GE/2021

Campus Input on Pathway and GE Minor Names

On September 10, over 60 students, faculty, and staff attended a Campus Forum to explore possible improvements to the subjects and names of Pathways and GE Minors as an important step in the implementation of senate’s changes to general education, which will take effect in Fall 2021. In addition to informal consultation with student groups, academic departments, etc., the Campus Forum events from September 10 to September 20 generated data in the form of posters, six student focus groups, one faculty focus group, and an employer survey that - along with surveys from the 2017 five-year review of the program - will guide the implementation of the revisions to general education.

Table of Contents

Page

Campus Forum
2
26 posters generated by 60 members of the campus community on September 10

Campus Forum: Student Focus Groups
28
15 Student Residents and Resident Advisors, Housing, September 12
29
11 Student (Peer) Advisors, Study Abroad, September 13
30
5 Student Interns, Academic Advising, September 17
31
6 Student Veterans, September 18
32
7 Student Athletes, September 18
33
11 Students in the Cross-Cultural Leadership Center, September 19

Campus Forum: Faculty Focus Group
34
3 Faculty and 1 Administrator, September 20

Campus Forum: Employer Survey
35
12 employers from Engineering Career Fair (September 19), 5 employers at Career Center resume workshop (September 17), and 8 Career Center Staff (September 17)

Campus Forum: Online Survey
38
13 students, 29 faculty, 5 staff, 3 others (September 10 - September 20)

Student Survey from 2017
55
771 students (excerpts from the Five-Year Review that related to Pathway names)

Faculty Survey from 2017
63
232 faculty (excerpts from the Five-Year Review that related to Pathway names)

Staff Survey from 2017
66
137 staff (excerpts from the Five-Year Review that related to Pathway names)

Pathway Data
68
Number of GE Minors granted since inception of Pathways in 2012
69
Data about Pathways and GE Minors from Five-Year Review
4. Comments on Existing Pathway: Diversity Studies?

- Could this be combined with Gender & Sexuality?
- Can this be more action oriented?
- Social Justice oriented?
  - Including disability in diversity pathways, e.g. Inclusive Practices
  - Divide these courses between a pathway in Social Justice and a pathway in Personal Health & Wellness

- Diversity is a core GE value; don't dilute it by merging/handling up this pathway.
- Buzzword? What will students learn?
5. Comments on Existing Pathway: Ethics, Justice, and Policy?

<table>
<thead>
<tr>
<th>Possible Alternate Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice + Policy</td>
<td></td>
</tr>
</tbody>
</table>
6. Comments on Existing Pathway: Food Studies?

- Reduce the number of courses for more cohesion.
- Distribute courses throughout some other pathways:
  - Sustainability
  - Global Development
  - Health + Wellness
  - Diversity (more)
- Maybe add something about agriculture to this pathway?
- Soil
- Cultural Anthro
- Seems like a narrow focus.
- Important for Ag Majors
7. Comments on Existing Pathway: Great Books and Ideas?

**Possible Alternate Names**
- Cultural Tradition & Transformation
- History, Literature, & Innovation
- Research
- Foundational Stories
- Literature & Ideas

**Comments**
- Excellent concept, but just not enough student interest.
- A catchier name that better conveys what this pathway is could help student interest.
- This title sounds a little vague because of the word ideas.
- The PLW name scares off students.
- Keeping the "books" in the name will immediately discourage a student from this GE pathway...but...
- Consider more recent great books & some from other disciplines (I, Robot?)
- Inclusion/Added of course related to Book in Common
- ADD RESEARCH IN BSS course under Social Sciences
- ADD/move PSYC 321 to Social Science Section
- Could be included in most pathways.
8. Comments on Existing Pathway: Global Development Studies?

- Global Dev. Issues & Solutions
- Sustainable Dev.

Comments:

- How does this pathway differ from international studies?
- Extent to which "development"/"developing" as a framework gets interrogated?
- This pathway seems to have the most duplication w/ other Pathways. The Scientific Inquiry Section is the same as Food Studies.

Global Dev Studies is more intellectually coherent the International Studies, which seems like a catch all pathway.

Science offerings could be better.

These courses fit Food Studies better.
9. Comments on Existing Pathway: Gender and Sexuality?

Possible Alternate Names

- Gender Studies
- LGBTQ Studies
- Women's Studies
- Intersex Studies
- Gender and Sexuality Studies

Comments

- Could this be combined w/ Diversity Studies?
- If so, consider renaming Intersex Studies to Study of Intersectionality?

- A question: How much overlap exists with the NCAS minor/majors?
10. **Comments on Existing Pathway: Health and Wellness?**

**Possible Alternate Names**

- IF this is the most popular, I think it should stay as is.

**Comments**

- Incorporate financial wellness
- Include social & emotional intelligence and well-being
- We need more classes in this pathway
  - such as foundational courses in trauma informed care, communication disorders, traumatic brain injury, etc.
11. Comments on Existing Pathway: International Studies?

- Possible Alternate Names:
  - Global Studies
  - Global Engagement + Development
  - International Engagement + Development

- Comments:
  - Could this be combined with Global Studies?
  - Needs a business course
### 12. Comments on Existing Pathway: Science, Technology, and Values?

<table>
<thead>
<tr>
<th><strong>Possible Alternate Names</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
</table>
| Science, Technology, and Society (STS) | - STS is a more common name for such programs around the country, but STV, including Values is more general and allows room for the Values to be more varied by individual.
| | - Would “Science” lead students away from humanities courses in this pathway?
| | - No, societal impact of technology and science is here.
| | - Needs an Ethics Component
| | - “Values” sounds vague, especially attached to Science & Technology.
| | 
| ADVANCES made need more clarity |
| | - Technology, business concepts, & societal role. How timed our content or technology is used. More given here.
| | - Would like to keep values (or Ethics) - slip given to whole issues for data ethics & data privacy, AI, etc. Keep ethics central.
| | - Ethics have negative impact on society.

**Communication Sciences and Disorders** is a great conversation here if the pathway is Science, Tech, and Society.
- Prosthetics augment the communication
13. **Comments on Existing Pathway: Sustainability?**

- **POSSIBLE ALTERNATE NAMES**
  - Geography
  - Human Impact on the Environment
  - Adaptable?
  - Critical Sustainability Studies
  - Addressing Climate Crisis
  - Resource Scarcity
  - The Anthropocene

- **COMMENTS**
  - Needs more technology and science courses.
  - What do we get a Sustainability major on this campus?!
  - What will students with this minor learn to do? - Focuses?
  - in the face of global climate catastrophe, what is being "sustained"?
  - Buzzword?
  - Honoring space and place needs to be included and include a deeper dive.
  - Native populations need to be included in this conversation.
  - Include Climate Education - prevention & solutions
14. Comments on Proposed Combination of Existing Pathways: Diversity Studies and Great Books and Ideas?

<table>
<thead>
<tr>
<th>Possible Combination</th>
<th>Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Studies</td>
<td>Literature</td>
<td>Not certain we need GE. I think it comes in that pathway we taught as dead white guys. Can we come away from that? Emphasize diversity.</td>
</tr>
<tr>
<td></td>
<td>Diverse Books</td>
<td>Expand beyond books to other types of writing (Poems, songs, etc.)</td>
</tr>
<tr>
<td></td>
<td>Ideas</td>
<td>Less dead white guys</td>
</tr>
<tr>
<td></td>
<td>Historical</td>
<td>Students discouraged by amount of reading involved.</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>What kind of books?</td>
</tr>
</tbody>
</table>
15. Comments on Proposed Combination of Existing Pathways: Diversity Studies and Gender and Sexuality?

- I think there's enough demand/interest to keep these pathways independent.
- Different objectives/foci of the pathways.
- Concern that diversity is limited to content. Sexuality holds always content and is inclusive enough to negate intersectionality.
- Keep separate. Gender and sexuality holds always content and is inclusive enough to negate intersectionality. Why not just call it GES but be more inclusive?
- Change "Diversity" to "Intersectionality" to keep separate. Gender and sexuality holds always content and is inclusive enough to negate intersectionality. Why not just call it GES but be more inclusive?
16. Comments on Proposed Combination of Existing Pathways: Health and Wellness and Food Studies?

**Existing Pathway:**
- **Health & Wellness**
- **Food Studies**

**Possible Combination Names**

**Comments**

- Include multiple USD & GC designated courses
- Maybe studying food does not have to be related to health & wellness
- How big enough already
- Gotta think of class sizes! (I'm a student)

Food Studies also in sustainability (plant-based nutrition course in here)

- Nutrition course of many increases Health & Wellness
- Should always include nutrition when being discussed

- Student
17. Comments on Proposed Combination of Existing Pathways: Health and Wellness and Gender and Sexuality?

Possible Combination Names:
- Personal Development & Wellness
- Intersectional Wellness

Comments:
- Physical Health: Food, environment
- Mental Health: Identity development
- Gender & Sexuality: Already done.
- Gender & Sexuality are part of H&W, but combining both would be a stretch since they have different goals/content.
18. Comments on Proposed Combination of Existing Pathways: International Studies and Global Development Studies?

Possible Combination Names:
- International + Global Engagement
- Global Studies

Comments:
- Require study abroad or substitutions from abroad for GE Minor
- Natural partnership
- Many common objectives

Two pathways differentiate:
- Developing world
- Industrialized world

This merger would dilute the focus of Global Development.
19. **Comments on Proposed Combination of Existing Pathways: Sustainability and Science, Technology, and Values?**

**Possible Combination Names:**
- Sustainability
- Science, Technology & Values

**Comments:**
- How technology can obtain sustainability?
- Analyzes overlap of technology and world (spec. environment) in past, present and future.
- There are important issues and questions about science and technology that don't have to do with sustainability directly.
- Include at least 2 sustainability classes in SSTV but don't combine.
20. **Comments on Proposed New Pathway: California Studies? (CAB note: Chico State already has a Minor in California Studies)**

<table>
<thead>
<tr>
<th>Proposed New Name: California Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Possible Alternate Names</strong></td>
</tr>
<tr>
<td>space and place focus</td>
</tr>
<tr>
<td>- history of the Chico/Sacramento area</td>
</tr>
<tr>
<td>- tribal perspective of Meehooopda and regional partners</td>
</tr>
<tr>
<td>- literature (Steinbeck)</td>
</tr>
<tr>
<td>- climate/environment</td>
</tr>
<tr>
<td>- sustainability</td>
</tr>
<tr>
<td>- population/demographics</td>
</tr>
<tr>
<td>- technology</td>
</tr>
<tr>
<td>- sustainability</td>
</tr>
<tr>
<td>- political/state &amp; local government</td>
</tr>
<tr>
<td>- tribal governments</td>
</tr>
<tr>
<td>- food/age</td>
</tr>
<tr>
<td>- CA tribes federally-recognized, nonfederally-recognized, state-recognized</td>
</tr>
<tr>
<td>- honoring place and space</td>
</tr>
</tbody>
</table>

- History of CA from multiple perspectives (Native American, Hmong, Japanese, etc.)
  - Not just from a historian or anthropological point of view

Too narrow for GE?
21. Comments on Proposed New Pathway: Curiosity and Innovation?

**PROPOSED NEW NAME:** Curiosity + Innovation

**POSSIBLE ALTERNATE NAMES**
- Innovation, Technology and ___
- Innovation, Technology, and Entrepreneurship
- Innovation

**COMMENTS**
- Includes: Art, Science, and Social development
- Would technology be included here?
- Business, entrepreneurship, and technology must be here.
- Could consider some of the GBL courses... Bio/Phl 322, SocEd 300

**The Arts and Social Change**
22. Comments on Proposed New Pathway: Data Analytics?

Possible Alternate Names:
- Data Science
- Data Literacy
- Information Literacy
- Digital Studies
- Scientific Inquiry
- Critical Thinking

Possible Alternate Names:
- Data Science
- Data Literacy
- Information Literacy
- Digital Studies
- Scientific Inquiry
- Critical Thinking

Comments:
- Students don't know how to use computers.
- Knowing how to filter BS out of the truth using data creates informed graduates.
- These technical skills span EVERY discipline (Even humanities!)
- They are in high demand creating opportunities for Civic Engagement.
- Data-driven decision making.
- Need capacious definition of "analytics".
- Security and ethics component.
- Data does not always mean math.
- Media literacy is critical in the age of "fake news".
- Humanities/Liberal Arts students need this when they enter the work force.
- Add a research in BSS course.
- A great new pathway is a great bet.

I don't fret much about what people are worried about. Great. I don't think students will want it.
23. Comments on Proposed New Pathway: Design Thinking?

**Proposed New Name:** Design Thinking

**Possible Alternate Names:**

- Critical Making + Design
  - This term feels very unique

- Arts and Ideas
  - The Arts as Lens

- The Arts and Social Change

**Comments:**

- This is a great and relevant idea - do we have the classes?
  - Yes
  - Could definitely expand (inc. Honors courses, etc)

Definition? I hear skepticism about whether this is a meaningful, coherent body of thought or just a buzzword.

- It's for students in art/music/film studies/communication/theatre who are not currently represented in pathways!
24. Comments on Proposed New Pathway: Global Engagement?

**PROPOSED NEW NAME:** Global Engagement

**POSSIBLE ALTERNATE NAMES**
- Global Studies
- Global Honors
- Global Engagement + Development
- International Development + Issues
- International Policy + Engagement

**COMMENTS**
- Allow for easy study abroad incorporation and substitutions.
- This is a different thing from GE Honors.

- Diversity Edu ≠ Inclusion
  (they are different)

Possible Alternate Names

Inclusive Practices

Comments

Proposed New Name: Intersectionalities

Possible Alternate Names:

Comments:

Is this term broadly understood outside of academia? What does this even mean?

Intersectionality: multiple/overlapping identities of minority groups that are often explored separately instead of their relationship and compounding impact. Making invisibilities visible.

Intersectionalities → student population

Not sure this name can be easily articulated. Idea is great.

Intersectionality: no person is ever one identity, we are all made up of overlapping identities. A decision is never made without all of the identities intersecting, influencing the decision made.

It is simple to articulate, intersectionality impacts everything. Change “Diversity Studies” to “Intersectionality Studies.”

“Diversity” = separate; “Inter” = connected.

→ a woman can never experience being white without being a man. A White woman and a White man will never have the same experience. This is intersectionality.
27. Comments on Proposed New Pathway: Research Methods?

Proposed New Name: Research Methods

Possible Alternate Names:
- Research, Data, and Media Library
- Research, Inquiry, Data Analytics
- Critical Thinking
- Pro Research (I'm a student)

Comments:
- Research skills are heavily valued by employers and being able to articulate them in a minor might be helpful.
- This is a course, not a pathway.
- It could be a pathway looking at how research is conducted and used in multi-disciplinary areas.
- How should research inform policy?
- How much must students be in particular disciplines to conduct research?
- Might be a great conduit for future PhDs and other doctorates for academia, especially for under-represented minorities.
- Would be a beneficial pathway for students of many disciplines, being an expert in research in various areas makes a more effective researcher on whatever their one area is.
- Pretty meta. Can we have a whole GE program of second- and third-order methodological issues? for undergrad minors?

<table>
<thead>
<tr>
<th>Possible Alternate Names</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED NEW NAME: SOCIAL JUSTICE &amp; INCLUSIVE POLICY</td>
<td>How would this be different from Ethics, Justice &amp; Policy?</td>
</tr>
<tr>
<td></td>
<td>What science and technology courses would fit here?</td>
</tr>
<tr>
<td></td>
<td>Include ability / disability in the understanding of inclusivity</td>
</tr>
<tr>
<td></td>
<td>Universal Design for Learning Principles</td>
</tr>
<tr>
<td></td>
<td>Meaningfully different from &quot;EJP with a leftist axe to grind?&quot;</td>
</tr>
</tbody>
</table>
29. Comments on Proposed New Pathway: Transformational Leadership?

**Proposed New Name:** Transformational Leadership

**(Cassandra, Juanwon, & Janell - CCLC)**

**Possible Alternate Names**

**Comments**

- Importance of diversity in leadership
- Leadership policies, practices, transforming learners, families, communities, employees
- Define communities.
- Transformative leadership needs to include multiple perspectives taking in underserved communities, too.
Summary of Student Focus Group in Response to GE Campus Forum

Housing Residents and Resident Advisors, September 12, 2019

*Summary verified by student participant Juliana Williams (English, Resident Advisor)*

**Student majors represented:**

- Business Administration (Resident Advisor)
- Computer Animation & Game Development
- Computer Animation & Game Development
- Economics
- English (Resident Advisor)
- History
- Mechanical Engineering
- Mechanical Engineering
- Mechatronic Engineering
- Philosophy
- Pre-Nursing (Resident Advisor)
- Pre-Nursing
- Psychology
- Social Science
- Undeclared

**Overall thoughts about Pathway/GE Minor Names:**

- Unanimous preference for names that are concise (one or two words) and extremely clear. As one student asked - to unanimous approval by the other students - “Why can’t they all be [as easy to understand] as Health & Wellness? The people who wrote the other [current] Pathway names should be fired.”
- Unanimous preference for names that are “professional sounding” and career-minded.
- Majority preference to avoid “activist,” “angry,” names, especially Social Justice. As one student said, “stay away from names that could offend someone.”

**Preference for Pathway/GE Minor Names from Campus Forum:**

- Cultural Studies
- Data Analytics
- Food Studies (proposed Culinary Studies)
- Research Methods
- Cultural Studies
- Data Analytics
- Food Studies (proposed Culinary Studies)
- Research Methods
- Science, Technology, and Values (proposed Innovation and Ethics)
- Sustainability
- Transformational Leadership

**Preference for Pathway Combinations from GE Forum (against other combinations):**

- HW and FOOD (proposed Health and Nutrition)
- INT and GDS (proposed International Development Studies)

**Dislike of Pathway/GE Minor Names from Campus Forum:**

- California Studies
- Climate Crisis
- Design Thinking
- Ethics, Justice, and Policy
- Inclusive Practices
- Intersectionalities
- Resilience and Food
- Science, Technology
- Social Justice and Policy
- Sustainable Development
Summary of Student Focus Group in Response to GE Campus Forum

Study Abroad Student Interns, September 13, 2019

Summary verified by student participant Jenna Reed (Asian Studies)

Student majors represented (and study abroad countries):
Animal Science, Pre-Veterinarian (Costa Rica)  Kinesiology (Spain)
Anthropology (Thailand)                      Liberal Studies (Italy)
Art History and Asian Studies (Japan)        Media Arts (UK and Australia)
Asian Studies (Japan)                       Political Science, International Relations, and
Graphic Design (Germany)                    Spanish (Spain)
International Relations (France)            Social Work (Australia)

Overall thoughts about Pathway/GE Minor Names:
- Unanimous preference for names that use precise language and give a clear idea of the theme of the Pathway.
- Majority (no vote) worry about names that evoke a strong reaction (e.g. Social Justice), and recommend that “polarizing” names be avoided.
- Most of the discussion focused on International Studies and Global Development Studies.
  - A majority (8-3) for merging International Studies and Global Development Studies.
  - A majority (10-0-1 abstain) and for renaming combination as “Global Engagement.”
  - A majority (10-0-1 abstain) prefer the term “global” to “international.”
  - A majority (10-0-1) believe that a Global Engagement GE Minor should include an equal number of courses that focus on developing and developed countries.

Preference for Pathway/GE Minor Names from Campus Forum:
- Cultural Studies
- Food Studies (proposed Nutrition)
- Great Books & Ideas (proposed Literature & Ideas)
- History, Literature, & Innovation

Preference for Pathway Combinations from GE Forum:
- INT and GDS (proposed Global Engagement)

Dislike of Pathway/GE Minor Names from Campus Forum:
- California Studies
- Data Analytics
- Ethics, Justice, and Policy
- International Development Studies (Housing residents’ proposal)
Summary of Student Focus Group in Response to GE Campus Forum

Student Interns, Academic Advising, September 17, 2019

*Summary verified by student participant (Jasmine Taylor, Nursing)*

Student majors represented:

- English
- Math
- Nursing
- Plant Science and Communication Studies
- Social Science (Spring ‘19 grad)

Overall thoughts about Pathway/GE Minor Names:

- Unanimous preference for names that are concise (one or two words) and extremely clear.
- Unanimous preference to avoid “activist,” “controversial,” names, especially Social Justice or Climate Crisis.
- Preference for skills-based names, but caution that students will avoid "Research Methods" in order to avoid writing research papers.
- Concern about having more than one STEM Pathway (e.g., either STV or Data Analytics).

Preference for Pathway/GE Minor Names from Campus Forum:

- Cultural Studies
- Data Analytics
- Ethics, Justice, and Policy (renamed as Society and Ethics)
- Food Studies (renamed)
- Gender and Sexuality
- Global Engagement
- Health and Wellness
- Research Methods (renamed as Applied Research)
- Sustainability
- Transformational Leadership

Preference for Pathway Combinations from GE Forum (against other combinations):

- DIV and GS (unanimous, renamed as Diversity Studies)
- INT and GDS (unanimous, renamed as Global Engagement)

Dislike of Pathway/GE Minor Names from Campus Forum:

- The Arts and Social Change
- Curiosity and Innovation
- Design Thinking
- Great Books and Ideas
- Inclusive Practices
- Intersectionalities
- Resilience and Food
Summary of Student Focus Group in Response to GE Campus Forum

Student Veterans, September 18, 2019

Summary verified by student participant Theo Lewis-Lawrence (Philosophy)

Student majors represented:
Computer Science
International Relations
Kinesiology
Philosophy
Psychology and Sociology
Communication Sciences and Disorders

Overall thoughts about Pathway/GE Minor Names:

- Unanimous preference to avoid overtly political names, especially Social Justice and Climate Crisis, words that “have been weaponized.” A majority included the word “global” in this list of controversial names (“globalist”).
- Unanimous belief that courses have to be appropriate and relevant to the Pathway name, especially for “skills” Pathway names (e.g. Data Analytics needs specific courses).
- Preference for skills-based names, possibly including both Research Methods and Data Analytics, but if only one then Research Methods (or Applied Research)
- A majority believe that names need to be honest: Great Books and Ideas as “Great Works in Western Ideology”
- A majority believed that “buzzwords,” in general, should be avoided.
- Against names that “sound good” but may not work in practice (Transformational Leadership).

Preference for Pathway/GE Minor Names from Campus Forum:

- Cultural Studies
- Ethics, Justice, and Policy (renamed as Communal Ethics)
- Data Analytics (if courses are appropriate)
- Health and Wellness
- International Studies
- Research Methods (or Applied Research)
- Science and Technology (not Values)

Preference for Pathway Combinations from GE Forum (against other combinations):

- FOOD and HW (unanimous)
- INT and GDS (unanimous, renamed as International Studies)
- GDS and SUST (renamed with words “International” and “Sustainability”)

Dislike of Pathway/GE Minor Names from Campus Forum:

- The Arts and Social Change
- California Studies
- Curiosity and Innovation
- Design Thinking
- Global [anything]
- Inclusive Practices
- Intersectionalities
- Research, Inquiry, and Data
- Analytics
- Social Justice
- Transformational Leadership
Summary of Student Focus Group in Response to GE Campus Forum

Student Athletes (Women’s Golf Team), September 18, 2019

Summary verified by student participant Natalie Kinney (Agricultural Business)

Student majors represented:

- Agriculture Science
- Agriculture Science
- Journalism
- Business
- Nursing

Overall thoughts about Pathway/GE Minor Names:

- Unanimous preference to avoid names that are too broad or too vague.
- Unanimous preference for “exciting” names, such as Transformational Leadership.
- Preference to avoid political names, most did not include Social Justice as a “political name.”
- Preference to have two Sustainability pathways: one with a food emphasis and one with a science emphasis.

Preference for Pathway/GE Minor Names from Campus Forum:

- Diversity (renamed Diversity and Inclusion)
- Ethics, Justice and Policy (renamed Social Justice Policy)
- Financial Literacy
- Health and Wellness
- Information Literacy
- Life Skills
- Problem Solving
- Research Methods
- Science and Innovation
- Science and Technology (not Values)
- Sustainability and Food
- Sustainability Science
- Transformational Leadership

Preference for Pathway Combinations from GE Forum (against other combinations):

- DIV and GS (unanimous, renamed as Diversity and Inclusion)
- Food and HW (unanimous, renamed with the word “Nutrition” included)
- FOOD and SUST (unanimous, named as Sustainability)
- INT and GDS (unanimous, named as International Studies)

Dislike of Pathway/GE Minor Names from Campus Forum:

- Curiosity and Innovation
- Design Thinking
- Great Books and Ideas
- Inclusive Practices
- Social Justice and Inclusive Policy
Summary of Student Focus Group in Response to GE Campus Forum

Students in Cross-Cultural Leadership Center, September 19, 2019

Summary verified by student participant Cassandra Arechiga (Women’s Studies and Psychology)

Student majors represented:

- Animal Science
- Biological Sciences
- Business
- Exercise Physiology
- Exercise Physiology
- Kinesiology
- Pre-Social Work
- Psychology
- Psychology
- Women’s Studies and Psychology

Overall thoughts about Pathway/GE Minor Names:

- Unanimous and enthusiastic preference for Transformational Leadership.
- Unanimous opposition to “childish” Great Books and Ideas, though concerned to maintain a literature Pathway, perhaps Diverse Literature or Cross-Cultural Literature.
- Nearly unanimously opposed to combining DIV and GS.

Preference for Pathway/GE Minor Names from Campus Forum:

- Diversity (renamed Cross-Cultural Studies or Diversity and Inclusion)
- Ethics, Justice and Policy
- Food Studies
- Gender and Sexuality
- Health and Wellness
- Research Methods (or Applied Research Methods)
- Science and Technology (no “Values” or replace with Ethics)
- Social Justice and Inclusive Policy (renamed Inclusive Justice)
- Sustainability
- Transformational Leadership

Preference for Pathway Combinations from GE Forum (against other combinations):

- DIV and GBI (a majority, named as Diverse Literature or Cross-Cultural Leadership)
- INT and GDS (nearly unanimous, named as Global Engagement)

Dislike of Pathway/GE Minor Names from Campus Forum

- Arts and Social Change
- Curiosity and Innovation
- Design Thinking
- Global Development Studies
- Great Books and Ideas
- Inclusive Practices
- Intersectionalities
Summary of Faculty Focus Group in Response to GE Campus Forum

September 20, 2019

Summary verified by Adrienne Edwards (Biological Sciences)

Departments and Offices represented:

- Biological Sciences
- History
- Mathematics and Statistics (Certificate in Data Science)
- Tribal Relations (Administrator, who relayed input from an MCGS and School of Education faculty member)

Overall thoughts about Pathway/GE Minor Names:

- Unanimous preference for California Interdisciplinary Studies.
- Unanimous preference for a name that includes Data (suggestion Data and Analytical Literacy as Data Analytics is too narrow) that would include Research Methods.
- Sustainability and Civic Engagement?
- Politicized Pathway names should be avoided (e.g. Social Justice)
- Rename GBI.

Preference for Pathway/GE Minor Names from Campus Forum:

- California Studies (renamed California Interdisciplinary Studies)
- Data and Analytical Literacy
- Science, Technology and Values (change Values to Ethics)

Preference for Pathway Combinations from GE Forum (against other combinations):

- DIV and GS
- FOOD and HW
- INT and GDS

Dislike of Pathway/GE Minor Names from Campus Forum

- Great Books and Ideas (must be renamed)
<table>
<thead>
<tr>
<th>Names of Existing/Proposed Pathway and GE Minor Names from the Campus Forum on September 10</th>
<th>Number of “Yes” responses from employers and Career Center staff (25 surveyed) to the question “would the Minor strengthen (or supplement) a student’s application for employment?</th>
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<tr>
<td>Critical Thinking</td>
<td>15</td>
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<tr>
<td>Data Analytics</td>
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<tr>
<td>Sustainability</td>
<td>14</td>
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<tr>
<td>Innovation and Technology</td>
<td>12</td>
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<tr>
<td>Innovation, Technology, and Entrepreneurship</td>
<td>12</td>
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<tr>
<td>Sustainable Development</td>
<td>10</td>
</tr>
<tr>
<td>Community, Agriculture, Food, and Environment (CAFÉ)</td>
<td>9</td>
</tr>
<tr>
<td>Data Science</td>
<td>8</td>
</tr>
<tr>
<td>Research, Data, and Media Literacy</td>
<td>8</td>
</tr>
<tr>
<td>Design Thinking</td>
<td>7</td>
</tr>
<tr>
<td>Ethics, Justice, and Policy</td>
<td>7</td>
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<tr>
<td>Global Development Studies</td>
<td>7</td>
</tr>
<tr>
<td>International Policy and Engagement</td>
<td>7</td>
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<tr>
<td>Research Inquiry, Data Analytics</td>
<td>7</td>
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<tr>
<td>Science, Technology, and Society</td>
<td>7</td>
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<tr>
<td>Science, Technology, and Values</td>
<td>7</td>
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<td>Data Literacy</td>
<td>6</td>
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<tr>
<td>Global Development Issues and Solutions</td>
<td>6</td>
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<td>Innovation</td>
<td>6</td>
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<td>International Development and Issues</td>
<td>6</td>
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<td>International Studies</td>
<td>6</td>
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<tr>
<td>International and Global Engagement</td>
<td>6</td>
</tr>
<tr>
<td>Critical Sustainability Studies</td>
<td>5</td>
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<tr>
<td>Cultural Studies</td>
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<td>Diversity Studies</td>
<td>5</td>
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<td>Health and Wellness</td>
<td>5</td>
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<td>Inclusive Practices</td>
<td>5</td>
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<td>International Engagement and Development</td>
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<td>Research Methods</td>
<td>5</td>
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<td>Social Justice and Inclusive Policy</td>
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<td>5</td>
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<td>Critical Making and Design</td>
<td>4</td>
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<td>Curiosity and Innovation</td>
<td>4</td>
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<td>Food Studies</td>
<td>4</td>
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<tr>
<td>Adaptability</td>
<td>3</td>
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<td>Addressing Climate Crisis</td>
<td>3</td>
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<td>Personal Development and Wellness</td>
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<td>2</td>
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<td>Cultural Tradition and Transformation</td>
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<td>Gender and Sexuality</td>
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<td>Human Impact on the Environment</td>
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<td>The Arts and Social Change</td>
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<td>Addressing Climate Crisis and Resource Scarcity</td>
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<td>Global Studies</td>
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<td>Great Books and Ideas</td>
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<td>Innovation and the Arts</td>
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<td>Resilience and Food</td>
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<td>Study of Intersectionality</td>
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<td>The Anthropocene</td>
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<td>The Arts as Lens</td>
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<td>California Studies (not included on employer survey due to existing Minor)</td>
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Campus Forum: Exploring GE Pathways Possibilities Online Survey (50 Responses (survey open from September 10 – September 20)

Ten years ago, Chico State students, faculty, and staff came together to create our current General Education Pathways Program. On September 10, students, faculty, and staff met to discuss the future of this distinctive program. Should the current Pathways and GE Minors remain the same? Should some be combined? Renamed? Should new Pathways and GE Minors be created? If you weren’t able to attend the Campus Forum, you can interact with the posters generated on September 10 and provide feedback here.

Note: All existing GE courses retain their GE status. All existing upper-division GE courses will be sorted into upper-division Pathways (whose topics may or may not be changed). All existing lower-division GE courses will retain GE status but will not be organized into Pathways (though they may apply to be part of a GE Minor with the same name as the upper-division Pathway). For more information about changes to GE Pathways and Minors see: http://www.csuchico.edu/ge/2021

Your Role at Chico State?
50 responses

In general, as we move forward, would you prefer
46 responses

- keeping the existing ten Pathways (with possible name changes)
- combining some existing Pathways
- adding a new Pathway (or Pathways), which would require deleting or combining existing an existing Pathway (or Pathways)

- Employer
- Current faculty; former undergraduate student (2008-2012)
Comments on Existing Pathway: Diversity Studies?

Potential new name: Human Diversity & Social Justice This can’t be combined with Gender & Sexuality. This pathway addresses how our backgrounds, cultural belonging (or exclusion), and linked systemic oppressions influence our view of the world - and the world's view of us. We definitely should incorporate more action-oriented and social justice elements into this pathway. This pathway focuses more closely on racial/ethnic and socio-economic difference, but also should be intersectional. Diversity Studies needs to be expanded rather than diluted, to include a wider range of human oppressions and change-making. This should not be combined with Gender and Sexuality as they are different subjects. Diversity should be about the diversity of the different ethnic studies which are traditionally African American Studies, Latinx studies, Native American studies and Asian American Studies. It should be about learning about other cultures and peoples. Anthropology class would also fit well into this pathway. Gender and Sexuality is already a broad topic and needs to retain its own pathway. This would not adhere to the university's commitment to diversity.

Definitely include cultural/ethnic courses to it (e.g. Chicano Studies, AFAM studies, Asian Studies) and a gender/sexuality component to it (e.g. Human Sexuality, Women Studies)

Leave as is. This has been a very strong pathway among students.

I like the name but also the idea of adding inclusive practices (accessibility, gender in the workplace, etc) so possibly combining the two "Diversity Studies and Inclusive Practices"

I like the idea of combing certain topics that would go hand in hand with each other, but that would probably mean making class time longer and I think I would prefer the shorter classes as a first year. I do like the inclusion of culture though.

Culture studies

Where is out Contemporary Elders Group--Students over 45????

Intersectional Studies

Add Gender and Sexuality pathway courses to this pathway

Keep this pathway! We need diversity in every area on campus. It is not the same as gender and sexuality. We need both.

would like to see inclusion of disabilities here

I like the idea of a pathway that focuses on diversity, and it would be good to include some gender courses in this category, but I think it is important to keep gender courses as their own category as well.

In my GE classes I approach 'diversity' broadly on two levels: cultural/ethnic and ecological. I combine those to show that the interrelated nature of Indigenous cultures and ecological diversity. I also illustrate the importance of cross-cultural awareness and the repeating nature of humans to harm others. Author Gleb Raygorodestky discusses how more than 80% of the world's biodiversity on roughly 20% of the land masses is stewarded by Indigenous populations comprising less than 5% of the global population. We need an educated society that sees these types of links.

I dig it

Intersectional Studies/Analysis

I really like the cultural studies idea

Comments on Existing Pathway: Ethics, Justice, and Policy?

How big is this pathway? How well-enrolled are the courses? Can ethics and policy be woven into a variety of pathways? Could this be something more along the lines of Civic Engagement, Policy, and Leading Change?

I like the idea of the new name suggested (Also this is the Pathway I ended up doing and successfully got a Pathway Minor for. The content in it was great, but I do think a newer more modern name change would better help other people (such as friends, club mates, employers, etc.) to quickly/more easily understand it.
Fine as is but lower division courses need a change up/refresh
i like it!
I don't really have much experience with these topics but as far as combining goes, it could be a good idea to get two things done in one semester instead of over two semesters.
Is this about how to establish justice in society?
Would love to see Mediation added as a Grad Student Program
Would like to see inclusion of disability here
Like the current title
The term justice to me implies a perpetuation of making up for past wrongs. I prefer equality, and for me that equality includes people and the environment.
I like the current name and this is a popular pathway with first gen students
Shorten title? Make it more relevant?
Ethics, Justice, and Public Policy
I think the issue of sustainability should be included here

Comments on Existing Pathway: Food Studies?
I like the idea of including a Sustainability aspect/option to the pathway
Leave as is, however if there is room for a lower division Ag course that works then add it or swap with another course. This is a popular pathway, name change or not. Students won't care. Its the courses that matter.
I like the CAFE title
From what I have learned so far at Chico State, we have acronyms for everything so creating CAFE would be nice to continue that tradition. I also like how agriculture would be included in the curriculum.
Societies culture food
The Case for Veganism relative to Sustainability and Health
Nourishment Studies
I like food studies because it is broad enough
Culture and Agriculture
Students like this
WHAT IS FOOD STUDIES?? irrelevant title
Could this be combined with sustainability. Make courses in pathway more cohesive.
Include Equity in name, maybe Food and Equity?
Multicultural Health and Wellness would go well here

Comments on Existing Pathway: Great Books and Ideas?
This pathway needs to be rethought and brought into a contemporary context (while perhaps keeping some of the traditional). Potential twists conveyed by new names: Spoken & Written Word Transformative Ideas across Time
I also agree on giving it a catchier name since I'm still not sure what exactly “Great Books and Ideas” will cover, like does it include History courses? More English? Sociology? All of the above? I bet the content in the pathway is great but I see the name can easily push students away from it... This pathway has been the one that always confused me.
This pathway was an experiment when we changed to the pathways model. I was on senate at the time and we were critical of it then. The experiment has been a failure. If some of the course can be dispersed then do so otherwise it needs to be put to rest. It cannot be justified.
include collaboration to increase participation with Book in Common, include a course centered around diverse literature (in terms of culture of origin and authors)
The title I would personally prefer would probably be "Cultural Tradition + Transformation" and it helps that it could be included in most if not all pathways.
Lynn Andrews series??? Not sure what you're looking for here

Literature Design?

I like the idea that students would be reading books so they can learn more about the California experience (new idea below) and the people that make up our great state

Too vague

If this pathway is changed, it should include the visual arts and not be limited to literature.

I love this category but I agree that a rebranding could do it some good. "Innovation" is a real buzzword these days, and I like the idea of trying to incorporate that into the title while keeping the spirit of the pathway the same.

I don't understand the general animosity toward this pathway. If we are to change it, I would strongly suggest including "Arts" in the title, eg "Arts, Literature, and Ideas" I also think that these course selections can be broadened to include more courses from the arts in general.

One of my classes is included in this pathway. I rarely see students in my classes that are in this pathway (maybe 1 or 2 out of nearly 50 students each semester). It might be good to integrate this pathway into all pathways.

Ridiculous and embarrassing - the least popular pathway - should be cut as a bastion of old patriarchal privilege

I like "Cultural Tradition and Transformation"

Title can turn students away, it is unappealing

This one should be combined or should be taken off because a lot of students including myself see no little connection to this pathway with our work after college or in continuing our education. Where as leadership, sustainability, or diversity work is more transferable to all majors.

Audre Lorde, Angela Davis, and more women of color should be included here

Comments on Existing Pathway: Global Development Studies?

I had no idea this focused on the developing world, so maybe making that more apparent in the name would be good

Have always liked this pathway as its focus is different from the International pathway. I know it can be confused, however development is very different set of issues to examine, than international which has a more cosmopolitan theme with a strong sense of geopolitics. Keep it, don't merge it with international.

Curriculum needs to address the long-term impacts of colonialism and war on developing countries

The title "Global Development Issues & Solution" caught my eye the most and I also agree that it would do well in science and reflect on the many situations going on around the world.

Women's Global Networks; especially indigenous, international communities

Sustainable Development

I think global development and international studies should be combined for a pathway called global studies

Should be combined with International Studies

The title could use an update. At minimum, I would recommend removing "Studies" from the title.

Combine with international studies but with different name

Sustainable development

Comments on Existing Pathway: Gender and Sexuality?

This is an enormously popular GE minor, and it already is a broadly interdisciplinary amalgam of several fields of study: women's studies, feminist studies, gender studies, masculinity studies, sexuality studies, queer/LGBTQ studies (very different), QTPOC Studies, trans studies, and transfeminism. It should not be conflated with diversity studies, to make only one pathway that specifically challenges white-privileged/heteronormative/gender-compliant/middle-to-upper class narratives. In fact, shrinking two
pathways into one would drastically undermine the Diversity & Inclusion Strategic Priority (one of only three our university has). An alternative name could be Intersectional Gender & Sexuality Studies, to symbolize that gender and sexuality will always be studied in relation to the other elements that inform our identity. Gender & Sexuality Studies Pathway and Women’s Studies Minor: 4 more courses required to get WMST minor Gender & Sexuality Studies Pathway and Sexual Diversity Studies Minor: currently 3 addnl courses needed to get Sex Div minor, but planned revision will remove one of the cross-counted courses, so 4 addnl courses will be required to get the minor

Gender and Sexuality studies is not just about intersectionality. Although there are some classes in common the MCGS minor requires a number of classes that are not included in this pathway. This is one of the most popular pathways, with a high enrollment in the upper division courses in this pathway. It really needs to be retained. Gender and Sexuality studies is different than diversity studies as this focuses on masculinity studies, women's studies, LGBTQ issues and sexuality studies and gender identities. If you combine this with diversity studies, which has more focus on neither pathway would be adequately represented. This would not adhere to the university's commitment to diversity. Perhaps combining it or making this part of a focus for Diversity Studies, unless it’s a really popular Pathway in which case leave it as it is if students are already super attracted to it!

This one has always seemed like MCGS-lite. I agree with the question posed how close to MCGS minor/major is this? I remember when I was on senate that during the new GE approval stage this pathway was put forward to help bolster MCGS as it was not a department yet and was floundering as a weak program with less than 12 majors. MCGS is now a recognized department with a revamped curriculum, therefore is this pathway still required or too narrowly focused like a major? Some of the courses could go to other pathways, or not. Its a thought, I am torn.

combine with diversity studies and teach about intersectionality
The name could be something controversial in the long run but it would be nice to learn about this topic as underclassmen coming into college.
Like to see something on Men's Bonding/ Intercommunication btwn Men & Women
Genders and Sexualities
Incorporate with diversity studies
Agreed that it can probably be combined with Diversity Studies
Keep this pathway! We need both this pathway and one on diversity. We need to teach about issues in both areas, across the curriculum.
I respect the goal of intersectionality, but I think we can achieve this without combining the diversity and gender pathways. I think to do so would risk losing something in the process. I once took a class on the history of how history has been written (historiography) that grouped gender history and multicultural history into one week of material. It ended up feeling like neither was treated with enough deference and were just thrown together for efficiency. I worry that combining gender & diversity pathways would also risk trying to do too much and then fail to give each topic its due respect.

there is so much GROWING interest from students in this area. demonstrated in part by the increase in the number of sections of MCGS 310 -LGBTQ Issues and Identities offered the past several years.
Seems to be enough difference between MCGS minor in sexual diversity studies. besides women's health and perspectives on disease, there could be a benefit to adding a science course?
Combine with Diversity studies with name of diversity studies
Gender and Sexuality Studies seems good to me.

Comments on Existing Pathway: Health and Wellness?
I don’t know much about this pathway, but I hope it includes courses about mental health/wellness!
Leave as is. Very popular amongst students.
this is a popular choice, and should be kept! I like the idea of including financial and socio-emotional wellness
This one is also very important because a lot of us as incoming freshmen and college students in general could use some guidance in learning more about these topics.
Alternative Healthy Lifestyles...
I like the name
Leave as is
important to continue focus on this as a concept and course of study as our communities are more and more stretched, more complex and more susceptible to addiction, mental illness, suicide and other traumas....
The title of this sounds very elementary; like a unit in a high school curriculum. What about "The Body and Society?" this is a title of a course series I once took, and it might be a really good way to "open" the feel of the pathway more.
Does this include environmental/ecological health and the connections back to humans?
Super popular! Can we add more courses in pathway if we get rid of some pathways??
Review courses in pathway and make more cohesive/relevant to pathway.
Multicultural Health and Wellness. The Reproductive and Sexual Rights

Comments on Existing Pathway: International Studies?
Honestly don't know enough to comment on it...
Leave as is. See my comments on Global Development pathway. They are very different in there themes.
I know there is confusion, but I often wonder if its because as a faculty and campus we are not very internationalized, and therefore many faculty do not have a key grasp of the issues these two pathways approach. Its an ongoing problem.
international studies and global development studies can be combined to create global engagement and development, which opens more opportunities to address the longstanding impacts of colonialism
This would be great but I don't know if I personally would sign up for the course itself.
Menitoned before Women's International Network Groups
Global Engagement and Development
combine with global development
I like some of the possible new names. The term "international" seems too focused on nations. There are also many interesting ethnic differences within some nations, and some classes look at broader issues that cross borders. I think leaning toward "global" rather than "international" may be more apt.
Global Engagement and Development would be an excellent combo.
Combine with international studies but more 'engaging' title
Global Studies

Comments on Existing Pathway: Science, Technology, and Values?
Honestly don't know enough to comment on it...
Really like the proposed name change. YES! Totally makes sense. I disagree with some of the comments. Societal impact and ethics are taught in some of the courses especially GEOG 103 Mobile, Wired and Tracked. Absolutely essential that they are.
I like the acronym. Also, this would be a good course for first years. Especially since it's technically a required course to take.
Not my stuff
Don't know enough to comment
Needs to include art in the offerings.
Science, Technology and Society gets my vote.
No comments on this one
I can't read cursive
There should be a multicultural and gender component to this

Comments on Existing Pathway: Sustainability?
I think keeping it as Sustainability is great, no change is really needed.
Leave as is. This pathway is doing very well. The proposed name changes are clunky students will not like it. Climate change as science and societal responses: mitigation and adaptation are taught. The Area B1 foundation course for this pathway is GEOG 101W Physical Geography, where climate change, physical environmental issues, science, and sustainability issues from a science perspective are actively taught with a lab. GEOG 304 Sustainability Issues is in the upper division portion of this GE, covers the issues very well. Having a sustainability degree is buzzword/overkill. The name is solid. I think there should be some type of course included in this pathway that addresses the traditional practices of the indigenous communities in the Americas, especially focusing on agriculture, hunting, housing, and water practices to inspire students to think about the differences seen in these sustainable practices compared to the commercialized practices of the United States
It would be a perfect idea to discuss climate crisis in a course such as this one because it would help students better understand the way the world is being affected through different factors.
Chico is doing extremely well in this department
I like the name
Keep it
"Sustainability" is a buzz word, but it does carry meaning. Perhaps "Sustainability and the Environment" would be clearer. This clearly includes human interaction with wild, agricultural, and built (including cultural) environments.
I like 'resilience' better than 'sustainability'.
I think that The Anthropocene really covers a deeper well of ideas/climate/sustainability/human change/etc and would particularly make this more useful in the social sciences.
One of my courses is in this pathway. It is a popular pathway, and most students I know are in it.
Unfortunately, the term 'sustainability' is used too much in this society to describe things that ultimately are not sustainable (I include resilient as over utilized too). For now it is the best word to describe it. I think the concepts of sustainability should be taught in all applicable pathways as a means to inform and critique the overall impacts of modern society on our environment.
This is a very strong pathway with well articulated PLOs Very popular subject with contemporary students and essential to fulfill the university strategic priorities - promotion is part of Chico's unique character and national reputation - has been treated with inadequate support by old admin who lacked vision - this is a natural candidate for advancement support and national branding of Chico
Sustainability is safe and relevant
Popular enough to keep sustainability

Comments on Proposed Combination of Existing Pathways: Diversity Studies and Great Books and Ideas?
Potential twists conveyed by new names: Spoken & Written Word Transformative Ideas across Time
Why would you combine these two? They are totally separate ideas. Diversity cannot be completely understood from reading "great books." Again, why are we looking to combine diversity studies with anything when the university speaks about a strong commitment to diversity?
I don’t know too much about the Great Books or Ideas Pathway, but if people want to combine these 2 pathways together then maybe doing a focus like “Diversity Studies: Literature & Art” might appeal to people?

Great Books is a failed experiment. Don't clunk it on to another pathway. Looks like desperation.
i don't think these should be combined; i believe the books and ideas pathway should maintain an emphasis on literature, but should present a diverse group of books and authors
I would prefer Diversity Studies.
Innovative Global Communities that are getting it right...WATER Gatherers (people managing communities' need for water, access to, etc.)
Do not agree
This combination seems like it could be fruitful.
"less dead white guys" ;)
Diversity Studies would be a better name to combine the two. It's all about diversity! (And why can't students read more?;)
No. While GBI can be expanded (and should) to include more coursework that reflects a more diverse set of writers, artists, and ideas, these are really different in terms of focus; they also attract different faculty and students. This combination would dilute both of these pathways.
I do not support this
I like this combination, the name might need some extra work
NO
These could possibly go together; there are so many great and education reads from Diverse foix such as James Baldwin, Maya Angelou, Gloria Anzaldua and many many more!
Doesn't seem like a harmonious combination.

Comments on Proposed Combination of Existing Pathways: Diversity Studies and Gender and Sexuality?

Combining these two pathways sends the wrong message, potentially looks like ghettoization, and would water down the very complex issues addressed in each pathway. Diversity Studies needs to be expanded rather than diluted, to include a wider range of human oppressions and change-making.

Again, why are we looking to combine diversity studies with anything when the university speaks about a strong commitment to diversity? These are two different subjects that highlight the diversity of people and combining them will not give an adequate education in either subject.

Maybe do a sort of focus with Diversity Studies, like “Diversity Studies: Gender and Sexuality” where students can choose GE’s that are more aligned with their interests, and allow for classes that will pair nicely with them. And then do a “Diversity Studies: Culture/Ethnicity/Race” and this classes discuss more to Latinx, AFAM, Asian. And if a student wants is interested in both Gender/Sexuality and Culture/Ethnic classes then it can just be like a more general “Diversity Studies” pathway

Yes, I could see some sort of merger here and leave the name Diversity Studies. It needs to be broad, the proposed names are narrow.
these should be blended into "diversity & intersectionality studies," and should address the multiple intersectionalities and how they combine to create a social hierarchy in our society
I'd say combine them and see how the class plays out for a semester or two and if it doesn't work out then change it and find a different solution.

Existentialism of Self/Learning Autonomy, Expression, & Self-hood
I like the idea of combining it but I also feel it should be its own separate pathway. Clumping it together will minimize the true need for these pathways.

Agree
There are enough courses and students interest to keep these separate.
I listed concerns about this possible combination under the poster for Gender & Sexuality. Please note concerns there.

think Gender & Sexuality needs a specific pathway/course of study. again, high interest and important to maintain focus on marginalized communities here... Diversity, agreed, is a "buzzword" but also think there is still value and SO MUCH WORK TO DO and high interest at least from my perspective with students.....though I agree with other comments that more actionable focus may be appealing-and necessary to connect to civic engagement (which doesn't have a clear connection to any of the current pathway titles) Diversity & Social Justice. Diversity & Social Change. Civic Engagement in Diverse Communities. thats a stretch. also think that additional courses on ability, socioeconomic diversity, diversity in the workplace, diverse social rituals (food, celebrations, sports) etc would perhaps draw other folks...

Given the combination above, Gender Diversity & Sexuality would make sense here.

This makes sense as a combination. I don't like the term 'intersectional' even though I like its connotation. I just think it's a buzzword.

If we are combining, this one seems like a good option.

This might work

Great suggested titles and approach proposed

I think this would be a good combination

Diversity, Gender, and Intersectionality

YES

Diversity studies and Gender Studies should stay separate because the combination of the two would not do either of them enough justice. There is so much to cover in both realms. These should stay separated.

Comments on Proposed Combination of Existing Pathways: Health and Wellness and Food Studies?

I think both of these pathways should stay separate.

I feel like these 2 pathways can be similar yet opposites at times because of their goal outcomes... I hear that health and wellness is a popular pathway so perhaps keep that how it is... tough call

No, not a good idea. Leave these two pathways alone.

these should not be combined

I agree that studying food doesn't necessarily need to involve the health aspect of it. For example, maybe just talk about certain dishes that can be made through the help of the class. If health needs to be included then maybe it could be squeezed in by explaining the calorie intake for each meal as well as how one's body would end up reacting to it.

Herbalism/ The New Metaphysics of Food

Health, Nourishment & Wellness Pathway

Disagree - two very different themes

I could see this working, but we might risk losing some angles on food, including diversity & culture as well as agricultural topics.

The Body and Society would work well as a title here.

keep just health and wellness

Possibly if the courses fit into each other.....

Health and Wellness should be studying food, so I could see that included.

Comments on Proposed Combination of Existing Pathways: Health and Wellness and Gender and Sexuality?

I strenuously object to diminishing the focus on either of these extremely complex subjects.
These as well should be separate
Again, why are we looking to combine diversity studies with anything when the university speaks about a strong commitment to diversity? Combing this with these topics puts us back in the days when gender and sexuality were thought of as medical conditions. This is a step backwards, not forwards.
I agree with the comment about the pathways different goals and outcomes
Sure some of the gender and sexuality courses could go here, but leave the name Health and Wellness.
If its not broke, don't fix it.
should not be combined
I don't think they should be combined because they don't really fit together to end up combining curriculum for one class.
Intersectional Wellness!!
Don't agree
Mismatch
Does not seem like a fruitful combination. Gender/Sexuality should involve more historical, cultural, etc. topics that may not be offered in a Wellness pathway.
agree that these are quite different goals... in terms of identity formation and impact of oppressions
No.
keep just health and wellness - nice and broad topic
NO does not make much sense
NO.
 Multicultural Health and Wellness

Comments on Proposed Combination of Existing Pathways:
International Studies and Global Development Studies?
I also believe that the goals and outcomes for these 2 pathways are pretty different, don't want to dilute the Global Development aspect of it
Leave these pathways separate. See my comments earlier. I do like and support having substitutions for study abroad but not requiring study abroad.
a great idea to combine these pathways and to focus on the practice of colonialism and its lasting impacts around the world
I totally think these two should be combined.
given above regarding women and water
International and Global Engagement
Agree
Yes!
 Seems like a great combination, but development may be hurt by this pairing. Will students still be led to focus on parts of the world that are too often missed by curriculum in K-12?
I like International Studies and Global Engagement!
This sounds interesting
I think this would be a really strong combination, global studies
Global Engagement and Development. I like combining these two. It will expose study abroad participants to deeper thinking about our role as global citizens and stewards of the earth while also encouraging study abroad and international business (with opportunities to develop empathy and think critically about issues of social justice and sustainability associated with international engagement). A powerful combo could be created here.
YES
YES!
Comments on Proposed Combination of Existing Pathways: Sustainability and Science, Technology, and Values?

This combination on the other hand seem like they could work well together as sustainability involves science and technology.

No, leave these pathways separate. This is a strange merger, huh?!

the technology path should include curriculum about sustainable production of technology and technology's value in sustainable practices, but these should not be combined

Personally, I don't know if I would combine these two.

Self-Sustenance through Sustainability/Methods and Why it Matters

I think these are very different

Both topics are too large and distinct to combine

Could be beneficial, but I think there is a risk that "values" when applied to a combined pathway may come to stand for environmental values rather than things like ethics applied to technology developments.

Each is important.

Social Entrepreneurship: Doing well by doing good

I think all of science and technology should be thought of within the framework of sustainability. "Values" is squishy term, though.

This is mere intellectual gaming with no real content seriousness

Na

Sustainable Practices and Solutions in STEM

Pretty separate things here

YES

I would keep separate.

Comments on Proposed New Pathway: California Studies? (CAB note: Chico State already has a Minor in California Studies)

this is a very interesting idea

This would be a great new pathway I would have loved to take! Maybe a different name however since “California Studies” seems a little too blunt, make the name more appealing like “CA History and Culture” or something

Really?! Way to narrow for GE. California topics and examples are provided in many of the GE classes across the current pathways. I know I teach in many of them. No, this is a stretch.

yes! emphasize California’s rich cultural history and the way our state has been shaped (politically and socially) by immigration

This would be nice and helpful. Especially since a lot of students are from California and not all know everything that has been going on (myself included).

Trends toward 2050/What do we need/what should we be doing to LIVE?

Too narrow

Art!!

This seems like a fantastic option and could also get students thinking about diversity, sustainability, and parts of their daily lives. I love this idea.

CA

This already exists? What about 400-level courses like Plant Biogeography?

Nice idea, but terrible title.

I very much agree with many of the comments (green dots); the history of California is important for all CSUC to know. The title may be limiting though for those students that may use this as a talking point for employment opportunities or grad school. Western Studies?
Love this!
Could be too narrow for GE
What? Don't think anyone would understand what this is because I don't.
Seems a little narrow for GE.

Comments on Proposed New Pathway: Curiosity and Innovation?

??? Ah, really? Curiosity and innovation are what are supposed to be in our GE course work now, why make it a separate pathway? I can't tell if this is some ploy to self-serve HFA or Business.
combine this with the technology pathway
This would be a fun pathway to take.
Collective Coop Community Coalitions (foodstuffs,gardens & gardening)
This is cool! Innovation and Intention? IDK
How is this different from the technology pathway
Excellent idea, but entrepreneurship is more compelling than "curiosity"
This title seems too vague.
This feels like it is attempting some things covered by Great Books & Ideas and some things covered by the Technology pathway. I'm not sure if this would replace one or both of them and am divided over whether it would be a good idea.
Entrepreneurship and the Arts
this is cool! consider studio art as options for sure... also physical curiosities like dance, yoga... could be really broad? think that some ethnic studies courses could fall under "curiosity" for sure...about our fellow humans.
Bah, humbug. Already covered in other pathways like Science & Tech, Diversity Studies, etc.
I particularly like this idea. I like the idea of "Innovation and the Arts" or "The Arts and Social Change" as well--the students in HFA who are in music, theatre, dance, etc do not see themselves reflected in the pathways, and this could be very attractive to them. I wonder about something more catchy as a title.
What about "Ways of Seeing?"
I like the idea of “the arts and social change”
I like the Arts and Social Change.

Comments on Proposed New Pathway: Data Analytics?

Yes! Love this idea as a pathway.
Data Literacy is a great name for it since the word Analytics is kind of a turn off for me, idk why maybe because I it makes me think of like algebra math :p
Way too narrow. There is already a data analytics minor on campus in Math. Data literacy?
Seriously.....this is what we are supposed to teach in our GE classes and major classes. Its a WASC general SLO.
Yes! This would help me a lot with learning more about analyzing data.
not my stuff
This would appeal to a very limited number of students. The topic is too specific
I wonder if this will be well-rounded enough. Will it be difficult to bring humanities classes into?
like the idea... think the name "data analytics" will feel VERY FOREIGN to many students and thus leave them out. including first gen, WOMEN who are still told they are not good at math (and yes I know this isn't all math)...but think the name would keep folks away. I like information literacy or data literacy.
I don't think this would be popular, and is covered elsewhere in many ways.
I think this is a very good idea. Could include courses from economics (ECON 380 - economic statistics) and geography (GEOG 211 - intro to GiS)
This feels incredibly self-limiting. This is a major (CS, MIS, BIS, etc) not an interdisciplinary GE set of courses. ALL students should learn to read data, but they also all need to learn the limitations of data.

Seems like a good one

Data and Information Literacy

I like how the title sounds

Data and Analytical Literacy

Data is used in many disciplines, so I don't see separating this out.

**Comments on Proposed New Pathway: Design Thinking?**

Arts & Ideas, or The Arts & Social Change are great ideas.

Would be interested to see what types of classes this would include since the name seems very vague...

Ahhhh, okay sounds self-serving to HFA and maybe some CME. No more to be said.

include with arts and ideas

I'm not an art major but it sounds like this could be a meaningful pathway to a student in this.

City Planning, making Chico a model city of & for the future

Arts and Ideas

Excellent, but this should NOT include "arts" in the title. Design thinking isn't just art or visual display, it is a matter of process and studying human interaction to design for it

Design thinking is too narrow. Arts and Ideas sounds good - maybe a replacement for Great Books?

Intriguing

Design and Innovation

Terrible Title. Design and Thinking are not always related; design can be a form of expression. I do think that something like "The Arts and Innovation" or "Ways of Seeing" could be wonderful.

Design and Innovation

Don't see what this would include, unless this is focus on visual arts.

**Comments on Proposed New Pathway: Global Engagement?**

??? What is the point? International pathway is global engagement, where as global development studies looks at human development issues: cultural, economics, and political.

include with international studies and global development

I love this because it already includes the opportunity to be able to travel abroad and I think that is awesome.

Gaia and Globalizing our Intentions and Connections

International and Global Engagement

Intriguing

Seems to prioritize activism rather than learning for a whole pathway

Should be International Studies & Global Engagement

Why not?

could be a good one,

Global Engagement and Development. I like combining international studies with global development. It will expose study abroad participants to deeper thinking about our role as global citizens and stewards of the earth while also encouraging study abroad and international business (with opportunities to develop empathy and think critically about issues of social justice and sustainability associated with international engagement). A powerful combo could be created here.

Instead of global development & intl studies

**Comments on Proposed New Pathway: Inclusive Practices?**
agree with comment that inclusive practices is very distinct from diversity education or social justice
???
include with diversity pathway
I don't really understand the poster but overall I don't think this should be a pathway.
Learning the Language of Empathy; Relating WITH Others as OURSELVES
Inclusive Actions
Redundant
This does not sound appealing. "Practices" seems like a buzzword for instructors and employees, but I
don't know how it would be received by students. This title sounds stuffy and uninteresting at first glance.
No.
This sounds like pedagogy, not content....
Unclear
I agree with the comment made.
Not sure whether this would work as a pathway.

Comments on Proposed New Pathway: Intersectionalities?
Leave Diversity and Gender and Sexuality the way they are as both address intersectionality in their
topics.
I like the explanation of Div = separate and Inter = connected, and the other comments make this seem
like an interesting idea!
This is diversity studies.
include with diversity pathway
This would be a good pathway to take.
same as above (I am you as YOU are ME as We are WE)
I like the name
Diversity studies doesn't exclude intersectionality, but the latter feels like it may just be a buzzword
Students may not understand this title. It could also be something like "Intersections," but that might have
broader connotations.
similar comment that folks won't know what this is until they take a class or intern at the GSEC that
teaches the definition...
No, I view this as diversity and systems thinking. Covered many ways.
Buzzword. I don't like this.
Shouldn't this be part of any pathways, not its own? Again, in terms of content, it seems like it is about
interconnectedness, which is what ALL GE should do.
This is jargon, so combining with the words "diversity" and "gender" would be helpful. Or perhaps "The
Search for Identity" or something similar...?
Hard to encompass all that intersectionality entails in one pathway this should be a major.

Comments on Proposed New Pathway: Research Methods?
I like research, data, and media literacy
Another important topic to have has a pathway. Can be very useful for people in certain majors.
Interesting idea, I would be very curious to see what classes would be incorporated in this!
We do this in GE classes already. Its part of many of the courses to learn how to do research and
understand data literacy for the discipline being studied. A separate pathway, really?
This would be a valuable pathway to explore and learn new things.
Surveys, interviews, VOLUNTEER OPPORTUNITIES
Research, Data, and Media Literacy
Too narrow of scope
"Critical Thinking and Research" -- but this area might overlap significantly with Data Analytics, both concentrating on empiricism
This is an interesting topic idea, but every field seems to handle research in a different way. Furthermore, many majors have required research courses. This seems like it could get muddy possibly.
Maybe Inquiry, Research, and Analysis? Certainly lots of courses would be appropriate here.
This again seems like PART of other courses. Not a pathway in its own. Also is one core component of the Honors Program fourth year.
Love the way it sounds. Will look really good on resume
Research methods are used in multiple disciplines, so I don't see this as making sense.

Comments on Proposed New Pathway: Social Justice and Inclusive Policy?
I think it would be great to include some form of Local Community Involvement within this pathway, to give students more hands on work and show to them that it truly is possible to make change/progress/social justice within their own Chico community, which they can then take this local community experience and apply it to their communities back home/elsewhere
Already covered in EJP pathway. Redundant.
include with
This could be good so that all students will know the differences between Ethics, Justice and Policy.
none to add here
perfect!
There's a lot of redundancy to these suggestions -- maybe combine all these diversity/intersectionality/inclusiveness proposals into one pathway
I really dislike "Inclusive Policy" as a title. It sounds very "employee handbook" and not very eye-catching for students.
Seems same as EJP.
Love this!

Comments on Proposed New Pathway: Transformational Leadership?
this is a great idea
Awesome Idea! I've taken a Leadership Class with Adelle and it was really impactful and I feel like every student should be known of classes like these! Learning how to lead and work with others is an exceptional trait to have, and is important to employers.
I could see this a a proposed course in Diversity Studies, but not its own pathway.
This would help a lot for new first years and 2nd years. Especially since we want to be more involved.
Unveiling and Utilizing are Elders' Talents; Won't Be Young Forever
perfect
too limited in scope
Compelling idea, but I think it needs to be clearly defined before we move forward with it
This could be really interesting.
super cool! and think it could connect to Civic Engagement in a meaningful way. What about "Leadership and Civic Engagement"...while transformational leadership is a valued theory, perhaps too specific for the pathway.
What about Leadership and Civic Engagement?
Love this!
YESSSSSSSSS! Make it happen.
Seems like what we want in all of our classes, so why make only one pathway for this?
Do you have a NEW Pathway name that you would like to suggest? If so, please provide the Pathway name and a brief explanation.

Nope

Financial Health and Wellness Pathway. This would be a pathway of personal finance issues such as budgeting, credit issues, taxes, insurance, planning for the future, etc.

I've spoken to this above.

Non-I do not.

Non-Traditional Pathways (with Independent Studies Option)

Self-Care pathway? I think students will benefit from this. You can include courses from different departments. For example, Joel Minden's Developmental Wellness is a great class to see how you look at the world (i.e. pessimist or optimist).

Media and Technology Literacy and Data Analytics

I like several of the suggestions above including California Studies, something along the lines of Innovation, Arts, Ideas, Design. This could include a course on "transformational leadership" as an innovative practice, which students say they want. They said this in 2011, too.

I like the Social Justice name for EJ&P and support a name change for Great Books pathway.

Digital Business

See answers above.

Title: Visual Literacy Conveying ideas or information through images is more basic than language. All cultures and academic disciplines use visual representations to communicate. Being literate in basic visual forms and formats is essential in today's global environment. We have plenty of existing courses in Art and Art History, Media Arts, and Computer Animation that could form the basis of such a Pathway. Likely there are also courses in Theatre, Journalism and Anthropology as well as other disciplines that would work as well.

The Arts and Social Change. Innovation and the Arts. Ways of Seeing. All variants for including music, theatre, dance, art, liberal studies, creative writing students. AND. I REALLY want to also advocate for one centered in historical context. Something like "History of Ideas" This is not just about "History" from an HFA perspective, but courses like Philosophy of Science, the History of Medicine, Cartography and Change, Colonialism, etc could be integral and cross-campus courses.

It seems from the visible comments that Indigenous and Native issues show up across many of the current pathways. Perhaps a pathway on Indigenous/Native (which in my mind don't refer to the same populations) might be useful. I could see opportunities across every college on campus for where these themes would fall (Indigenous science knowledge, business models, agricultural and land care systems, political and social units, arts, medicinal knowledge, cuisine, sports). This would have to be very well thought out to not culturally appropriate anything.

Something regarding business and it's application in every individuals life

Spanish Immersion Pathway: a selection of GE courses delivered in a language immersion format.

Do you have a recommendation for a COMBINATION of existing Pathways? If so, please provide the names of the existing Pathways, a proposed name for the combination, and a brief explanation.

Please do NOT combine diversity and gender and sexuality studies.

Gender and Sexuality could be removed and classes sent to Diversity Studies and Health and Wellness. G&S pathway was always MCGS-lite before MCGS became a full department, and it was barely supported in 2009/2010. Time to take off the training wheels and combine G&S classes with others. Great
Books and Ideas just needs to be finally removed as a failed pathway. Maybe some of its courses could be moved about all the pathways, but I also kind of doubt it.

"Sustainability and Climate Change" a suggested combination
I do not.

Here are the items on the list I found to be of value: International Studies Critical Thinking Data Analytics Innovation Innovation & Technology Research, Data & Media Literacy Research, Inquiry, Data Analytics Transformational Leadership

Combining Pathways should only be considered for those with low enrollments. Great Books must go. It serves too few students to be retained given the administrative limit of ten or fewer Pathways. CAB needs to consider relaxing the 3 course per stone limit in UD GE courses -- Health and Wellness is overwhelmed. Keeping class sizes reasonable and pedagogical innovation is more important than the names/focus of pathways. Also, the promise that no course will lose GE status is an impossible constraint if the campus wants change. We can't let the GE program ossify.

Design Thinking to me MUST include an entrepreneurial element. As seen at Stanford and elsewhere Design Thinking is THE basis of innovation and entrepreneurship
See answers above.

Diversity (as I've defined it), Sustainability, Health and Wellbeing, and Science/Technology. Not sure what the new name would be, but the concept would be a compilation of courses that emphasize the interconnected nature of life on Earth (maybe the universe).

Combining international studies with global development. Potential title: Global Engagement and Development. It would give study abroad participants opportunities for thinking critically about our role as global citizens and stewards of the earth. Students could explore social justice (e.g. fair trade practices) and global sustainability issues while also enjoying the adventure and cultural exposure inherent with international travel and business. Combining Sustainability with Science, Technology and Values: Potential title: Sustainable Practices and Solutions in STEM and Business. I believe all majors could benefit from learning about the diverging AND converging interests between the fields of STEM, business, and environmentalism.

Combine possibly
Student Survey Results from Five-Year Review

To get the students' perspectives on the current status of the GE program, an on-line survey was designed and implemented by CAB in Fall 2017. The entire set of survey questions is included in Appendix C. The survey consisted of:

• 16 statements to which students could respond “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree”
• 4 additional such questions (and one free-response question) for students who were in the process of completing a pathway minor
• A list of possible reasons why students who were not in the process of completing a pathway minor could say why not
• 3 multiple-choice questions about their use of advising services, and
• 3 free-response questions about what they liked and disliked about the program and for any further comments.

Students in upper-division GE Courses in F17 were sent an e-mail to their mail.csuchico.edu accounts informing them that the survey was open on November 15, 2017. Two follow-up reminder messages were sent while the survey was open, and the survey was closed on December 14, 2017. There were just over 7000 students enrolled in these classes, though many students could have been enrolled in two or more such classes simultaneously, so there were certainly less than 7000 students contacted. Students used a link to the survey that included their campus ID. That allowed for matching of student responses to their demographic information to look for any trends. Over 900 responses were recorded, but many of those consisted of all blank (“NULL”) answers. There were 771 survey responses which had at least one valid answer (approximately an 11% response rate), 743 of which were connected to their biographical information – 28 students must have used a generic link that resulted in their not being identified.

…

When asked why they chose a pathway minor (free-response question 22), 240 students gave responses. They can be grouped together into several categories, with some sample quotes given in each case:

Related to major or enhances major: 75 responses

• Ethics, Justice, and Policy: I chose this pathway because I am planning to major in Criminal Justice and this pathway would look good to have different perspectives for my major.
• I am a physical geography major and learning about sustainability helped reinforce some of the techniques I’m learning in my major
• I am a nutrition major with a marketing minor and I chose the health and wellness pathway because I felt it made the most sense. It is also the only pathway that really struck my interest!
• I am choosing my pathway minor because it will go well with my major. I agree with a lot of the idea that the GE classes that I took and am taking as of now. It also presented me with new ideas to agree with or disagree with.
• I am pursuing a GE pathway minor in Great Books and Ideas. Due to my interest in the courses and my love for books. I am in the Honors Program so the courses I was interested in were part of their requirements. I believe books also give way to critical thinking and a variety of ideas that can be allied in any field.
• I chose the Food Studies pathway because as a food and nutrition communication student, I feel I need a broad understanding of food studies. I have also spent so much time working on G.E that I felt it would be a disservice to not declare it as a pathway minor

Best suited for future or enhances career choice: 39 responses

• Because I want to work with children at some point and i wanted to learn about more about women
• Ethics, Justice, and Policy pertain to my career choice. This pathway includes classes that provide valuable knowledge that I can use in my future and in my life currently.
• I selected my pathway because I love reading and gaining more knowledge. I see myself as a lifelong learner. I enjoy soaking in interesting material to share with others. I love discussing ideas and gaining knowledge from others as well. I plan to become a teacher someday so my minor will help me with my career.
• I want to be a good leader and knowing about ethics, justice and policy in the workplace would be very beneficial
• It gave me another aspect to set me apart from other FUTURE employees, even though it is a totally different field form my MAJOR, it gives me a new perspective and set of skills.
• To put on my resume

Passion or interest about topic: 39 responses

• As Biochemistry (Pre-Med) major, I strongly feel that the wellbeing of the individual begins with the well being of the environment it inhabits as everything is interconnected. Choosing a pathway in sustainability will help me bridge these two aspects of life as I navigate my way into becoming a Medical Professional.
• I chose my pathway because I took a GE class that got me interested in the topic, and I connect personally with the topics.
• I chose my pathway because it was something I wouldn’t get to explore in-depth in my major.
• I chose the pathway of sustainability because I would like to create change in the world around me and influence people to see that the world we are living in. It’s in a danger situation, which has been provoked by us while a large portion of the population do not realize it. I want to change this mindset and thus form part of the movement to change the course of history.
• I have loved all my GE classes, they are usually very interesting and I love the content and my professors.
• Seemed interesting at the time and still does.

Had to pick something/random decision/serendipitous: 28 responses

• I chose the pathway because the GE classes I needed to take landed in the categories and they seemed interesting
• I did not consciously choose a Pathway Minor in International Studies, I accidentally achieved a Pathway Minor by taking random classes in GE. I work as an intern in Academic Advising Programs, and I have noticed that most students have never heard of the pathway minor, and the ones who achieve the minor do so by accident.
• I did not really choose it, it chose me based on the classes I was taking. I wish I had room to move to different things and try different experiences but I had to stick to this one pathway in the time required.
• I didn’t necessarily choose one I. It so happened that many of the classes I enjoyed fell into the same category and it helped me declare my major overall.
• I had initially wanted to go into the area of my pathway and thought it would be a good insight for future classes. Once I changed my MAJOR I did not want to continue with it because I realized how tedious the courses were. I am still going through with my minor pathway because it would have been merely a waste of my time to have taken all the GE courses and have them be completely worthless.
• I wasn’t specific on which pathway minor to choose. I just randomly chose the classes for my pathway minor and ended up loving it.
• It was a rushed decision and ultimately it will have little impact on my overall college CAREER. I have an overwhelmingly negative view on upper division GE courses. I picked my pathway minor because it was the best way to knock out the GC and US diversity requirements while still getting an additional benefit. I picked the tech pathway minor because it is something I know about and it would be the least painful of all of the other decisions.
• My MAJOR doesn’t have a capstone so I chose one that did.
• My Pathway Minor is Gender & Sexuality Studies. I actually never planned on doing a Pathway Minor until my academic advisor pointed out that I had taken so many classes in the same column that I might as well declare it. That being said, I do feel that my Pathway minor helped me pinpoint my interests, educated me on topics I would have never otherwise known about, and that my minor is extremely applicable to not only my MAJOR, but to everyday life.

Best fit for schedule: 18 responses

• I needed USD, GC, and Writing intensive courses to graduate, the one I chose had all three.
• It was the only one available for online sociology students.
Health and Wellness Important: 12 responses

- Health is important to me, choosing the health and wellness pathway allows me to see the importance about health and gives me an opportunity to think about an optional carrier choice.
- I chose health and wellness because I am currently a Pre-nursing major. I wanted to be able to choose a pathway in which I will still learn about the body, nutrition, and anything that relates to other classes I’ve taken. The minor I have chosen definitely do connect with one another and it helps me a lot through my studies.

Values Diversity or Gender and Sexuality: 10 responses

- I think that it will help me out in the future with being more open minded and just by learning about different cultures.
- When I first took a cultural anthropology class I noticed how much I didn’t know about the importance of being culturally aware. I was disappointed that I had done or said things that would be highly offensive to others I may surround myself with. I wanted to continue to educate myself on how diverse the world is and how to positively contribute to my society.

Easiest to complete: 8 responses

- I am pursuing my minor because I transferred to Chico and had three courses from the lower-division courses in one path. I then decided that since I didn’t see the value in the upper division general education options, I would at the very least receive a minor to go with the work I was mandated to complete. There was nothing applicable to my future career goals, so my minor reflects my lower-divisions coursework and not my interests in my own major.

Interested in sustainability: 5 responses

- Engineering and Sustainability are two areas that go hand-in-hand, especially in a time when environmental awareness is becoming more important.

Global Development and International Issues: 3 responses

- I choose International Studies as my minor because the world is becoming more globalized and it is important to learn about global information than just domestic information. Furthermore, I just found the minor interesting.

In question 23, students who had said they were not pursuing a pathway minor were asked why not, and given a list of items they could choose, as well as an “other” category they could check and explain. Their responses, in descending order of popularity, are in Table 19.
Table 19 – Choices given by students as to why they were not completing a Pathway Minor.

Their free-responses under “other” can be categorized as such (with sample quotes included):

**Time: 32**
- Double majoring takes up all the space in my schedule for a four-year plan to graduate.
- I have enough units with just major courses.
- More classes added to my work load.
- I am already a semester behind.
- I don’t have enough room in my schedule in order to graduate in 4 years.
- I want to graduate on TIME and the Pathway minor I thought about completing was not offered winter and summer sessions.
- I want to minor in International Relations, but I don’t know when I will have the energy or TIME.

**Transfer Student: 26**
- I don’t see the value of a minor due to having an Associate’s degree.
- I transferred from an out of state school so a pathway minor was unavailable to me.
- Transferred here, I cannot start from the beginning to choose the lower division GEs all in one pathway.
- Transfer credits not accepted toward minor

**Money: 5**
- I do not want to waste my TIME and MONEY taking classes that most likely will not help me.
- I feel strongly that the upper division G.E. Pathway classes are just a way to make students pay more for their degrees. By requiring superfluous classes you are holding my future earning potential ransom.

**Don’t see the point/not related to my major: 4**
• I don’t see the point in taking additional classes that have nothing to do with my area of study. That being ART which has no GE courses/pathway whatsoever.
• I had a lot of AP credit, so I did not take a lot of the actual GE courses. This made it so I didn’t qualify for the GE pathway minor. Also, I don’t believe the minor is credited on your diploma, so I don’t see the point
• My lower division core classes overlap with GE classes in separate pathways. I’m not going to take extra classes for an extra minor that is unrelated to my career field.
• Wasn’t too interested, there should be a pathway minor focused on arts/music.

Not required: 3
• The general advising office told me pathway minors were only for freshman and sophomores. I was planning one and the rep told me not to do it.

Broader interests 3
• I have 3 other minors in other subjects.
• I felt that choosing a pathway would limit my exposure to other topics.

Couldn’t get requirements met in one pathway 3
• I took the GE classes that also were a prerequisite for a major class, and they were in totally different pathways.
• I was not able to take all of the required classes in order.
• Too restrictive. Does not allow for flexibility when trying to explore courses or decide on a major.
• I was planning on completing a pathway minor in Sustainability, but when I got to my junior year I realized I would have to take more classes to acquire it, which is not what I was told when I was a freshman and I feel like I was lied to.

Didn’t know about it 3
• I don’t understand. I am taking a pathway, but I thought it was a requirement in order to graduate. If a pathway minor is something different, then I don’t know what that is.
• Not sure what to minor in

AP Student/Honors 3
• I had a lot of AP credit, so I did not take a lot of the actual GE courses. This made it so I didn’t qualify for the GE pathway minor. Also, I don’t believe the minor is credited on your diploma, so I don’t see the point
• I took honors courses as some of my GE, and those did not fall under the same pathway, thus causing me to be unable to get a pathway minor
• GE units completed in HS

Mental Health 1
• I need to graduate before my financial aid runs out. But I cannot take more than 12 units per semester due to my work schedule and my mental health load.
On Monday, February 26, 2018, the Office of Undergraduate Education arranged for a focus group discussion involving students who had completed a Pathway minor or were in the process of completing one. 12 students were present, representing 7 Pathways. Their aggregate responses to the questions asked by facilitators are outlined below.

**Question 1: How did you hear about the GE Pathway minors? Why did you choose the Pathway minor you did?**
- Advising: from major advisor, GE advisor, and Summer O.
- Convenience: wanted to double count classes from major, thought content aligned well, easy to organize (info from website), already had classes that would count for the minor (ex. Honors GE courses), went as a “package” with the major.
- Seems to be an even divide between people who cite advising leading them to the minor and people who feel it was straightforward enough that they chose it and organized it on their own.

**Question 2: What are some highlights of your learning in the Pathway courses? What are your main takeaways from this series of classes?**
- Interdisciplinary value, exposure to different cultures and perspectives
- Provides context for classes and sense of the broader purpose of course material, connects GE to major
- Many felt the Pathway supplemented or applied well to their major
- (Specific learning relevant to each Pathway noted in detailed notes)

**Question 3: Did you feel a sense of coherence across these classes? Can you describe any valuable connections or overlap between courses in the Pathway?**
- In general there is a good sense of coherence and connection both between classes in minor and between minor and major (more limited in International Studies, where the only common thread was “not the U.S.”)
- Students who have only taken lower division classes report fewer connections between classes in the Pathway
- Varies based on subject, most students named 2 or 3 classes that paired well

**Question 4: Did pursuing the minor make it any harder to graduate?**
- No reports of slowing down graduation personally, though one reported that other students have said this
- Getting into required classes is easy and double counting with major helped with efficiency

**Question 5: Do you think you’ll make use of this minor in your career or further studies? How?**
- Viewed as an asset for resumes and interviews
- Broadened perspective (diversity) and skillset (Spanish language) is expected to be valued in workplace
- Beneficial in continuing to grad school in related subject
Question 6: Were there any disappointments in this Pathway? What could have improved your experience? Are their changes you’d like to see to the Pathway minors or GE program as a while?

- Mostly very positive, few suggestions for improvements
- Information--let students know how easy minoring is, have profs inform about Pathway minors during syllabus week
- More choices, there are too few options for classes per “stone”
- One said that classes in the Pathway should be more broad, another said that not all required classes related closely enough to the Pathway
Faculty Survey and Round Table Discussion Results from Five-Year Review

To get input from faculty members on their opinions about the current GE program, an on-line survey was written by CAB and sent to all faculty members. All faculty, whether full-time or part-time, and whether or not they regularly taught GE courses were sent an e-mail with a link to the survey on November 27, 2017. Two additional reminders were sent over the next few weeks, and the survey was closed on December 31, 2017. The faculty survey data was collected anonymously, so faculty could feel free to speak their mind.

The survey began with gathering of data (familiarity with the program, whether or not they have taught in the program since its renewal in 2012, etc.), and asking for opinions about GE in general and the CSU, Chico GE Pathways program. Faculty were also asked to rank the current 10 pathways on a scale of 1-10 (10 = “most appropriate in a GE program”; 1 = “least appropriate in a GE program”), asked several Likert-scale opinion questions, and allowed free-responses on what they liked and disliked about the program plus further comments. The entire survey is included in Appendix D.

In all, 232 responses that had at least one question answered were received. After the survey had closed, the Institutional Research department discovered that two of the free-response questions had not been properly coded into the survey so no results were obtained, those questions were:

21. If you would like to see an additional Pathways in the GE Program, what would its focus be?
35. What do you consider the best characteristics of the current GE program?

CAB decided to ask these questions again, so a supplementary survey with just these two questions was opened on January 29, 2018 and closed on February 9, 2018. Approximately 70 responses to each question were received.

Table 23 below shows that, of those faculty providing a response, 72% were “somewhat” or “very” familiar with the program, over half of respondents had taught GE courses since the renewal in 2012, and of those, 86% knew what their course(s)’ pathway associations were. Only a small number of respondents had served on CAB, the body governing CSU, Chico’s GE program.
Table 23 – Faculty Survey Questions 1, 2, 4, and 7
Table 24 shows that we had responses from GE instructors from all across the GE Pathway program.

Table 24 – Pathway course affiliations for GE faculty

When asked to score the “appropriateness” of each pathway in a GE program from 1-10, each pathway received a score above 5 (the “neutral” answer). Table 26 shows the different votes as well as average scores: the study of Science/Technology/Values had the highest net score, and Food Studies had the lowest.

Table 26 – Pathways ranked from 1-10 on “appropriateness in a GE program” (10 = high; 1 = low)
When asked (in the supplementary survey) what, if any, additional pathways faculty would like to see, their free-response comments fell into two main categories: **Changes to Pathways / Pathways Policies**, and **Suggested Pathways**.

One takeaway is that a significant number of faculty thought there should be an integration of existing pathways in order to reduce the overall number and that these revised pathways should take into account suggested themes as indicated below. Regarding the revised pathways, one of the emerging themes is “How can we maintain and improve our humanity in a more technologically complicated world?”

**Changes to Pathways / Pathways Policies**
There were a total of eighteen comments that fell into one overall category that can be thought of as maintaining or reducing the number of pathways (14 comments), and combining integrating existing pathways (4).

**Suggested Pathways**
A total of nine comments can be classified as involving Technology / Creativity / Future thinking (6) and Creativity / Entrepreneurship (3). A total of eight comments can be classified as Civic Engagement (5) and Civility (3). There were other comments that we included in two other arguably related categories: Societal Problems (2) and Human Rights (1).

…

**Question 36 “Do you have any suggestions for improving the current GE program?”**

There were a wide variety of responses to this question. There were three types of responses that, with ten or more responses, seemed especially popular: (1) pathways need more cohesion and integration; (2) pathways should be combined or reduced; and (3) the pathway program should be eliminated or we should return to the previous GE program. Regarding (1), some faculty members thought that the current design of the pathways incorporate courses that were not appropriate for the pathway, while others thought that the instructors needed to be better coordinated with respect to what they taught.

There were a few comments that also were mentioned by at least five respondents. A large number of respondents were in favor of “simplifying” the GE program, although these suggestions mostly did not come with any practical suggestion for how to simplify. A surprising number of faculty advocated adding more courses to each “stone” within a pathway (especially at the upper division) in order to facilitate graduation by giving students more options. There were also a number of respondents in favor of adding a foreign language requirement.
**Staff Survey Results from Five Year Review**

To gain the perspective of University staff, an on-line survey was put together by CAB and made available to all staff in the Academic Affairs and Student Affairs divisions. The survey was structured in much the same way as the Faculty survey; the entire survey itself is included in Appendix E.

Once the on-line survey was ready, an e-mail was sent to staff on December 15, 2017, inviting them to participate. Two follow-up reminders were sent while the survey was still open, and it was closed on or around January 15, 2018. There were 137 responses that had at least one question answered. Data was collected anonymously so staff could feel free to express their opinions.

The results of the general questions are found in Table 29. They show 82% of staff report being “somewhat” or “very” familiar with the program, and 87% (of those with an opinion) finding value in GE. However, only 53% found a similar value in a Pathway minor, with a majority saying there are too many pathways and only 45% (of those with an opinion) saying the new program is better than the pre-2012 program. Note that staff were directed to say “Not sure” if they had no familiarity with the old program.

<table>
<thead>
<tr>
<th>Count of Q1</th>
<th>How familiar are you with Chico State’s General Education Pathways Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Unfamiliar</td>
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<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count of Q2</th>
<th>Do you think GE adds value to a student’s undergraduate degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No opinion</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count of Q3</th>
<th>Do you think a GE Pathway minor can add value to a student’s undergraduate degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No opinion</td>
</tr>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count of Q4</th>
<th>Do you think the current number of ten GE Pathways is too many? Or too few?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not sure **</td>
</tr>
<tr>
<td></td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count of Q5</th>
<th>The current GE program - with the Pathways - is an improvement over the former GE program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No opinion</td>
</tr>
<tr>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

Table 29 – Staff opinions results from survey questions 1-5.

Just as for faculty, staff were asked to rate, on a scale of 1-10 (10 being highest) how “appropriate” they felt various pathways were in a GE program. The results are in Table 30. Ethics/Justice/Policy had the highest score and Food Studies the lowest, but all scores were at 6.00 or above (above the “neutral” score of 5).
<table>
<thead>
<tr>
<th>Pathway</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>No answer</th>
<th>Average</th>
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<td>4</td>
<td>2</td>
<td>5</td>
<td>20</td>
<td>2</td>
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<td>7.74</td>
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<tr>
<td>Ethics, Justice and Policy</td>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>16</td>
<td>55</td>
<td>11</td>
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<td>14</td>
<td>26</td>
<td>4</td>
<td>7</td>
<td>17</td>
<td>10</td>
<td>22</td>
<td>12</td>
<td>6.00</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>35</td>
<td>11</td>
<td>6.65</td>
</tr>
<tr>
<td>Global Development</td>
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<td>6</td>
<td>7</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>18</td>
<td>41</td>
<td>11</td>
<td>7.51</td>
</tr>
<tr>
<td>Great Books and Ideas</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>24</td>
<td>6</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>25</td>
<td>13</td>
<td>6.02</td>
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<tr>
<td>Health and Wellness</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>23</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>14</td>
<td>38</td>
<td>11</td>
<td>7.13</td>
</tr>
<tr>
<td>International Studies</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>22</td>
<td>7</td>
<td>8</td>
<td>16</td>
<td>17</td>
<td>37</td>
<td>12</td>
<td>7.25</td>
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<tr>
<td>Science, Technology and Values</td>
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<td>3</td>
<td>2</td>
<td>25</td>
<td>5</td>
<td>6</td>
<td>14</td>
<td>17</td>
<td>48</td>
<td>10</td>
<td>7.63</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>20</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>45</td>
<td>11</td>
<td>7.39</td>
</tr>
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Table 30 – Staff ratings of “appropriateness” of the 10 pathways
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GNED Mnr Diversity Pathway</td>
<td>29</td>
<td>27</td>
<td>37</td>
<td>32</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>147</td>
<td>6</td>
</tr>
<tr>
<td>GNED Mnr Ethics Justice Policy</td>
<td>93</td>
<td>93</td>
<td>127</td>
<td>99</td>
<td>67</td>
<td>18</td>
<td>2</td>
<td>499</td>
<td>2</td>
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<tr>
<td>GNED Mnr Food Studies</td>
<td>32</td>
<td>27</td>
<td>26</td>
<td>30</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td>137</td>
<td>7</td>
</tr>
<tr>
<td>GNED Mnr Gender &amp; Sexuality</td>
<td>50</td>
<td>48</td>
<td>49</td>
<td>51</td>
<td>23</td>
<td>15</td>
<td>4</td>
<td>240</td>
<td>4</td>
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<tr>
<td>GNED Mnr Global Development</td>
<td>13</td>
<td>27</td>
<td>35</td>
<td>25</td>
<td>16</td>
<td>10</td>
<td>0</td>
<td>126</td>
<td>8</td>
</tr>
<tr>
<td>GNED Mnr Great Books &amp; Ideas</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>46</td>
<td>10</td>
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<tr>
<td>GNED Mnr Health &amp; Wellness</td>
<td>134</td>
<td>137</td>
<td>148</td>
<td>145</td>
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<td>663</td>
<td>1</td>
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<td>GNED Mnr in International Stdy</td>
<td>61</td>
<td>52</td>
<td>87</td>
<td>71</td>
<td>48</td>
<td>13</td>
<td>0</td>
<td>332</td>
<td>3</td>
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<tr>
<td>GNED Mnr Science Tech Values</td>
<td>23</td>
<td>19</td>
<td>29</td>
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<td>5</td>
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<td>114</td>
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<tr>
<td>GNED Mnr Sustainability</td>
<td>27</td>
<td>38</td>
<td>44</td>
<td>50</td>
<td>21</td>
<td>8</td>
<td>1</td>
<td>189</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
<td>468</td>
<td>478</td>
<td>588</td>
<td>538</td>
<td>295</td>
<td>113</td>
<td>13</td>
<td>2493</td>
<td></td>
</tr>
</tbody>
</table>
Pathway Data from Five-Year Review

Since Fall 2013, records of student enrollment in GE courses have been compiled by the Advising office.

Tables 2 and 3 below shows the combined (Fall/Spring) academic year enrollment and % capacity (defined as enrollment ÷ spaces offered) for classes in the GE Pathway courses. These numbers don’t count substitutions, foreign language courses, or foundation associations. Courses which are present in more than one pathway have their registration split evenly among those pathways.

Table 2 – Lower-Division course enrollment in each pathway by academic year

<table>
<thead>
<tr>
<th></th>
<th>Lower Div</th>
<th>Diversity</th>
<th>Ethics/Justice/Policy</th>
<th>Food Studies</th>
<th>Gender/Sexuality</th>
<th>Global Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>1587</td>
<td>91.0%</td>
<td>2967</td>
<td>88.6%</td>
<td>2120</td>
<td>95.5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>1708</td>
<td>94.1%</td>
<td>3243</td>
<td>91.8%</td>
<td>2071</td>
<td>96.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>1609</td>
<td>90.6%</td>
<td>3099</td>
<td>91.0%</td>
<td>1885</td>
<td>98.5%</td>
</tr>
<tr>
<td>2013-14</td>
<td>1462</td>
<td>86.8%</td>
<td>2718</td>
<td>84.9%</td>
<td>1836</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

Table 3 – Upper-Division course enrollment in each pathway by academic year

<table>
<thead>
<tr>
<th></th>
<th>Upper Div</th>
<th>Diversity</th>
<th>Ethics/Justice/Policy</th>
<th>Food Studies</th>
<th>Gender/Sexuality</th>
<th>Global Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>1438</td>
<td>89.1%</td>
<td>1756</td>
<td>98.7%</td>
<td>1181</td>
<td>92.3%</td>
</tr>
<tr>
<td>2015-16</td>
<td>1247</td>
<td>92.0%</td>
<td>1637</td>
<td>99.8%</td>
<td>1181</td>
<td>98.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>1183</td>
<td>96.0%</td>
<td>1530</td>
<td>99.8%</td>
<td>1105</td>
<td>97.7%</td>
</tr>
<tr>
<td>2013-14</td>
<td>1173</td>
<td>92.6%</td>
<td>1437</td>
<td>92.0%</td>
<td>1093</td>
<td>100.3%</td>
</tr>
</tbody>
</table>

Figure 1 displays the upper-division data graphically. There are some clear strata among the UD courses in the pathways:

- Health & Wellness is by far the most highly subscribed, with over 2500 students per year.
- Sustainability, Ethics/Justice/Policy, and Gender/Sexuality have similar numbers to each other and have been ranked 2nd, 3rd, and 4th in UD enrollment each year.
- Diversity, Science/Tech/Values, International Studies, Food Studies, and Global Development have been ranked 5th through 9th each year, with fairly similar enrollments (except Global Development, which has fallen) and some fluctuation in rankings amongst the pathways.
- Great Books & Ideas has had, by some ways, the lowest UD enrollment each year – never more than 11% of that of Health & Wellness.
Figure 1 – Graphical Representation of Pathway enrollment, 2013-14 through 2016-17

Data on students earning pathway minors based on S17 graduation data is presented below in Figure 2. Around 17% of students earned a pathway minor, including 5 out of 2200 students (0.2%) who earned two pathway minors. In that same semester, 33% of students earned a non-GE minor.

Figure 2 – Pathway minors earned by S17 graduates
The breakdown of pathway minors earned by S17 graduates is in Table 4 and graphically represented in Figure 3. The greatest number of minors were granted in the Ethics/Justice/Policy pathway, and the least were granted in Great Books & Ideas. Remarkably, 70% of Pathway minors were awarded to female students, even though only 56% of S17 graduates were female. A breakdown of students earning pathway minors by ethnicity is found in Table 5; there is no significant difference in the ethnic makeup of students earning pathway minors than that of graduates in general.

<table>
<thead>
<tr>
<th>Pathway Minors S17</th>
<th>Female</th>
<th>Male</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNED Mnr Diversity Pathway</td>
<td>16</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>GNED Mnr Ethics Justice Policy</td>
<td>68</td>
<td>33</td>
<td>101</td>
</tr>
<tr>
<td>GNED Mnr Food Studies</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>GNED Mnr Gender &amp; Sexuality</td>
<td>33</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>GNED Mnr Global Development</td>
<td>14</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>GNED Mnr Great Books &amp; Ideas</td>
<td>4</td>
<td>1</td>
<td>5</td>
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<td>65</td>
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<td>GNED Mnr in International Stdy</td>
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</tr>
<tr>
<td>GNED Mnr Science Tech Values</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>GNED Mnr Sustainability</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>267</td>
<td>115</td>
<td>382</td>
</tr>
</tbody>
</table>

Table 4 – Pathway minors earned by S17 graduates

Figure 3 – Graphical Representation of Pathway Minors S17
Table 5 – Pathway Minors earned broken down by student ethnicity.

To examine if there was a correlation between students’ majors and the Pathway Minors they earned, the majors of each student earning a Pathway Minor were tabulated. Those are included in Table 6, spread over two pages. Note that the number of majors is sometimes greater than the number of Pathway Minors, since several students were double (or triple) majors. Some notable correlations:

• A large percentage of Ethics/Justice/Policy minors were earned by Criminal Justice, Political Science, and Psychology majors. This is in part because the GE courses POLS 365 and PSYC 391 are electives in these programs.

• A large percentage of Health & Wellness minors were earned by Exercise Physiology majors. This is in part because the GE course NFSC 303 is a required of the BS in Exercise Physiology.

• A large percentage of International Studies minors were earned by majors in International Relations.

Table 6 – List of majors of students earning each Pathway Minor – S17
Table 6 (continued) – List of majors of students earning each Pathway Minor – S17

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<th>Count of ACAD_PLAN LDESC</th>
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<td>Spanish: Pre-Credential (BA)</td>
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<td>Anthropology (BA)</td>
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</tr>
<tr>
<td>Bus Admin: Project Mgmt (BS)</td>
<td>2</td>
</tr>
<tr>
<td>Social Work (BA)</td>
<td>2</td>
</tr>
<tr>
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</tr>
<tr>
<td>Bus Admin: Entrepreneur (BS)</td>
<td>1</td>
</tr>
<tr>
<td>Bus Admin: Finance (BS)</td>
<td>1</td>
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<tr>
<td>Bus Admin: Management (BS)</td>
<td>1</td>
</tr>
<tr>
<td>Bus Admin: Marketing (BS)</td>
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</tr>
<tr>
<td>Bus Admin: Human Resource (BS)</td>
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<tr>
<td>Bus Inf Sys: Oper &amp; Supply (BS)</td>
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<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
<td>Computer Anim: Animation (BS)</td>
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<tr>
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<td>GNED Mr Great Books &amp; Idea</td>
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<tr>
<td>GNED Mr Health &amp; Wellness</td>
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<td>GNED Mr in International Study</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Criminal Justice (BA)</td>
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<tr>
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<tr>
<td>Nutr &amp; Food: Gen Diet (BS)</td>
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<td>Biol: Ecol, Ecol &amp; Organ (BS)</td>
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<tr>
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<td>Music: Recording Arts (BA)</td>
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<td>RECR: Comm/Comm/Tour (BS)</td>
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<tr>
<td>RECR: Event Mgmt (BS)</td>
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<td>Biol: Cell &amp; Molecular (BS)</td>
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<tr>
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<tr>
<td>Computer Anim: Animation (BS)</td>
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</tr>
<tr>
<td>Agri: Crops, Hort, Land (BS)</td>
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<tr>
<td>Agricultural Business (BS)</td>
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<td>Bus Admin: Entrepreneur (BS)</td>
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<td>Bus Inf Sys: Mgmt Inf Sys (BS)</td>
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<tr>
<td>Comm Design: Graphic Des (BA)</td>
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<td>Comm Design: Mass Comm (BA)</td>
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<td>Envir Sci: Hydrology (BS)</td>
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<td>Health Sci: Health Educ (BS)</td>
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<td>Jour: News (BA)</td>
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<td>Jour: Public Relations (BA)</td>
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<tr>
<td>Music: General Music (BA)</td>
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<tr>
<td>Psychology (BA)</td>
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<tr>
<td>RECR: Event Mgmt (BS)</td>
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<tr>
<td>RECR: Parks &amp; Natl Rsrc (BS)</td>
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<td>18</td>
</tr>
<tr>
<td>GNED Mr Sustainability</td>
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</tr>
<tr>
<td>GNED Mr in International Study</td>
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<thead>
<tr>
<th>Count of ACAD_PLAN LDESC</th>
<th>Total</th>
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<tr>
<td>Envir Sci: Appl Ecology (BS)</td>
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<tr>
<td>Poli Sci: Gov Pol Sci (BA)</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Animal Science (BS)</td>
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<td>Biological Sciences (BA)</td>
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<td>Bus Admin: Marketing (BS)</td>
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<tr>
<td>Bus Admin: Project Mgmt (BS)</td>
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</tr>
<tr>
<td>Bus Admin: Human Resource (BS)</td>
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<tr>
<td>Comm Science &amp; Disorders (BA)</td>
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<td>Comm Studies: Comm Pub Aff (BA)</td>
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<td>Construction Management (BS)</td>
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<tr>
<td>Envir Sci: Hydrology (BS)</td>
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<td>Health Sci: Health Educ (BS)</td>
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<tr>
<td>History: General History (BA)</td>
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<tr>
<td>International Relations (BA)</td>
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<tr>
<td>Jour: Public Relations (BA)</td>
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<td>Mathematics: Applied Math (BS)</td>
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<tr>
<td>Music: General Music (BA)</td>
<td>1</td>
</tr>
<tr>
<td>Musical Theatre (BA)</td>
<td>1</td>
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<tr>
<td>Psychology (BA)</td>
<td>1</td>
</tr>
<tr>
<td>RECR: Event Mgmt (BS)</td>
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<tr>
<td>RECR: Parks &amp; Natl Rsrc (BS)</td>
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<tr>
<td>Grand Total</td>
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To get a better idea as to what GE courses our students were taking, a randomly selected subset of 100 of the S17 graduates were selected for further analysis.

<table>
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<th>UD Sequence</th>
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<td>Food Studies</td>
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<td>Gender Sexuality</td>
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<td>Global Development</td>
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<tr>
<td>Great Books &amp; Ideas</td>
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<td>Health Wellness</td>
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<tr>
<td>International</td>
<td>3</td>
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<td>Sci Tech Values</td>
<td>4</td>
</tr>
<tr>
<td>Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>None (Honors)</td>
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</tr>
<tr>
<td>None (LBST)</td>
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</tr>
<tr>
<td>None (Major Sub)</td>
<td>19</td>
</tr>
<tr>
<td>None (Old System)</td>
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</tr>
<tr>
<td>None (Study Abroad)</td>
<td>1</td>
</tr>
<tr>
<td>None (Substituted)</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12 – completion of UD GE pathway course sequences. Those in red did not complete the 3-course sequences; their reasons are noted.

Of these 100 randomly selected S17 graduates, 16 of them earned Pathway minors, including one student who earned two pathway minors. To get a sense for how students are meeting their requirements of 6 courses (3 lower-division and 3 upper-division) to earn a pathway minor, these 16 students' records were reviewed and the numbers of courses they took in the pathway determined. Table 12A below lists some information about these students, including names, demographics, majors, Pathway minors, and how many courses they completed (or for which they were granted substitutions) within their pathway.

<table>
<thead>
<tr>
<th>Alma</th>
<th>Annie</th>
<th>Diana</th>
<th>Kathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Female</td>
<td>Asian Female</td>
<td>Hispanic Female</td>
<td>Hispanic Female</td>
</tr>
<tr>
<td>Double Major: Child Dev. and Psychology</td>
<td>Double Major: Psychology &amp; Social Work</td>
<td>Double Major: Child Dev. and Psychology</td>
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<tr>
<td>Ethics/Justice/Policy Minor</td>
<td>Ethics/Justice/Policy Minor</td>
<td>Ethics/Justice/Policy Minor</td>
<td>Ethics/Justice/Policy Minor</td>
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<tr>
<td><strong>7 courses in pathway</strong></td>
<td><strong>7 courses in pathway</strong></td>
<td><strong>9 courses in pathway</strong></td>
<td><strong>7 courses in pathway</strong></td>
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<td>1 Foreign Language Class</td>
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<td>1 Foundation Assoc. (A1)</td>
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<td>3x LD GE courses</td>
<td>3x LD GE courses</td>
<td>1 Foreign Language Class</td>
<td>1 Foreign Language Class</td>
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<tr>
<td>(D1, D2, E)</td>
<td>(D1, D2, E)</td>
<td>4x LD GE courses</td>
<td>2x LD GE courses</td>
</tr>
<tr>
<td>3x UD GE courses</td>
<td>3x UD GE courses</td>
<td>(C1, D1, D2, E)</td>
<td>(D1, D2)</td>
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<td></td>
<td></td>
<td>3x UD GE courses</td>
<td>3x UD GE courses</td>
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<td>Name</td>
<td>Gender</td>
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<td>--------------</td>
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<td>Asian Female</td>
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<tr>
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<td>Alan</td>
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<td>White</td>
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<tr>
<td>Linda</td>
<td>Female</td>
<td>Asian</td>
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<tr>
<td>Meghan</td>
<td>Female</td>
<td>White</td>
<td>Major: Psychology</td>
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<tr>
<td>Randi</td>
<td>Female</td>
<td>Black</td>
<td>Major: Exercise Physiology</td>
</tr>
<tr>
<td>McKenna</td>
<td>Female</td>
<td>White</td>
<td>Major: Business Admin</td>
</tr>
<tr>
<td>Kiaya</td>
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<td>White</td>
<td>Major: Business Admin</td>
</tr>
<tr>
<td>Masam</td>
<td>Male</td>
<td>White</td>
<td>Major: Applied Math</td>
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Table 12A – Profiles of the 16 students (of 100 randomly selected S17 graduates) earning Pathway Minors