

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.

		Very Unfamiliar	Somewhat Unfamiliar	Somewhat Familiar	Very Familiar	No answer
Count of Q1	How familiar are you with Chico State's General Education Pathways Program?	30	34	80	83	5
		NO	YES	%		
Count of Q2	Have you taught GE classes at Chico State since the new program was introduced in Fall 2012?	109	123	53%		
		NO	YES	%		
Count of Q4	Do you know if your GE courses are in or affiliated with any GE Pathway(s)?	15	93	86%		
		NO	YES	No answer		
Count of Q7	Have you served on the Curriculum Advisory Board	185	21	26		

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.

Q5	If your GE courses are affiliated with a Pathway(s), please identify the GE Pathway(s).	Count
	Diversity Studies	21
	Ethics, Justice and Policy	14
	Food Studies	27
	Gender and Sexuality Studies	17
	Global Development	19
	Great Books and Ideas	16
	Health and Wellness	23
	International Studies	19
	Science, Technology and Values	18
	Sustainability	23
	Don't know/not sure	18

Table 24 – Pathway course affiliations for GE faculty

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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.

Please rate each [pathway] from 1–10 in terms of their appropriateness in a GE program	1	2	3	4	5	6	7	8	9	10	No answer	Average
Diversity Studies	11	6	4	3	39	4	8	12	19	77	49	7.43
Ethics, Justice and Policy	11	6	4	3	39	4	8	12	19	77	49	7.43
Food Studies	12	8	8	18	58	8	12	22	7	30	49	5.93
Gender and Sexuality Studies	14	8	9	9	42	7	12	20	16	44	51	6.48
Global Development	5	0	4	5	41	11	14	24	19	55	54	7.41
Great Books and Ideas	15	8	6	10	48	7	11	9	14	51	53	6.46
Health and Wellness	2	3	8	8	44	5	19	24	17	50	52	7.18
International Studies	1	2	7	4	40	7	14	24	24	56	53	7.54
Science, Technology and Values	1	5	3	7	39	4	13	18	27	64	51	7.65
Sustainability	6	2	4	3	43	8	7	21	21	66	51	7.53

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).

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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.