%	85.9%	78.4%	76.8%	87.7%
The GE subjects stimulate me to think creatively.	87.3%	90.2%	78.4%	87.2%	90.1%
The GE subjects help me develop the habit of critical thinking.	85.4%	92.4%	84.3%	83.4%	93.8%
The GE subjects help me develop a greater awareness of Philippine history.	88.4%	91.3%	88.2%	87.1%	95.1%

NOTE: n is only indicative as not all have answered the items

TOP 2 BOXES (STUDENTS)

	Total (n=885)	A&L (n=93)	M&E (n=51)	S&T (n=660)	SS&L (n=81)
The GE subjects help me to develop a greater awareness of Philippine culture and society.	88.4%	95.7%	84.3%	87.8%	87.7%
The GE subjects are useful for my day-to-day living and/or endeavors.	76.8%	85.9%	80.4%	74.9%	80.2%
The GE subjects help me relate to fields other than my current study-area and/or field.	86.7%	96.7%	88.2%	84.3%	93.8%
The GE subjects help me relate to latest news and current issues.	84.4%	89.1%	90.0%	82.9%	88.9%

NOTE: n is only indicative as not all have answered the items

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

FACTORS FOR CHOOSING AND/OR RECOMMENDING A GE SUBJECT, AND SUGGESTIONS FOR IMPROVEMENT OF GE PROGRAM DERIVED FROM QUALITATIVE RESPONSES

TOP 10 FACTORS

 LEARNING	 ESSENTIAL
 LIKEABLE	 PINOY AKO
 ENLIGHTENING	 HOLISTIC
 PRACTICAL	 APPRECIATION
 SKILLS	 TEACHER

NOTE: Factors compiled and derived from mentions/reasons of 819 student respondents and 680 alumni respondents (167 from education sector; 83 prof., scientific, technical services; 57 full-time grad students)

LEARNING (n=601)

- The subject is informative or value-adding; It provides opportunities to better understand a subject matter, and/or broadens a student's experience and/or knowledge;
- This seems to be one of the two core reasons for liking the G.E. program in general.

“Those GEs introduced new information and shaped our minds throughout the semester.”

“These subjects help me learn insight about different fields of knowledge. I enjoyed having these classes.”

“I would still take such subjects because they provided me significant experiences, holistic contribution to my college education.”



LIKEABLE (n=541)

- The subject is fun, light/easy, enjoyable, refreshing, or interesting; Students tend to take non-required G.E.'s that they like.
- LEARNING and LIKEABLE are the most common response.

“The selected subjects were interesting, I learned a lot, I had some fun with it, and I think it would be useful for me.”

“I just love the topic.”

“They're fun and have lots of new idea to impart.”

“I would've taken them out of personal preference/due to an inclination for the subject. It would especially be refreshing to take in between majors”



ENLIGHTENING (n=521)

- The subject widens a student's perspective, stimulates awareness (on politics, cultural diversity, gender sensitivity, environment etc.) and/or trains critical thinking
- A common reason for recommending a non-required G.E. subject.

“It broadened my perspective on how we are controlled by our names (Y, imahe, etc). It made me more understanding of others and our struggle to conform to what is expected of us.”

“...my eyes have been opened and my patriotic heart has been stirred. I would like very much that every UP student will be enlightened like I was.”

“... stimulates a sense of responsibility and critical thinking of the student. They are informative of the things that may not encounter in your major courses but are important for you to be aware for your social, political, and environmental wellness.”



PRACTICAL (n=473)

- The subject provides helpful, useful or relevant lessons, i.e. relevant to a student's future, degree program or daily life.
- Besides developing skills, practicality (i.e. usefulness) of the subject also seems to be an important factor in recommending a (required) course.

"I was able to learn countless lessons in all the GEs I took that I wouldn't have learned in my degree program - important lessons that might help me in the professional world."

"Yung learnings na makukuha ko sa mga GE na to ay pwede kong magamit anytime, especially kapag nagkatrabaho na ako."

"This course is a combination of different subtopics that are really informative and helpful probably in whatever degree program you're in."



SKILLS (n=409)

- The subject develops a skill (e.g. technical writing, public speaking, logical reasoning, research etc.).
- This is the top pulse (closely followed by LEARNING) for recommending a required GE subject.

"... help me develop my communication skills which is essential in the corporate world today. ... develop my reasoning skills which is important in every day life."

"The way it was taught improved my technical writing and research skills especially that the course was not solely revolving around Business English, but rather an application of English to our respective degrees."



ESSENTIAL (n=362)

35

- The subject is necessary, essential, or fundamental.
- The lessons are deemed to provide important or core skills/knowledge.

“I believe that these GEs should be taken because fundamental lessons are taught in these subjects.”

“These GE subjects are useful as foundation for critical thinking and academic/research skills that you will need throughout your stay in UP.”

“I feel like these subjects were fundamental in becom[ing] a more competent student and a more critical thinker.”



PINOY AKO (n=243)

36

- The subject stimulates deeper understanding of the Philippine culture, history or society, and/or molds students to become responsible Filipino citizens.

“They made me learn a lot about my own identity as a Filipino. They also contributed a lot in the development of my critical thinking skills”

“I think learning the history of our country is essential. ... was very eye-opening and through this, I learned to hold a deeper love and respect for our national language.”

“I believe all students must take [the course] because the class shows us what true nationalism is and I believe we can all benefit from that”



HOLISTIC (n=247)

The subject is vital for holistic education and/or character improvement.

“There's a lot to learn in these subjects that can contribute in building a holistic UP student.”

“...It has opened up new ideas within me and has led me to various disciplines that have contributed to my holistic growth as a student and as a person.”

“To round me off as a person. Being in computer science my only focus was machines and math. Humanities was an anchor back to the real world of end users”



APPRECIATION (n=132)

The subject encourages appreciation of new ideas and/or subject matter (e.g. appreciation of arts, appreciation of math concepts etc.)

“... the AHs provide an avenue for cultural and art appreciation.”

“...It makes you appreciate the things that is not usually taught in your major subjects (environmental issues, international and domestic politics, culture, and heritage)...”

“I would have taken the aforementioned subjects since their course topics would be something that interests me, specifically with Kas 1 allowing me to greater appreciate and understand our history, Fil 40 helping me better understand and appreciate our language, and STS showing how science can be used to better society.”



TEACHER (n=95)

The teacher of the subject is great or commendable.

“Fun profs, interesting topics, new knowledge”

“It is important to avail programs offered by other departments especially when taught by intelligent iskolar professors. ...”

“Subjects are very interesting and make you appreciate the topics more. Moreover, how the professors handled the class ... is also effective.”

“I also think I had the most to gain from [GE subjects] but to be honest, the knowledge you gain from these courses depends on the professors.”

OTHER NOTE WORTHY FACTORS



RELEARNING

The subject aids in remolding what is incorrect in a student's secondary education or background knowledge. (n=59)

“Definitely expanded my world view and clarified misconceptions I picked up from high school lessons.”



TATAK UP

The subject contributes to a unique learning experience or defines what is "UP education" or "UP life" (i.e. Tatak UP). (n=46)

“Those GEs helped me to develop what I call a 'Tatak UP' mindset about life and the issues around it. They offered me hollistic development. Moreover, those GEs shook me to stand for what I believe in and fight for it (well of course using facts).”



CONFIDENCE

The subject develops or improves a student's self-confidence (mostly about expressing ideas and speaking in public). (n=41)

“...useful in building confidence and stage presence.”



NEGATIVE FEEDBACK AND OTHER COMMENTS

Areas for improvement and/or other points to consider

REASONS FOR NOT RECOMMENDING

#1 The subject is not useful or irrelevant for the student. (n=17)

- "I think I didn't really use them later on in my career".
- "Retained very little from what was taught in these GE courses mainly because the content was completely irrelevant to my work and life after graduating from college."



REASONS FOR NOT RECOMMENDING

#2 The subject is not value-adding or unnecessary. Lessons were already taught in a student's degree program or HS education. (n=14)

- “Most of the content of the GE subjects were already taught when I was in High School so no need to take them again. ...”
- “...I would not take [Math] again because it felt like a re-hash of my high school math subjects crammed in 1 semester...”



REASONS FOR NOT RECOMMENDING

#3 The teacher left a bad impression or the teaching style is not engaging enough (e.g., the disconnecting effect of large classes). (n=11)

- “...would have been really useful in preparing us for the prevalence of digital technology and its impact on society and our personal lives, but the way it was taught was so unengaging: Masses of students sitting in an auditorium, there's only a one-way lecture and no benefit of discussion. Many of my classmates just skipped the classes and survived by getting copies of the reviewers...”
- “The subjects I took had the potential to be interesting but only a few were handled well.”



REASONS FOR NOT RECOMMENDING

#4 The subject is unreasonably heavy/time-consuming or the student feels that the GE subject should not be as heavy as his/her major subjects. (n=8)

- "...require lots of time for reading materials that aren't exactly relevant. To be honest, I forgot all of the readings already."
- "The GE subjects had too many requirements that did not help me. ... I needed a lot of time for working in the lab, writing research articles, and studying my major subjects which were really challenging. I felt that a lot of the GE courses *'got in the way.'*"



REASONS FOR NOT RECOMMENDING

#5 The subject is not interesting. The content did not meet the expectations of the student or "too breadth, lacks depth" (sheer memory work). (n=7)

- "There are also GE's I wouldn't take if not required. Some, I found the pace too rushed (emphasis on breadth over depth; sheer memory work). A few, too time-consuming but not really challenging."
- "...The others, I think, were all fluff with no very good content."





SUGGESTIONS TO IMPROVE THE UNIVERSITY'S G.E. PROGRAM

Discussion of suggestions and examples

TOP 10 SUGGESTIONS

- | | |
|---|--|
|  AVAILABILITY |  COURSE SPECIFICS |
|  POLICIES AND PROCEDURES |  FREEDOM TO CHOOSE |
|  PROGRAM COMPOSITION |  FURTHER REVIEW |
|  GE OFFERINGS |  SYSTEMS AND FACILITIES |
|  QUALITY OF TEACHING |  CONTINUE, REDUCE OR INCREASE CURRENT GE PROG/UNITS |

NOTE: Suggestions compiled from mentions of 1,257 respondents (660 students; 587 alumni – 146 from education sector, 68 prof, scientific, tech'l services, 49 full-time grad students; 10 nonUP)

#1 AVAILABILITY



- “Provide more classes/schedules that would fit the student's needs”
- “Hire more GE professors. Kasi may ibang tao na gusto magtake ng certain GE pero di nila matakde kasi wala ng slots.”
- “More teachers so we could do away with large classes, I think GEs will be more effective if there is maximum interaction between students and teachers”
- “Keep GE classes available year-round”

Availability of slots, schedules, teachers ; N=376

#2 POLICIES AND PROCEDURES



- “Create an advanced placement program wherein students that already have a good handle on certain GE subjects ... can be exempted from having to take those subjects.”
- “The students should be guided on the type of GE subjects to take. The students should not take it because it is easy or it is only for compliance.”
- “Create a mechanism, in addition to the SET, that would accurately assess the performance of instructors and professors that are teaching GE subjects. In addition, participation in the Teaching Effectiveness Course (TEC) must be required not only for newly-hired instructors but also for tenured faculty as well, under certain conditions.”

Guidelines in development of a GE program; policies and procedures in implementation ; N=262

#3 PROGRAM COMPOSITION



- “There should be a broader core of subjects that a student is required to take and less free choice. A young student would not be expected to make great choices early in his/her college life”
- “Science and technology courses should be more exposed to SSP/AH while those of creative courses should also be given enough exposure with MST.”
- “The University should determine a number of GE courses that provide enough foundation for students to develop appreciation for philosophy, history, politics and arts. Ideally, these courses should enable them to embark on their own exploration in these fields; and, to ensure that all UP graduates are equipped with the necessary tools, these GE courses should be required for all.”

Structure and composition of the GE program (required or prescribed subjects, elective subjects, program duration, etc.) ; N=249

#4 GE OFFERINGS (Choices)



- “I believe that there should be more open GE classes, especially in the field of science and psychology as well.”
- “I think required GEs are still essential. I just wish there were more GEs especially in Economics, Business, Political Science, Architecture, Engineering, Nutrition, Food Technology, Basic Law, and others in the field of Humanities.”
- “I think students need to have more GE subjects to choose from (especially in the MST field).”

Variety of offered GE subjects ; N=185

#5 QUALITY OF TEACHING



- "Ask the professors to give exercises/projects where the material could be used in practice. If possible, use the material to understand or solve a societal problem."
- "Better teachers and teacher training,..., emphasis on holistic education instead of piecemeal knowledge acquisition."
- "Also, those who are teaching GE must continue to strive for learning to ensure the up-to-date knowledge on their subject matter."
- "Use current and emerging developments/concerns as starting points for discussion and study in class, less lectures"

Handling of the course; delivery of teaching and/or learning ; N=184

#6 COURSE SPECIFICS



- "We need more subjects that teach skills needed for practical "adulting". Perhaps Home Econ can offer something like household financial management. BA or Econ has to teach EVERYONE accounting that covers bookkeeping, BIR for dummies, jumpstarting a legitimate business. It would be helpful to teach students how to maximize banking services, and expose them to the stock market, insurance and other investment instruments."
- "It would be better if classes for such were small so students would have more focus on the subject because I'm sure the lessons or intended lessons/learnings from [this course] is still very relevant."
- "The requirements should be revamped. Some of the GE's were like "feeling major"."

Objectives, expectations, contents and/or structure of a G.E. course ; N=139

#7 FREEDOM TO CHOOSE



“Students should be allowed to choose which GE subjects they want to take. You cannot force someone to learn something that does not interest him/her. To make it more effective, the student should be the one taking accountability for whatever GE subject s/he will take.”



“The students should be the ones to decide what GE to take.”

“I would rather have the freedom to choose some of the GE subjects and they should be open to all regardless of program”

Students are free to choose which GE subjects to take ; N=137

#8 FURTHER REVIEW



“Re-asses the GEs that are really needed for the betterment of the society”



“Ask the student body if the GE program works. Ask professionals hiring the graduates if the GE program helped in the development of the students. Fund researches that are tasked to study the effects of the GE program to students.”



“Maybe it would be good to review how the teachers handle the classes and if these ways are effective and produce satisfying results.”

Need for further review of the current GE program and other related studies/activities ; N=102

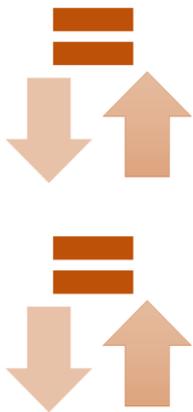
#9 SYSTEMS AND FACILITIES



- “PAKITIGILAN NA PO YUNG EVERY YEAR MAY PILA SA MGA BUILDING. Students get discouraged taking GEs kasi in the first place sobrang hirap makakuha.”
- “Better system on how students get the subjects. Students who actually wants[sic] to get in the course may not be able to get it, while students who are "forced" to get the subject (but dont want or dont need to) might get the slots.”
- “Restructure schedules of GEs and major courses. Bulk of GEs be scheduled on afternoons and major courses on mornings.”
- “Improve the facilities where the GE classes are being taught.”

Appropriate systems and facilities to manage and/ or facilitate supply and demand of G.E. subjects ; N=98

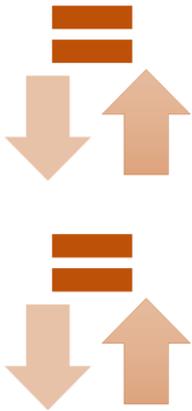
#10 CONTINUE



- “Should be continued, despite the increase in the duration [of] secondary education, it is still necessary.”
- “I’m actually fine with the GE program of the University as it is now.”
- “Don’t change it anymore.”
- “Retain the 45 units GE and the format of GE required and free choice [but] require students to take more GEs than currently...”

Mentions to continue current GE program ; N=175 – with 90 okay with current, 85 gave further suggestions (to improve or enhance GE program), and 12 mentioned to either continue or increase units; 116 are students and 26 of 59 alumni are from the education or prof, scientific or tech’l services sectors

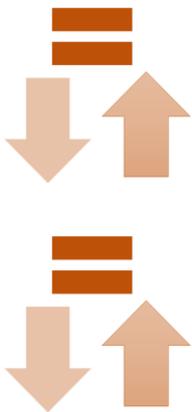
#11 REDUCE



- ❑ “Should lessen the required units but still make others optional as different people may have different use for it in real life scenarios”
- ❑ “Less required GEs. ... Moreover, there should overall be less amounts of GEs required to be taken before a student can graduate. I understand it is the university's goal to provide holistic learning to its students, but GEs shouldn't delay the student from graduating.”
- ❑ “Reduce the number of GEs. Integrate the similar GEs into a larger and more interdisciplinary GE course similar to [a course] which integrate[s] the different disciplines.”

Mentions to reduce the (current) number of required/prescribed GE unit ; N=57 – of whom, 37 are students, 1 nonUP, and 10 of 19 alumni from the education or prof, scientific or tech'l services sectors

#11 INCREASE



- ❑ “Sa tingin ko, dapat dagdagan pa ng ilang units na required sa mga estudyante for GE courses, from 45 units to 54 units. Kulang po kasi ang required units para magkaroon ng pagkatuto ng mga estudyante.”
- ❑ “...would be best to increase the number of required GE subjects...”
- ❑ “Require more units of Philippine Studies”
- ❑ “...and probably more required GE units. granted this might prolong our stay in the university, but better to graduate satisfied and bursting w/ knowledge and application methods than half-baked and only ready for export as cheap labor.”

Mentions to increase the (current) number of required/prescribed GE unit ; N=42 – of whom, 21 are students and 7 of 21 alumni from the education or prof, scientific or tech'l services sectors

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

SURVEY INFORMATION, RESPONDENT PROFILE

**GE SUBJECTS REMEMBERED/TAKEN, GE SUBJECTS RECOMMENDED, AND
PERCEPTION ABOUT GE SUBJECTS**

**FACTORS FOR CHOOSING AND/OR RECOMMENDING A GE SUBJECT, AND
SUGGESTIONS FOR IMPROVEMENT OF GE PROGRAM DERIVED FROM
QUALITATIVE RESPONSES**