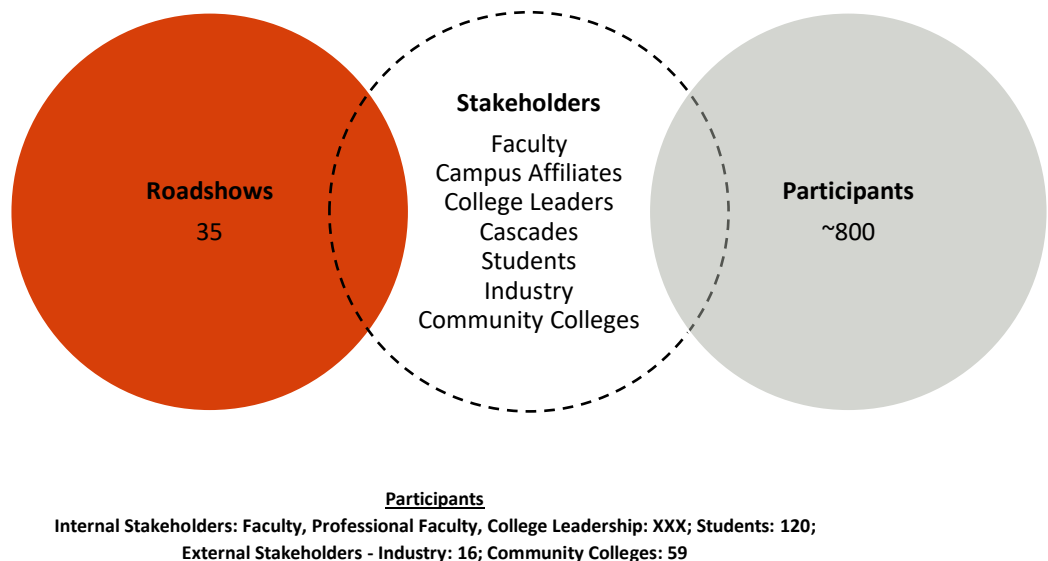


General Education Reform

Roadshow Data Summary | May 2022

Roadshow Purpose and Stakeholders:

The Committee co-chairs and the Baccalaureate Core Director (BCD), with the assistance of committee member moderators, conducted roadshows with a broad stakeholder audience to share the curricular templates, engage in discussion, and collect feedback.



Data Collection:

Internal stakeholders: Following an overview of the reform process and presentation of curricular templates, participants were put into breakout rooms in Zoom. A committee member moderator asked a set of questions the committee determined necessary for data collection. Moderators recorded responses in a Qualtrics survey form. They recorded direct quotes from participants, paraphrasing group dialog, and recording comments posted to the Zoom chat. Participants were also sent a feedback form via Qualtrics following the roadshow. A recording of the presentation, embedded in a Qualtrics form with the standard set of questions, was made available to stakeholders who were not able to participate in a scheduled roadshow, known as absentee data collection. Internal stakeholder groups included faculty, professional faculty, college leadership, and students.

External stakeholders: Industry participants were given a presentation and set of questions like those asked of internal stakeholders but tailored to the audience. Community colleges representatives were given a presentation and provided with an open floor to share thoughts and ideas. Their feedback and comments were supplemental to the data reviewer's analysis and used when applicable.

Data Analysis:

Data Organization: The BCD organized the internal stakeholder data by exporting reports from the roadshow breakout rooms and the absentee data collection sources and organized them into a master spreadsheet.

- Each type of data set was organized by source of information (faculty/staff, college leadership, student, absentee by student or faculty/staff) and coded with a unique ID.
- A tab for each question posed was created in the master spreadsheet and the responses from all sources of information were organized into their appropriate tabs.
- Several members of the committee were assigned to review and assess specific data sets:
 - Bookends I & II, Career Integration, Communication – Co-Chair, John Edwards
 - Health and Wellness – Co-Chair, Lori Kayes
 - Difference, Power, and Discrimination – Bacc Core Director, McKenzie Huber
 - Writing – Assistant Vice Provost, Assessment and Accreditation, JoAnne Bunnage

Data Reflection:

- Data reviewers were provided their data set by the BCD and asked to read through the information first to get general impressions and ideas. Some reviewers highlighted comments that repeated throughout their data set or were outliers.
- The reviewers then generated themes based on the repeated patterns or outliers.
- Each reviewer presented the data to subcommittees. Two reviewers provided themes with diverse perspective and quotes found from the data. Two reviewers provided the sub-committees with the entire data response set. All data shared had redacted identifying information.

Questions and Themes:

The following are the standard set of questions asked at the internal stakeholder roadshows to students, faculty, affiliated faculty and units, and college leadership. If moderators were not able to get through all the questions, participants were able to record their responses in the feedback form sent following the roadshow.

1. What do you think about making one DPD course lower-division only and the 2nd course in-major?
 - Training is needed for faculty
 - Two DPD/O courses are good
 - Support for upper-division major-related course
 - Foundational course is important
 - Career development connection
 - Concern with implementation
2. How important are communication and digital information literacy for a 21st century learner?
 - Centrality of communication to our new general education mission
 - Teaching communication in majors or other categories
 - Specific communication skills that should be taught/ways to expand what is currently taught
3. What are your feelings about our current Fitness requirements (HHS 231 + PAC) or other health and wellness requirements in general education?
 - Recommendations to integrate wellness and resources into Bookends I
 - Willingness to waive the requirement for students and not make it mandatory
 - Stress management, healthy lifestyles, and mental health are top areas of concern
 - Current curriculum of HHS 231 is outdated, more positive feelings about PAC than a health lecture
4. How do you feel about a non-major new student course (Bookends I)?
 - Course is important because it promotes a sense of community and success strategies
 - Location of requirement within major vs. general course
 - Topics could include health and wellness, teamwork, problem solving, and emotional intelligence
5. How do you feel about a non-major capstone synthesis class?
 - General Importance
 - Negative feelings about a capstone as some majors already require one
 - Location of requirement matters; in major or adapt current synthesis type requirements
 - Content of the course should include teamwork and problem solving, navigating difficult situations and promoting emotional intelligence
6. How can we integrate career readiness into our general education curriculum?
 - Career education is important to alumni, the general population, and industry partners
 - Location of requirement – in major – may be easier to facilitate
 - Location of requirement – outside of major – a general readiness aspect may be better for students as they change majors and careers throughout their lifetime
 - Recommendations given for topics that could be taught in a career readiness course
 - Promote skill requirements for careers such as interpersonal, problem solving and career skills
 - Implementational concerns

7. How important is it to you that students receive writing instruction and feedback between WR I and WIC?

- Need something between WR 121 and WIC
- Writing across the curriculum or other requirements
- Writing requirement in the major
- Expand the focus to include communication & information literacy

Next Steps:

Themes and pieces of supporting data were shared with the workgroups. The overall themes will be given to the Reform Committee. Workgroups will use the data to inform recommendations made to the broader committee.