

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

SURVEY INFORMATION, RESPONDENT PROFILE

**GE SUBJECTS REMEMBERED/TAKEN, GE SUBJECTS RECOMMENDED,
AGREEMENT ITEMS**

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

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

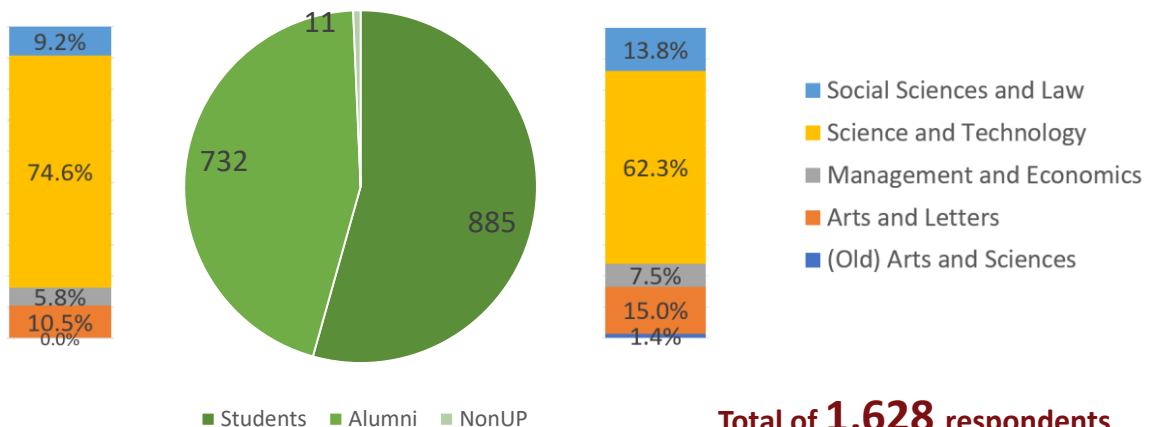
SURVEY INFORMATION, RESPONDENT PROFILE

ABOUT THE SURVEY

- ❑ Survey period: Jan 17 to Feb 25
- ❑ Target respondents: UPD Students and Alumni
- ❑ Question Items
 - ❑ Profile
 - ❑ Remembered/taken GE subjects
 - ❑ Recommended GE subjects
 - ❑ Perception about GE subjects
 - ❑ Qualities of a good GE teacher
 - ❑ Suggestions to improve the UPD GE program

<https://goo.gl/forms/jnWLttPhxCwmYOp1>

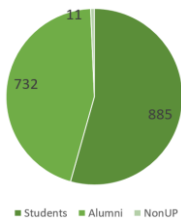
RESPONDENT TYPES



BY COLLEGE PER CLUSTER

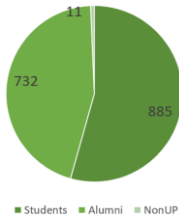
		Alumni		Students		Total	
		N	%	N	%	N	%
(Old) Arts and Sciences (10A)	CAS	10	100.0%	0	0.0%	10	100.0%
	CAL	53	48.2%	50	53.8%	103	50.7%
Arts and Letters (110A, 93S)	CFA	18	16.4%	6	6.5%	24	11.8%
	CHK	4	3.6%	3	3.2%	7	3.4%
	CMC	22	20.0%	28	30.1%	50	24.6%
	CMu	13	11.8%	6	6.5%	19	9.4%
Social Sciences and Law (101A, 81S)	CEduc	31	30.7%	13	16.0%	44	24.2%
	CSSP	68	67.3%	65	80.2%	133	73.1%
	CSWCD	2	2.0%	3	3.7%	5	2.7%

BY COLLEGE PER CLUSTER



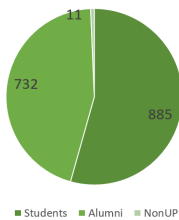
		Alumni		Students		Total	
		N	%	N	%	N	%
Management and Economics (55A, 51S)	AIT	8	14.5%	21	41.2%	29	27.4%
	CBA/V	33	60.0%	15	29.4%	48	45.3%
	NCPAG	2	3.6%	7	13.7%	9	8.5%
	SE	11	20.0%	7	13.7%	18	17.0%
	UPEPP	1	1.8%	1	2.0%	2	1.9%
	CA	4	.9%	13	2.0%	17	1.5%
Science and Technology (456A, 660S)	CEng	267	58.6%	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)



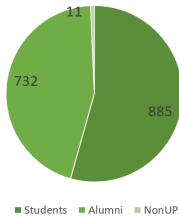
	Alumni		Students		Total	
	N	%	N	%	N	%
1960s and 1970s	38	5.2%	0	0.0%	38	2.4%
1980 to 1985	37	5.1%	0	0.0%	37	2.3%
1986 to 1989	28	3.8%	0	0.0%	28	1.7%
1990 to 2000	127	17.3%	1	.1%	128	7.9%
2001 to 2009	347	47.4%	24	2.7%	371	22.9%
2010 and up	155	21.2%	860	97.2%	1015	62.8%

BY CLUSTER ACROSS SN YEAR (ALUMNI)



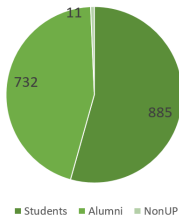
	1960s and 1970s		1980 to 1985		1986 to 1989	
	N	%	N	%	N	%
(Old) Arts and Sciences	9	23.7%	1	2.7%	0	0.0%
Arts and Letters	4	10.5%	7	18.9%	5	17.9%
Management and Economics	1	2.6%	3	8.1%	1	3.6%
Science and Technology	24	63.2%	23	62.2%	19	67.9%
Social Sciences and Law	0	0.0%	3	8.1%	3	10.7%

BY CLUSTER ACROSS SN YEAR (ALUMNI)



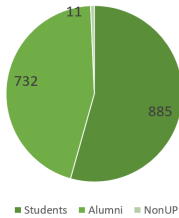
	1990 to 2000		2001 to 2009		2010 and up	
	N	%	N	%	N	%
(Old) Arts and Sciences	0	0.0%	0	0.0%	0	0.0%
Arts and Letters	23	18.1%	50	14.4%	21	13.5%
Management and Economics	11	8.7%	24	6.9%	15	9.7%
Science and Technology	76	59.8%	220	63.4%	94	60.6%
Social Sciences and Law	17	13.4%	53	15.3%	25	16.1%

BY SN YEAR ACROSS CLUSTER (ALUMNI)



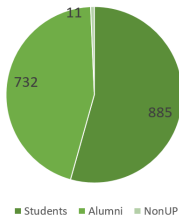
	1960s and 1970s	1980 to 1985	1986 to 1989	1990 to 2000	2001 to 2009	2010 and up
(Old) Arts and Sciences	90.0%	10.0%				
Arts and Letters	3.6%	6.4%	4.5%	20.9%	45.5%	19.1%
Management and Economics	1.8%	5.5%	1.8%	20.0%	43.6%	27.3%
Science and Technology	5.3%	5.0%	4.2%	16.7%	48.2%	20.6%
Social Sciences and Law		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, AGREEMENT ITEMS**

AMONG ALUMNI

	Percent Mentions		Percent Recommended	Top Reasons for recommending	%
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).	1.7%	4.2%	15.0%	32.4%	46.8%
The GE subjects stimulated me to think creatively.	1.0%	2.8%	7.4%	26.8%	62.1%
The GE subjects helped me develop the habit of critical thinking.	1.1%	3.2%	10.0%	26.5%	59.2%
The GE subjects helped me develop a greater awareness of Philippine history.	1.5%	4.6%	12.0%	22.5%	59.4%

AGREEMENT LEVELS (ALUMNI)

	SD	D	N	A	SA
The GE subjects helped me to develop a greater awareness of Philippine culture and society.	1.7%	3.8%	9.5%	24.7%	60.4%
The GE subjects have been useful in my work, advance study, profession or practice.	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.	3.2%	7.0%	14.6%	30.6%	44.6%
The GE subjects helped me relate to latest news and current issues.	2.5%	4.0%	11.7%	27.0%	54.8%

TOP 2 BOXES (ALUMNI, BY INDUSTRY)

	Total	Educ	PST	Fin	Info	Cons	Stud
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%

TOP 2 BOXES (ALUMNI, BY INDUSTRY)

	Total	Educ	PST	Fin	Info	Cons	Stud
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%

TOP 2 BOXES (ALUMNI, BY SN YEAR)

	Total	<80	<86	<90	<01	<10	>=10
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%

TOP 2 BOXES (ALUMNI, BY SN YEAR)

	Total	<80	<86	<90	<01	<10	>=10
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%

AMONG STUDENTS (REQUIRED GE)

	Percent Mentions		Percent Recommended	Top Reasons for recommending	%
Eng	89.9%	Eng	47.2%	Skills	31.1%
Philo	84.8%	Comm	60.4%	Learning	30.9%
Kas	81.7%	Fil	44.0%	Practical	29.2%
Comm	71.1%	Kas	50.6%	Likeable	26.4%
Fil	68.1%	Philo	56.4%	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)

	Percent Mentions		Percent Recommended	Top Reasons for recommending	%
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).	1.8%	5.4%	13.9%	36.8%	42.0%
The GE subjects stimulate me to think creatively.	1.4%	2.5%	8.8%	30.0%	57.3%
The GE subjects help me develop the habit of critical thinking.	2.0%	2.7%	9.9%	29.4%	56.0%
The GE subjects help me develop a greater awareness of Philippine history.	1.6%	2.2%	7.9%	24.9%	63.5%

AGREEMENT LEVELS (STUDENTS)

	SD	D	N	A	SA
The GE subjects help me to develop a greater awareness of Philippine culture and society.	1.3%	2.6%	7.7%	24.3%	64.1%
The GE subjects are useful for my day-to-day living and/or endeavors.	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.	1.7%	3.3%	8.3%	26.3%	60.4%
The GE subjects help me relate to latest news and current issues.	1.9%	3.5%	10.1%	29.9%	54.5%

TOP 2 BOXES (STUDENTS)

	Total	A&L	M&E	S&T	SS&L
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%

TOP 2 BOXES (STUDENTS)

	Total	A&L	M&E	S&T	SS&L
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%

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

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



FACTORS FOR CHOOSING AND/OR RECOMMENDING A G.E. SUBJECT

Discussion of factors and examples

TOP 10 FACTORS



LEARNING



LIKEABLE



ENLIGHTENING



PRACTICAL



SKILLS



ESSENTIAL



PINOY AKO



HOLISTIC



APPRECIATION

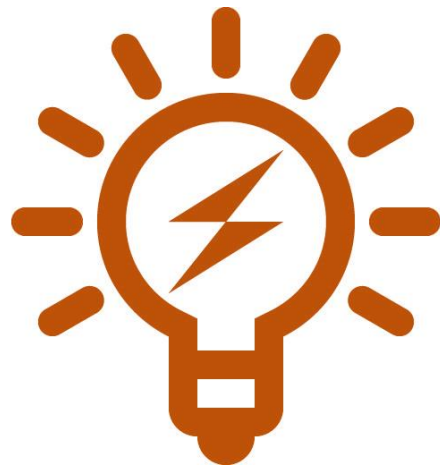


TEACHER

NOTE: Listed above are labels only. Discussion of these factors is available in the next slides.

#1 LEARNING

- ☐ 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.



#1 LEARNING

“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.”

#2 LIKEABLE

- ☐ 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. It seems students want to learn and have fun at the same time.



#2 LIKEABLE

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

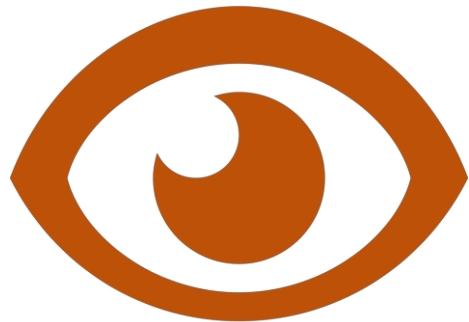
“I just love the topic.”

“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”

#3 ENLIGHTENING

- ☐ 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.
- ☐ Seems associated with loving your country (*PINOY AKO* factor).



#3 ENLIGHTENING

"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."

#4 PRACTICAL

- ☐ 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.



#4 PRACTICAL

“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.”

#5 SKILLS

- ☐ 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.
- ☐ Skills and practicality are frequently associated in responses.



#5 SKILLS

“... 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.”

#6 ESSENTIAL

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



#6 ESSENTIAL

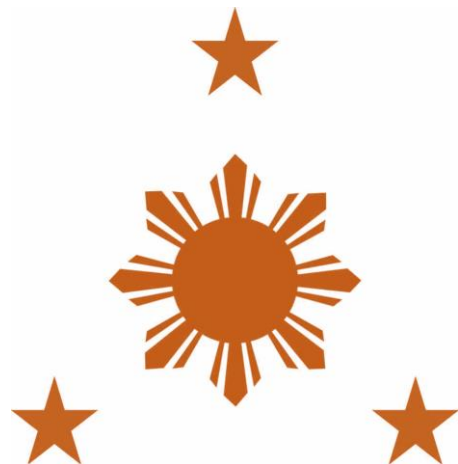
“I believe that these GEs should be taken because fundamental lessons are taught in these subjects.”

“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.”

#7 PINOY AKO

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



#7 PINOY AKO

“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”

#8 HOLISTIC

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



#8 HOLISTIC

“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”

#9 APPRECIATION

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



#9 APPRECIATION

“... 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)...”

#10 TEACHER

☐ The teacher of the subject is great or commendable (Teacher Factor).



#10 TEACHER

“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.”

OTHER NOTE WORTHY FACTORS



RELEARNING

The subject aids in remolding what is incorrect in a student's secondary education or background knowledge.

“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).

“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).

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

OTHER NOTE WORTHY FACTORS



REQUIRED

The subject is required (e.g. certain number of units required for Law School).

"Other subjects (i.e. Philo and English courses) are prerequisites in other degrees (law school, masters, etc)."



GRADE

The subject results to a high grade.

"...good for pulling up GWA"



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.

- ☐ “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 (possibly K12).

- ☐ “Most of the content of the GE subjects were already taught when I was in High School so no need to take them again. ...”
- ☐ “...If K-12 program is to be retained, and some GE subjects will be delivered through it, I think I go for the 5- to 4-year [transition] engineering programs since we wouldn't want our students to experience some repetition of topics — that would be a waste of time.”



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).

- ❑ "...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.

- ❑ "...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).

- ☐ "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."



Other Comments

There are few who think that we should not require any G.E. subject.

- ☐ "I wouldn't say that any of these should be required, I took them because I was interested in them and was lucky enough to get slots. I don't think any GE should be required and should be taken only when a person is interested in taking them."
- ☐ "These GEs wouldn't be a good program to be made a requirement since most people choose their GEs according to their preference. Also, it wouldn't be of relevance to their respective academic programs. Some people may not be interested with what I have listed above. "

Other Comments

Some implied including foreign language electives in the G.E. program.

- ❑ “I think that engineering students should have the chance to take foreign language. Most of the engineering students have opportunities of either studying or working outside the country and having knowledge in foreign language will greatly help.”

Other Comments

Some students were not able to take or did not take a GE subject because of poor availability of slots.

- ❑ “However the other GE subjects that I wanted to take (the interesting ones such as Hapon 10,11 FN-Food Trip) are always out of slots and it is always a bother to pursue getting in the class because my major subjects are a bigger priority. That's why I'm left enlisting with classes I don't like just to satisfy the GE requirements. GE subjects are important though, some students are just luckier.”

Other Comments

Few mentioned that they do not know what to choose and/or what is right for them.

- ❑ "...had there been a gamut of GE courses to choose from-- I would wish that there would have been a GE adviser."
- ❑ "I liked the flexibility of rgep. However, the flexibility in itself felt like a trap. I didn't have the maturity to choose subjects that would benefit me now that I'm working abroad. ... As kids, we chose based on what looks good or cool, and what's available, not necessarily what would be best for us at that time."

Best Teacher



QUALITIES OF A GOOD G.E. TEACHER

Discussion of qualities and examples

TOP 10 QUALITIES OF A GOOD G.E. TEACHER



MASTERY/EXPERTISE



PASSIONATE



STIMULATING STYLE



INTERACTIVE



APPROACHABLE



REASONABLE STUDY LOAD



COMMUNICATES CLEARLY



PROFESSIONAL



FLEXIBLE INSTRUCTION



SOCIALLY AWARE

NOTE: Listed above are labels only. Discussions of these qualities are in the next slides.

#1 MASTERY/EXPERTISE

- ☐ Good command of subject matter
- ☐ Knowledgeable of the subject, points out contrasts/implications of theories and principles; Demonstrates confidence
- ☐ Relates facts and concepts to real-life applications and other related fields



#1 MASTERY/EXPERTISE

“...able to convince their student of the importance of the subject and can inspire the student to want to learn about the topic... should be able to relate the topics discussed in present day situations and impart his/her knowledge on the subject effectively so that it stays with the student even after several years...”

“...able to teach how the different degree programs coexist through different aspects, one who lets students un-learn and re-learn stuff...”

#2 STIMULATING STYLE

- ☐ Implements a stimulating learning environment.
- ☐ Able to develop desire to learn, to make students appreciate the course, or to inspire or challenge.
- ☐ Has a sense of humor and makes class fun, lively or interesting to students.



#2 STIMULATING STYLE

“...Stimulates an environment for discussion. Many GEs require discussion, particularly AH and SSP ones, so I think this is important..”

“...Makes issues relevant, ignites nationalism and nation building, makes you question reality, makes you even more curious, lessons still retain in the memory even after some years...”

“...A good teacher ...touches lives and teaches beyond the texts on books. A good teacher encourages one to excel... Magaling ang isang gurong makakapagturo sa isang maga-aral na hiram sa pag-intindi.”

#3 APPROACHABLE

- ☐ Good rapport and/or connects with students;
- ☐ Kind, considerate, and understanding;
- ☐ Shows concern or respect for students and is mindful of student's academic load



#3 APPROACHABLE

“...Fosters good rapport with the student which invites them to participate in class... gives constructive criticism but does not humiliate students”

“...aka-level ng students, approachable and not arrogant, gives constructive criticism and does not interrupt, respectable, friendly, never to be forgotten.”

“He/she should be helpful, approachable.”

“sensitive to the students in a way that they understand how not everyone will be as invested in the subjects as they are”

#4 COMMUNICATES CLEARLY

- ☐ Establishes clear objectives and requirements;
- ☐ able to present information critically, clearly; lessons are organized and easy to understand;
- ☐ provides necessary feedback; manages the class well



#4 COMMUNICATES CLEARLY

“Teaches well, discussions have flow and direction.”

“...able to expound on concepts in a way that it would be easily understood and appreciated by students...”

“...capable of making students appreciate and understand the simplest to the most complex of things...”

“fairly criticizes the student's work, helps students on how to do their best in the subject, does not pressure the students”

#5 FLEXIBLE INSTRUCTION

- ☐ Can handle different learning styles
- ☐ Tries new and/or different approaches and is able to adapt to needs of students
- ☐ Open to ideas/criticisms and student suggestions



#5 FLEXIBLE INSTRUCTION

“Understands that the students come from different backgrounds and still finds the perfect way to explain the relevance of the lessons to everyone...”

“Knows how to adjust themselves (the way they teach and handle the class) so that students who are not as good in the subject as the other ones can still keep up.”

“Open minded, treats it as a means of improving his students rather than trying to prove something to themselves by making it hard on them...”

#6 PASSIONATE

☐ Shows/suggests intense interest and eagerness for teaching; love of his/her craft and field



#6 PASSIONATE

“...should be able to discuss the subject in a way that it is engaging to students and they should ... encourage learning by heart”

“Someone that is enthusiastic about his subject of interest, and also enthusiastic to share and teach his knowledge to his students.”

“One who discusses each topic in a passionate way...”

“They make you love the subject by showing how passionate they are with their profession.”

#7 INTERACTIVE

- ☐ Does more than lecturing – Interactive learning.
- ☐ Allows student participation through discussions and other engaging activities



#7 INTERACTIVE

“Creates opportunities for the students to interact with each other which in turn can generate an active and fun discussion”

“Sits down and discusses with students instead of giving lectures”

“Able to engage a class in such a way that the students are willingly participating actively in class discussions rather than only participating when he/she sees it is needed to do so.”

“Encourages interaction between students, gives a variety of learning activities”

#8 REASONABLE STUDY LOAD

- ☐ Provides a reasonable study load
- ☐ Appropriate requirements
- ☐ Fair in grading



#8 REASONABLE STUDY LOAD

“Does not give unreasonable requirements. I think heavy or numerous requirements are okay as long as they're reasonable and are graded fairly.”

“Lively, energetic, understanding of requirements of students (hindi nagfi-feeling major subject)”

“gives requirements that guarantee the learning of students and not just because of being a source for grading”

#9 PROFESSIONAL

- ☐ Prepared, always attend classes, and comes on time;
- ☐ Treats students tactfully; consistent in expectations (knows when to be firm), focuses on important things and maintains principles



#9 PROFESSIONAL

“...Not ill-tempered yet gives proper discipline...”

“Doesn't take absences often... Actually teaches, not just make the students report.”

“Knows how to actually teach well and not just an expert for the given subject matter because that is always somewhat expected. Actually practices our motto, "Honor and Excellence"”

#10 SOCIALLY AWARE

- ☐ Updated with the society and/or local and global issues;
- ☐ helps students to become responsible citizens; holistic and well-rounded



#10 SOCIALLY AWARE

“updated to the current issues in and out of the country...”

“...able to connect the topic/lessons to current events or filipino culture. It really helps one understand the topic better...”

“Has a wide perspective and is informed on current events and happenings.”

“There is just one for me: being able to relate and give the course's relevance to the improvement of the Philippines today.”

OTHER NOTE WORTHY QUALITIES



CRITICAL

Evaluative, objective and analytical.

“Should be a critical thinker, but also not afraid to admit when something is beyond their expertise.”

“Shares new ideas and is a critical thinker.”



GOOD EXAMPLE

Sets good example; good influence; has positive outlook.

“...able to imbibe good values to the students...”

“Should set as a good example of a UP graduate, if not but as a professor in Philippines, that holds our role in our society to lead others in helping our nation to be the very best, keeping the love for our country as a Filipino. Also, influence students to do likewise and do better.”



G.E. OBJECTIVES

Teaches in line with the objectives of the GE program (“on target”).

“One who assigns fun requirements but still makes us learn the objectives of the GE.”

“He should instill to the students the objectives each GE subject.”



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

Discussion of suggestions and examples

TOP 10 SUGGESTIONS

 AVAILABILITY

 POLICIES AND PROCEDURES

 PROGRAM COMPOSITION

 GE OFFERINGS

 QUALITY OF TEACHING

 COURSE SPECIFICS

 FREEDOM TO CHOOSE

 FURTHER REVIEW

 SYSTEMS AND FACILITIES

 CONTINUE, REDUCE OR INCREASE
CURRENT GE PROG/UNITS

NOTE: Listed above are labels only. Examples of these suggestions are in the next slides.

#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

#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

#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.)

#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

#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

#6 COURSE SPECIFICS



- ☐ "We need more subjects that teach skills needed for practical "adulthood". 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

#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

#8 FURTHER REVIEW



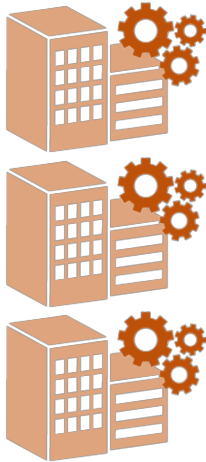
☐ “Re-asses the GEs that are really needed for the betterment of the society”

☐ “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

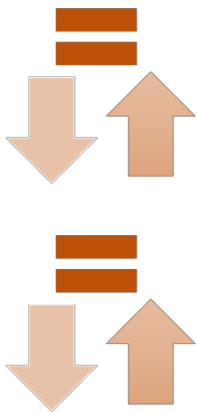
#9 SYSTEMS AND FACILITIES



- ☐ “PAKITIGILAN NA PO YUNG EVERY YEAR MAY PILA SA MGA BUILDING. Students get discouraged taking GEs kasi in the first place sobrang hira 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

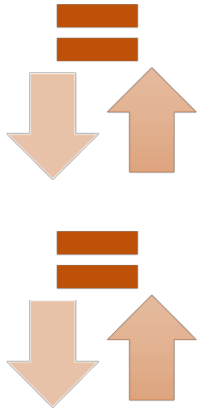
#10 CONTINUE



- ☐ “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.”

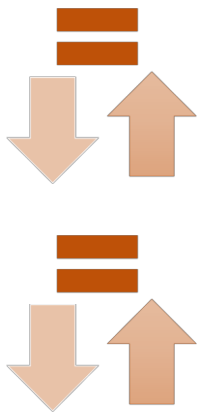
Mentions to continue current GE program

#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.”

#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.”
- ☐ “I think it would be best to increase the number of required GE subjects.”
- ☐ “Require more units of Philippine Studies”

ALUMNI AND STUDENTS FEEDBACK ON UPD GE PROGRAM

SURVEY INFORMATION, RESPONDENT PROFILE

**GE SUBJECTS REMEMBERED/TAKEN, GE SUBJECTS RECOMMENDED,
AGREEMENT ITEMS**

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