

## Summary of Current Student Survey Responses (most frequent response in red)

Agreement with:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
GE program is valuable part of my education	4% (6)	11% (18)	27% (43)	40% (64)	19% (30)	161
Some of the best classes are GE classes	7% (11)	24% (39)	26% (42)	33% (53)	11% (17)	162
GE courses add very little to my education	18% (30)	50% (82)	14% (23)	14% (22)	3% (5)	162
GE courses help me understand and appreciate performing arts	7% (11)	20% (32)	26% (42)	39% (62)	8% (13)	160
GE courses help me understand and appreciate literature and ideas	2% (3)	11% (18)	26% (43)	52% (84)	14% (9)	162
GE courses help me understand and appreciate society and politics	2% (4)	8% (13)	24% (39)	53% (85)	12% (20)	161
GE courses help me understand and appreciate science and technology	6% (10)	22% (35)	24% (38)	39% (62)	10% (16)	161
I expect that GE courses will help me in my career	6% (9)	21% (33)	27% (43)	33% (54)	14% (22)	161
Important that GE provides broad exposure to a number of fields of study	0.6% (1)	8% (12)	11% (18)	38% (60)	42% (67)	161
Important that the GE program be structured	5% (8)	7% (11)	14% (23)	49% (79)	24% (38)	160
The GE program is well-organized and easy to navigate	4% (7)	14% (22)	29% (47)	42% (67)	11% (17)	160

Response (1 = Strongly disagree, 5=Strongly agree)	Average Rating	% Agree/Strongly Agree
GE program is valuable part of my education	3.6	57
Some of the best classes are GE classes	3.2	43
GE courses add very little to my education	2.3	16
GE courses help me understand and appreciate performing arts	3.2	46
GE courses help me understand and appreciate literature and ideas	3.5	60
GE courses help me understand and appreciate society and politics	3.6	64
GE courses help me understand and appreciate science and technology	3.2	48
GE courses will help me in my career	3.3	46
Important that GE provides broad exposure to a number of fields of study	4.1	78
Important that the GE program be structured	3.8	71
The GE program is well-organized and easy to navigate	3.4	51

<b>Summary of student written comments from GE Survey</b>		
<b>Comment</b>	<b>Frequency*</b>	<b>%</b>
Generally negative on GE	17	8
Reduce GE units	17	8
Negative on Upper Division Themes	9	4
Negative on Pedagogy/Profs	12	6
GE = High School	8	4
Generally positive on GE	26	13
GE important for Breadth	12	6
GE important for Major Exploration	5	2
Include Code in GE	4	1
Liked CourseLINK	3	1
Increase Choice	17	8
Increase availability	5	2
Integrate with major	19	9
Increase cult diversity	5	2
Simplify GE	6	3
Improve Advising	6	3
Reduce cultural event requirement	4	1
Decrease labs to 1	4	1
Increase Structure/coherence	3	1
Other: No math (2); decrease math and science (2); increase variety of art courses (2); increase literature (2); more choices in Critical Thinking (2); incorporate GE in Minor (2); increase writing; decrease writing; include sustainability; increase rigor; increase music, psych; increase globalization.	24	12

\* A total of 164 students responded to the Survey. Of those, 119 provided written comments, some extensive, covering multiple points. A total of 206 comments were recorded.

### **Overall Summary of Student Survey**

The General Education Design Team was gratified by the positive views that CSU, Chico students expressed about the GE program in both the quantitative and written comments. In the quantitative responses, 57% of the respondents agreed that GE formed a valuable part of their education at Chico State. This is somewhat lower than positive alumni responses to this question (67%). This is consistent with observations in

the literature that student appreciation for general education tends to increase with time after graduation. The Design Team feels there is much of value in our current GE program, and much to build on in seeking improvements.

As has repeatedly arisen in conversations with other members of the campus community, and as also expressed by alumni, students indicate a desire for the GE program to expose students to a broad number of fields *while at the same time* providing a structured experience. Only 43% of current students considered their GE classes some of the best classes they have taken so far and frequently express a desire for more engaging, hands-on pedagogy.

There is considerable variation in the degree of appreciation for courses in the breadth areas of GE, with the arts and sciences scoring lower on measures of student satisfaction and the humanities and social sciences scoring higher.

The written responses reinforce general, but not overwhelming, satisfaction with GE as currently constituted. Students were much more emphatic than alumni on a couple of points: they'd like to reduce the number of units in GE and they'd like to see GE more aligned with their major field of study. Students clearly appreciated flexibility and being exposed to a wide variety of classes, yet they also said that they wished that their choices of classes were more aligned with their interests. There were also more negative reactions to the Upper-Division Theme (UDT) with student dissatisfaction focused on the requirement for additional GE at a time when they want to focus on their major field of study. There were also several student comments in favor of more concrete connections between the GE curriculum and their majors.

In general, there were many comments that focused on the value of a well-rounded education, but also pointed comments about the expense of a college education in which students are subjected to what they consider to be excessive required courses. Another theme in the responses was the need for active, engaging pedagogy, which argues for having our best instructors teach GE courses.