**COMMUNITY COLLEGE OF PHILADELPHIA**

**Proposal to Revise the Foundation of General Education
from Major Areas of Learning, Major Academic Approaches, and Core Competencies
to Essential Skills**

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**With the contributions of the:**
General Education Task Force
CDCP Sub-Committees
CDCP 2019 Summer Institute participants
Teagle Purposeful Pathways Grant Pilot Project
Curriculum Facilitation Team

**Effective Fall 2021**

**Today's Date:** April 22, 2020

# Contents

**Rationale:** Since 2015, the College has enacted multiple initiatives to support the implementation of Guided Pathways, including the seven Academic Pathways, default program maps, first-year experience courses, and the establishment of the Academic Advising department with full-time assigned advisors. Faculty efforts to develop program maps and engage in productive conversations about matters such as how to maintain flexibility while providing guided choices—particularly regarding general education courses—resulted in several members of the faculty seeking out more formalized faculty interaction across their disciplinary and institutional silos. This led to the formation of the Cross-Divisional Curriculum Planning Group (CDCP) in Summer 2017. General education has been central to the CDCP's work from the beginning.

Feedback from faculty who have been part of CDCP activities emphasizes three areas related to general education: 1) faculty participation in the development of general education, 2) the clarity of general education requirements, and 3) how students build on foundational skills in their program courses as they complete their degrees.

Early CDCP conversations about faculty participation in general education development focused on more disciplines being part of considerations such as what constitutes writing in the discipline, the evaluation of primary texts, the creation of math pathways, or the definition of technological competency. Some suggested that particular disciplines may have dominated the design of general education requirements and criteria, which left other disciplines to report disconnects in student preparedness for program courses and a sense of disconnection from the purpose of general education at the College.

If many faculty and students do not understand or cannot clearly communicate the "why" along with the "what" of general education, this could adversely affect student persistence and contribute to a lack of coherence in the student learning experience. Other factors that contribute to the general education revision include Middle States Commission on Higher Education's 2015 revision of Standard III criteria to include six essential skills for general education and that there has not been a full-scale revision of general education at the College since 2009.

**Assessment of Student Learning:** Assessment of student learning is integrated into each of the distinct but interconnected parts of the proposed general education revision. The proposed revision provides 1) an opportunity to evaluate and align course learning outcomes and Essential Skills, 2) a clear, streamlined basis for connecting foundational student learning of the Essential Skills with students' application of those skills in their programs, 3) workshops and a conference for sharing teaching methods and assignments that ensure that students are learning the Essential Skills in both general education and program courses, and 4) a method for assessing the efficacy of the general education revision by conducting focus groups and surveys on a yearly basis.

> **Course Review Process:** The process of reviewing courses to determine how they meet the revised general education requirements centers on demonstrating how the CLOs for the course facilitate students' learning the Essential Skill and, where needed, provides a means to revise CLOs to make those connections more transparent. This will enable us to assess Essential Skills at the general education course level. Please see the **Sample**

**General Education Course Review Documents** (CHEM 110 and PSYC 101) and **Sample Course Evaluation Rubrics** (separate attachment) for examples.

**Academic Pathway Outcomes (APOs) and Program Learning Outcome Alignment:** APO workshops and alignment work continues concurrently with and beyond the revision of the general education requirements. APOs facilitate cross-disciplinary assessment of student learning. In a series of facilitated discussions, academic pathway faculty leadership develop a few APOs for each of the Essential Skills. APOs use active, assessable language and describe how students in a pathway develop the Essential Skills at and beyond the general education course level. For example, Health Care pathway APOs apply the Essential Skills to patient care. Participants align APOs with program learning outcomes.

**Essential Skills Conference and Workshops:** Planning for the first Essential Skills Conference is underway and is expected to go forward during Fall 2020 Professional Development Week. The goal is for faculty to share their assignments, teaching methods, and materials that ensure students are learning the Essential Skills. Shorter workshops will also take place during the semester. Aligning specific assignments and activities with specific CLOs, PLOs, and/or APOs enables us to assess students' development of the Essential Skills at and beyond the general education course level.

**Focus Groups and Surveys:** Student, faculty, employer, and transfer partner focus groups such as those conducted in February 2020 and student surveys establish benchmarks for assessing the effectiveness of the general education revision, specifically allowing us to note changes in student and faculty awareness, perceptions, and ownership of general education at the College.

**Data and Research:** Data and research sources include focus groups conducted in 2020, student surveys administered in Fall 2019 and Spring 2020, and Kahoot surveys of students and faculty in 2017 and 2018.

**Focus Groups:** From February 3rd through February 24th of 2020, we conducted a total of seven focus groups: three with students, two with faculty, one with transfer partners, and one with employers. An overview of focus group feedback is below. Please see the **Appendix** for sentiment analysis data.

1) Although many **student participants** have come to see their general education courses as an important aspect of the breadth and depth of college experience, many would like to see a systematic approach toward acquiring essential skills in subsequent courses. They emphasized the need for teachers of general education courses to use a variety of teaching methods and communicate learning goals and assessment expectations clearly. Student participants specifically praised how general education courses enable them to see and analyze complex issues from a broad, more interdisciplinary perspective as well as teach them problem-solving skills through the lens of diverse views. Yet, they highlighted the role of teachers

in fostering an empathetic learning community where students develop life skills, transferable to their lives beyond the college.

2) **Faculty** identified a general lack of coherence regarding how general education courses pertain to program courses, and they would like to see more faculty discuss these connections with their students. Faculty also called for assigning more reflective assignments across the disciplines to help students develop their skills and recognize weaknesses. Faculty participants noted that students complain of a lack of consistency in content and levels of instructor feedback in different sections of the same general education course and suggested greater standardization would allow them to be more certain that students are learning particular foundational skills.

3) **Transfer partners** (Temple, West Chester, LaSalle, and Arcadia) responded favorably to the skills-based general education model, and shared that many have instituted or are in the process of developing a similar model and are moving away from distributive discipline-based general education or equivalents. They recommend that the College faculty/institution help students see application of the essential skills as universal for both transfer and career/profession.

4) **Employers** underscore the importance of using critical thinking skills to prioritize work and recognize areas for improvement, the ability to communicate clearly in various situations, and the necessity of having a "learning attitude" – this mostly expressed in terms of "taking initiative" and "asking questions".

**Student Survey:** The General Education Survey was administered to students by Institutional Research (IR) in late 2019 and members of the General Education Task Force (GETF) in early 2020. There was a total of 147 responses; 33 of these responses were received via the electronic survey administered by IR with the remaining 114 received via paper surveys administered by members of the GETF. 88.4% of student respondents agreed that general education is important to achieving their career and educational goals, and the majority of those surveyed agreed on the importance of learning specific skills, such as communication, analyzing mathematical information, developing a hypothesis, reading critically, and synthesizing ideas. Please see the **Appendix** for associated data.

**Kahoot Surveys:** In 2017, many faculty noted that they would like to see the major academic approaches more seamlessly integrated into the core competencies. Others wanted greater focus on the core knowledge in the disciplines related to general education (for both faculty and students) and less emphasis on either core competencies or major academic approaches. Results of Kahoot surveys on general education conducted in 2018 show that:

- Among 160 faculty, staff, and administrators surveyed in Summer 2018, 41% said that they did not understand the connection between the general education requirements and the current core competencies
- 83% believed that students did not understand the connection between general education requirements and degree completion.

- Less than 66% of faculty, staff, and administrators surveyed were able to correctly identify general education requirements.
- Among nearly 500 students surveyed in first-year experience and introductory computer technologies courses in early Fall 2018, an average of 46% were able to answer questions about general education requirements correctly.
- In late Fall 2018, those same FYE course instructors administered the same survey, and the percentage of correct answers did not change dramatically from early to late fall.

Please see the **Appendix** for associated data.

**Process:** The collaborative process used to develop the revised general education curriculum is the result of almost three years of regular conversations among the Cross-Divisional Curriculum Planning Group (CDCP), which has included the participation of more than 100 faculty as well as other members of the College community. Please see the **Appendix** for an organizational chart.

**CDCP Collaborative Efforts:** Established in May 2017, the CDCP is a regular College-wide meeting of faculty, staff, and administrators involved in cross-divisional discussion and collaboration in areas related to curriculum, such as Guided Pathways, general education, first-year experience courses, and the Open Course List. In its early permutation, the CDCP conducted several meetings with faculty from all over the College community, including Advising, Counseling, Library and Learning Lab, to share questions and concerns, educate one another about our work and how it affects students, and make recommendations to the College community. The CDCP began having focused discussions about general education in June of 2017 and continues to do so through the present. For more information about the CDCP meetings and feedback regarding general education, please see the **Supporting Materials** (separate attachment).

**General Education Task Force (GETF):** The GETF is an extension of the CDCP. This *ad-hoc* working group has taken on the tasks of revising the general education requirements, using the Essential Skills, transfer requirements, and data related to employer expectations as a basis for the work. As of Spring 2020, the GETF consists of 47 faculty members (who represent all three academic divisions, all seven academic pathways, and 28 disciplines) and three administrators. For more information about the membership of the GETF, please see the **Supporting Materials** (separate attachment).

**CDCP Sub-Committees:** In Fall 2018, the CDCP Steering Committee formed six Sub-Committees to draft definitions of each of the Essential Skills of general education. Each sub-committee chair was tasked with recruiting an interdisciplinary group of faculty. These sub-committees met both in person and online to create and refine the proposed definitions. The sub-committees were composed of 38 faculty from 16 disciplines at the College. These definitions were also reviewed and updated by other faculty groups, including the 2019 CDCP Summer Institute participants, the Teagle Pilot Project faculty, and members of the GETF. For more information about the CDCP sub-committees, please see the **Supporting Materials** (separate attachment).

**Teagle Pilot Project Faculty:** The College became part of the [Teagle Foundation Purposeful Pathways: Faculty Planning for Curricular Coherence initiative](#) in 2017. The College's participation in the Teagle initiative was the springboard for a pilot project involving two of the seven academic pathways at the College. Members of the Teagle Project team engaged in structured collaborative workshops with faculty leadership in the Health Care pathway and the Liberal Arts and Communication pathway to review the Essential Skills, identify specific areas within those skills that their pathways and programs built upon in depth, and determine both general education and programmatic courses that introduce and reinforce those skills.

**Academic Pathway Outcome Workshops:** Currently, we have begun or are in the process of conducting APO workshops, an outgrowth of the Teagle pilot project, with faculty leadership from four of the seven academic pathways. We plan to work with the remaining three pathways in Fall 2020 and Spring 2021.

**Description of Proposed Changes:** A key aspect of the proposed general education revision is the move from disciplines to skills. In 2009, the College created a three-layer general education system that includes major areas of learning (standard academic disciplines) as well as major academic approaches and core competencies of general education. The major academic approaches and the core competencies focus on skills rather than disciplines (e.g., interpretive studies and responsible citizenship) and overlie the discipline-specific requirements (e.g., "3 credit hours in Mathematics" or "3 credit hours in Humanities").

This proposed revision, effective Fall 2021, eliminates the major areas of learning, the major academic approaches, and the core competencies as the foundation for general education and replaces them with a general education framework based on six Essential Skills:

1) Oral Communication/Creative Expression
2) Quantitative Reasoning
3) Scientific Reasoning
4) Technological Competency
5) Cultural Analysis and Interpretation
6) Writing, Research, and Information Literacy

The move from disciplines to skills forms a bridge between general education requirements and general education skills, includes more faculty from across the disciplines in the general education revision, and increases faculty's sense of ownership of and/or connection to general education at the College, with the goal of providing more coherent curricula and improving student outcomes.

To reduce the silo effect, changes to general education align with the institution's seven academic pathways. Academic pathway communities, which include representatives from student support services, constitute a student-centered approach that can reflect the whole of the student experience with the institution. Although students' work in programmatic courses and graduation with a terminal degree is by definition heavily focused on learning within a specific

discipline, their college experience is not. The shift from disciplines to skills in general education is a more student-centered framework.

**Other Motivations for Change:** As mentioned above, in 2015, Middle States Commission on Higher Education published updated Standard III criteria that included six "essential skills" for general education. These skills included "at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" as well as "consistent with the mission, the study of values, ethics, and diverse perspectives" ("Standard III," n. d.). The strategic decision to pare down the various layers of general education and focus on essential skills helps to keep the revision in line with our accreditor's expectations.

**Preliminary Impact Analysis:** To determine the impact of the revised general education requirements on current courses and credits in our academic programs, we performed a preliminary analysis of eleven degree programs at the College, representing all three academic divisions, all three degree types, and all seven pathways. Results indicate that

- All of the programs would keep the same number of minimum credits,
- 92% (10) of the sample programs would require no change in the courses or small adjustments only (e.g., replacing the Humanities requirement with the Oral Communication/Creative Expression requirement; regrouping other course options), and
- Only one of the eleven sample programs would require more extensive regrouping of courses in the sequence to accommodate the revision.

While the sample used is believed to be representative, there's still room for some variance in how much adjustment other programs may need to make. The process of updating programs with the revised general education requirements will include full collaboration with department heads and program coordinators. All programs will have the opportunity to expand and/or further specify their lists of courses that meet general education requirements.

**Proposed General Education Requirements**

# General Education Requirements (proposed)

The College is dedicated to providing all graduates of its associate's degree programs a quality educational experience. All degree students, regardless of program, must complete the College's general education requirements to gain a breadth of experience outside as well as within their academic field and build interdisciplinary skills essential to academic, career, and personal development and success.

The general education requirements are grounded in six Essential Skills that students learn in required general education courses and develop in their program coursework at the College.

## Community College of Philadelphia Essential Skills Definitions

**Writing, Research, and Information Literacy:** Students read critically, synthesize ideas from a variety of texts, and write essays that develop significant ideas in support of a thesis. Written works appropriately reflect the context and audience and adhere to the conventions of grammar, spelling, and formatting specific to the area of study. Building upon these skills, students will determine the extent of a need for information, access information effectively and efficiently, evaluate it critically, accomplish a specific purpose with it, and create new knowledge and participate ethically in communities of learning.

**Cultural Analysis and Interpretation:** Students analyze case studies, creative works, systems of human thought and behavior, material artifacts, and other primary and secondary sources from a range of academic disciplines to discern and respect diverse perspectives and experiences related, but not limited to, race, ethnicity, gender, sexual orientation, ability, culture, region, country, religion, and/or language.

**Oral Communication / Creative Expression:** Students examine issues, problems, and cultural and aesthetic connections, using verbal and nonverbal methods to send messages in various modes. Students produce creative, visual, and/or oral works that reflect the situation, audience, and medium of communication and adhere to the conventions of artistic, verbal and/or nonverbal methods of expression.

**Quantitative Reasoning:** Students communicate mathematical principles and apply them to follow an extended line of formal reasoning and critical thinking. Students read and identify mathematical information that is relevant in a problem; interpret and critically analyze mathematical information presented; select appropriate methods and solve problems, estimating and evaluating the validity of results and effectively communicating quantitative concepts using correct mathematical syntax.

**Scientific Reasoning:** Students describe the Scientific Method and apply the scientific principles they have learned to theoretical and practical issues. Students interpret measurable and observable information through inference and analogy to develop hypotheses and draw conclusions. Students describe methods of scientific inquiry and use critical thinking skills to investigate, question, and solve problems. Students describe and carry out experimental procedures and/or perform laboratory tasks when appropriate to the field, interpret and

communicate scientific information using written, oral and/or graphical means, analyze one or more relationships among science, technology and society, and apply logical reasoning in explaining natural phenomena and experimental procedures or outcomes.

**Technological Competency**: Students identify, create, and manipulate technological tools and digital content. Students operate computers, peripherals, electronic devices, learning management systems, and other technology as related to their program of study. Students use electronic spreadsheets and/or database management systems to organize, analyze, and/or retrieve data. Students use word processing and slide presentation software to design clear academic and professional documents that integrate design concepts, elements, applications, and objects. Students use computer technology to collaborate and network. Students identify and respond appropriately to ethical and legal issues related to privacy and security in information technology and the handling of data.

## General Education Requirements

Students who follow the recommended course sequence for their degree programs will see required courses that introduce and develop the Essential Skills. **Note:** *Program faculty select general education courses based on programmatic needs and the requirements of transfer institutions, accrediting bodies, and professional organizations and also select courses that enable students to gain a breadth of experience and skills across academic disciplines.* The College requires students to complete credit courses in the Essential Skills as outlined below:

| Essential Skills | Minimum Credits |
|---|---|
| Writing, Research & Information Literacy | 6 |
| Oral Communication/Creative Expression | 3 |
| Quantitative Reasoning | 3 |
| Scientific Reasoning | 3 |
| Cultural Analysis and Interpretation | 3 |
| Technological Competency | 3 |
| | **21 credits** |

The requirements listed above apply to all students who began their studies in the Fall 2021 semester or later. Students who began their studies prior to September 2021 should refer to a catalog for the year that they entered the College or should consult an academic advisor or counselor. Students who changed their curriculum on or after September 2021 are required to follow the new general education requirements regardless of when they entered the College. For more information regarding general education requirements, please contact Academic Advising at 215-751-8777 or email Academic Advising.

# Current General Education Requirements

# Degree Requirements (current)

The College is dedicated to providing all graduates of its associate's degree programs a quality educational experience. To ensure that students have educational experiences considered essential regardless of program, all degree students must complete the College's general education requirements.

The general education requirements are nested under seven core competencies that the institution considers essential to being an educated person in the 21st century: Critical Thinking; Effective Communication; Information Literacy; Quantitative Reasoning; Responsible Citizenship; Scientific Reasoning; and Technological Competence. Upon completing a cumulative learning experience at the College, each student is expected to demonstrate competence in all of the institutional core competencies.

## General Education Requirements

In order to provide students with a foundation for lifelong learning, the College requires students to complete courses in the following four general education areas:

1. Major Areas of Learning
   o ENGL 101 and ENGL 102 or ENGL 112
     Note: Engl 112 does not meet the Information Literacy requirement and students will still need to take Engl 102 to fulfill that general education requirement.
   o 3 credit hours in Humanities ( ENGL 101, ENGL 102, ENGL 108 and ENGL 112 may not be used to fulfill this requirement)
   o 3 credit hours in Mathematics (at FNMT 118 or above)
   o 3 credit hours in Natural Sciences
   o 3 credit hours in Social Sciences
2. Major Academic Approaches
   o 3 credit hours in an American Diversity/Global Diversity Studies course
   o 3 credit hours in an Interpretive Studies course
   o 3 credit hours in a Writing Intensive course
3. Information Literacy
   The current requirement is met by ENGL 102.
4. Technological Competency
   The current requirement is met by CIS 103 or other coursework as indicated on the program page.

The requirements listed above apply to all students who began their studies in the Fall 2009 semester or later. Students who began their studies prior to September 2009 should refer to a catalog for the year that they entered the College, or should consult an academic advisor or counselor. Students who changed their curriculum on or after September 2009 are required to follow the new general education requirements regardless of when they entered the College. For more information regarding general education requirements, please contact Academic Advising at 215-751-8777 or email Academic Advising.

## Completing Requirements

A single course may be used to fulfill multiple General Education Requirements. For example: Courses used to fulfill requirements in major areas of learning (ENGL 101, ENGL 102 or ENGL 112, Humanities, Mathematics, Natural Science and Social Sciences) may be used to fulfill requirements in major academic approaches. A course may not be used to fulfill more than one requirement in major areas of learning. A course may fulfill more than one requirement in major academic approaches.

## Definitions for Major Areas of Learning

**Humanities**: A course that fulfills the Humanities requirement is a college-level course that emphasizes analysis and exchange of ideas related to human experience, using analytical, critical, or speculative methods. The methods in Humanities differ from the creative expression of the arts or the empirical approaches of the sciences. **Click here for a list of courses that fulfill the Humanities requirement**.

**Mathematics**: A course that fulfills the Mathematics requirement is designed to promote a solid foundation for the interpretation and understanding of the world through numbers or other measures, using deductive logic, with a synthetic or analytic approach. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data can satisfy this requirement, provided they have a sufficiently prominent deductive component. Math courses at the level of 118 and above fulfill the Mathematics requirement.

**Natural Science**: A course that fulfills the Natural Science requirement is a college-level course, designed to use the scientific method to understand and describe the natural world. Natural sciences include biology, chemistry, earth science, physics and multi-disciplinary courses such as Science, Technology and Society. **Click here for a list of courses that fulfill the Natural Science requirement.**

**Social Sciences**: A course that fulfills the Social Sciences requirement is a college-level course that focuses on the study of human behavior and/or the relationships of people within societies. **Click here for a list of courses that fulfill the Social Sciences requirement.**

## Definitions for Major Academic Approaches

**American/Global Diversity:** An American/Global Diversity Studies course is a college-level course designed to focus on either the comparative study of race/ethnicity, gender and gender relations, class, and/or religion in the United States (American Diversity), the study of a country, culture, civilization, or region outside the United States or a comparative analysis of countries, systems, or cultures outside the United States, or the study of a language other than English (Global Diversity). These courses prepare students to function effectively in a democratic society by helping them to understand the complexities and differences among the people of the United States or the complexities and differences between the cultures, languages and history of the United States and other regions of the world. Students in Liberal Arts - general and social/behavioral science options should select courses from the liberal arts course selection

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guide. **Click here for a chart** that shows courses that fulfill the American/Global Diversity requirement.

**Interpretive Studies:** An Interpretive Studies course is a college-level course designed to focus on the study, analysis, and interpretation of "primary sources," defined as those written documents, material artifacts, visual works, and musical works closest to the subject under investigation or created in the historical period or culture under study. In addition, relevant case studies and field research contained within a syllabus would be considered an interpretive endeavor. **Click here for a chart** that shows courses that fulfill the Interpretive Studies requirement.

**Writing Intensive:** A Writing Intensive course is a college-level course designed to integrate the teaching of writing with the teaching of specific subject matter. Writing Intensive courses are offered across the curriculum and may overlap with other degree requirements. A Writing Intensive course should include the practice of general forms of academic or creative writing or the introduction of specific forms of academic writing common to the discipline or set of disciplines pertaining to the course. The course should approach writing as a process of planning, drafting, revising and editing. **Click here for a chart** that shows courses that fulfill the Writing Intensive requirement.

## Definitions of Information Literacy and Technological Competency

**Information Literacy:** Information Literacy is defined as the ability to determine the extent of a need for information, access it effectively and efficiently, evaluate it critically, incorporate the information into a knowledge base, accomplish a specific purpose with it, and access and use this information ethically and legally. Information literacy includes proficiency in acquisition (finding, assessing, and utilizing repositories of information, both traditional and electronic) and integration (critically evaluating, digesting and synthesizing information from disparate sources).

**Technological Competency:** Students identify, create, and manipulate technological tools and digital content. Students operate computers, peripherals, electronic devices, learning management systems, and other technology as related to their program of study. Students use electronic spreadsheets and/or database management systems to organize, analyze, and/or retrieve data. Students use word processing and slide presentation software to design clear academic and professional documents that integrate design concepts, elements, applications, and objects. Students use computer technology to collaborate and network. Students identify and respond appropriately to ethical and legal issues related to privacy and security in information technology and the handling of data.

*[**PLEASE NOTE:** To save space, the next two sections in the current catalog, "Courses that Fulfill Specific Requirements for Major Areas of Learning/Major Academic Approaches," have been omitted from this document. They may be viewed here. The rest of the general education section of the current catalog is below.]*

# The Link between General Education and Core Competencies

The College's general education requirements are nested under core competencies identified to assist students in developing the attitudes, knowledge and behaviors expected through its general education requirements. Students who complete the general education requirements develop the following core competencies:

- **Critical Thinking**: Students will actively reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.

- **Effective Communication:** Students will be able to make a written, oral or visual presentation that demonstrates comprehension of any source of information and that addresses the assigned topic, expresses a thesis, develops a sustained focus on the central idea, organizes supportive ideas around the thesis, and uses correct diction, syntax, usage, grammar and mechanics.

- **Information Literacy:** Students will be able to retrieve, organize, analyze and evaluate information using both technological and traditional means.

- **Quantitative Reasoning:** Students will demonstrate the ability to understand and communicate mathematical principles and to follow an extended line of formal reasoning.

- **Responsible Citizenship:** Students will demonstrate an awareness of the responsibilities of informed citizenship in a diverse and pluralistic society. Students will demonstrate self-management in the requirements that come with one's role as a student in the classroom and at the college; demonstrate integrity in one's role as a student relative to other students, faculty, staff and administrators; and demonstrate effort to understand the perspective of others and to respond to others with well-founded thoughts.

- **Scientific Reasoning:** Students will demonstrate an understanding of scientific principles and apply them to theoretical and practical issues, and interpret measurable and/or observable information through inference and analogy to develop hypotheses and draw conclusions.

- **Technological Competency:** Students will demonstrate the ability to use computers and related technology in school, at work, and at home. (See above)

**Appendix**

1. Spring 2020 focus group sentiment analysis
2. General education survey data Fall 2019-Spring 2020
3. Kahoot survey data Fall 2018
4. Faculty participation organizational chart

**Spring 2020 Focus Group Sentiment Analysis**

Sentiment analysis assigns words with a score that runs between -5 and 5, with negative scores indicating negative sentiment and positive scores indicating positive sentiment.

- Both students and faculty responses skew toward positive sentiment toward both the focus groups as part of the process and toward the general education revision in general.
- The peaks of students responses are higher simply because we had more students
- Faculty seemed to have a "cooler" sentiment than students; it was positive but closer to a neutral sentiment than the students.
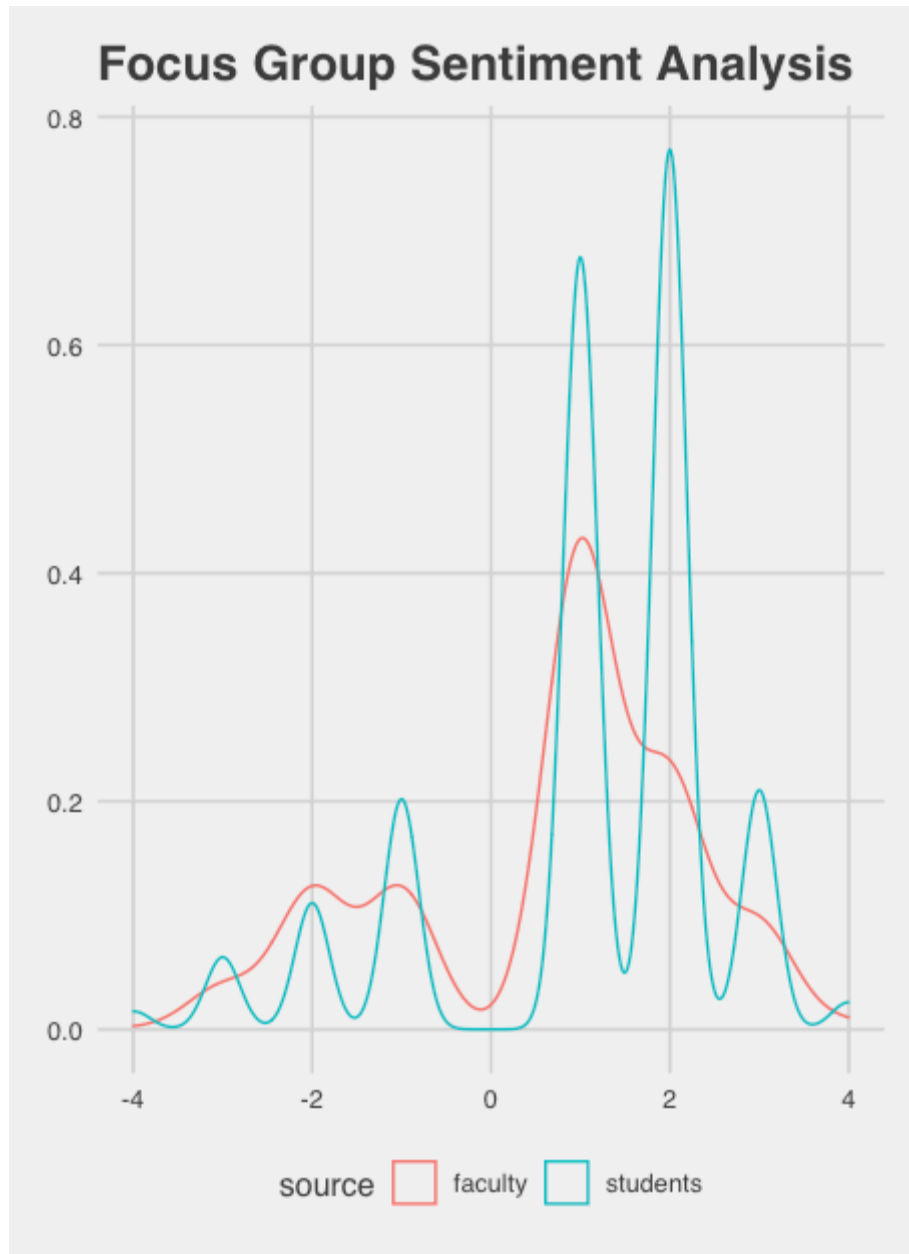
*Figure 1*: *Results of Faculty and Student Focus Group Sentiment Analysis*

## General Education Survey Data

CCP General Education Survey – 2019/2020 – Results
Prepared by: Eric William Shannon, PhD
Prepared on: February 7, 2020

This document presents the results of the General Education Survey administered to students by Institutional Research (IR) in late 2019 and members of the General Education Task Force (GETF) in early 2020.

There was a total of **147** responses; 33 of these responses were received via the electronic survey administered by IR with the remaining 114 were received via paper surveys administered by members of the GETF.

For each question, "strongly agree" and "agree" responses were collapsed into one category as were "disagree and strongly disagree."  A third category collapsed missing responses (i.e. the student did not answer the question) with "don't know" responses.

*Table 1: Results of General Education Survey 2019/2020*

**Please indicate your level of agreement with the following statement.**

**General Education is important to achieving my career and educational goals…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 88.4% | 10.2% | 1.4% |

*Question 2: To achieve my career and educational goals, I must be able to:*

**Use verbal and nonverbal methods to send messages…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 89.1% | 0.07% | 10.2% |

**Produce creative, visual, and/or oral works…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 83.0% | 6.8% | 10.2% |

**Read and identify mathematical information that is relevant in a problem…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 76.9% | 10.9% | 12.2% |

**Interpret and critically analyze mathematical information…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 72.1% | 15.6% | 12.2% |

**Interpret and communicate scientific information…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 70.7% | 19.0% | 10.2% |

**Develop a hypothesis and draw conclusions…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 75.5% | 15.6% | 8.8% |

**Apply logical reasoning in explaining natural phenomena and experimental procedures or outcomes…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 73.5% | 14.3% | 12.2% |

*Question 3: To achieve my career and educational goals, I must be able to:*

**Use electronic spreadsheets and/or database management systems to organize, analyze, and/or retrieve data…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 76.2% | 11.6% | 12.2% |

**Use word processing (i.e. Microsoft Word) and slide presentation software (i.e. PowerPoint)…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 82.3% | 4.8% | 12.9% |

**Demonstrate awareness of an appreciation for social and ethical issues…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 78.2% | 6.1% | 15.6% |

**Analyze and interpret primary and secondary sources in a range of academic disciplines to discern and respect diverse perspectives and experiences…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 76.9% | 6.8% | 16.3% |

**Read critically, synthesize ideas from a variety of texts, and write essays…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 73.5% | 14.3% | 12.2% |

**Adhere to the conventions of grammar, spelling, and formatting in written works…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 84.4% | 4.1% | 11.6% |

**Determine the need for information, access the information, and evaluate it critically to create new knowledge…**

| Agree | Disagree | Don't Know/Missing |
|---|---|---|
| 86.4% | 2.0% | 11.6% |

**Kahoot Survey Data Fall 2018**

*Table 2: Results of Kahoot during professional development surveying attitudes toward general education (August 2018).*

| | | |
|---|---|---|
| **I am not knowledgeable about CCP's gen ed requirements** | | |
| I agree | 41 | 32% |
| I disagree | 48 | 38% |
| I strongly agree | 9 | 7% |
| I strongly disagree | 30 | 23% |
| **I do NOT understand the connection between major academic approaches and core competencies** | | |
| I agree | 43 | 33% |
| I disagree | 45 | 35% |
| I strongly agree | 9 | 7% |
| I strongly disagree | 33 | 25% |
| **It is important that I am knowledgeable about CCP's general ed requirements** | | |
| I agree | 56 | 42% |
| I disagree | 4 | 3% |
| I strongly agree | 64 | 48% |
| I strongly disagree | 9 | 7% |
| **CCP's core competencies reflect skills and knowledge students need when they leave the college** | | |
| I agree | 63 | 50% |
| I disagree | 11 | 9% |
| I strongly agree | 41 | 33% |
| I strongly disagree | 11 | 9% |
| **Students do not understand the connection between gen ed and degree completion** | | |
| I agree | 70 | 55% |
| I disagree | 13 | 10% |
| I strongly agree | 35 | 28% |
| I strongly disagree | 9 | 7% |

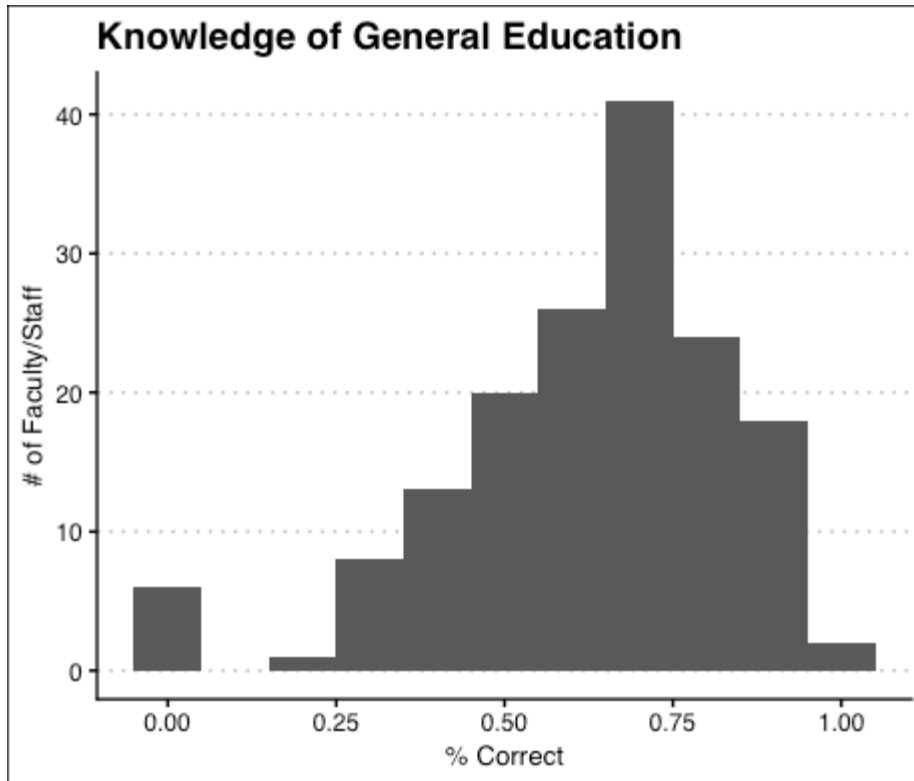*Figure 2*: *Results of Kahoot survey on faculty knowledge of general education (August 2018).*



*Table 3: Results of Kahoot survey of students' knowledge of general education requirements (early and late fall 2018).*

Early Fall 2018: AH 101, FYE 101, CIS 103
n = 487

Late Fall 2018: AH 101 & FYE 101
n = 86

| | Average % Correct (Early Fall) | Average % Correct (Late fall) | Difference (% PTS) |
|---|---|---|---|
| Allied Health 101 | 39.9% | 37.8% | - 2.1% |
| Computer Information Systems/Computer Science | 45.7% | N/A | N/A |
| First Year Experience | 51.3% | 54.4% | + 3.1% |

**CDCP Faculty Participation Organizational Chart**

We have seen broad faculty engagement in the general education work in a fairly short period of time. 93 members of the college community, including 90 faculty from 36 disciplines, participated in some aspect of the general education revision in the span of one year (Summer 2018-2019). Among these, the average number of events/sessions on general education that faculty attended was two, and 24 faculty attended three or more sessions. This number has increased due to faculty participation in the GETF since August 2019.
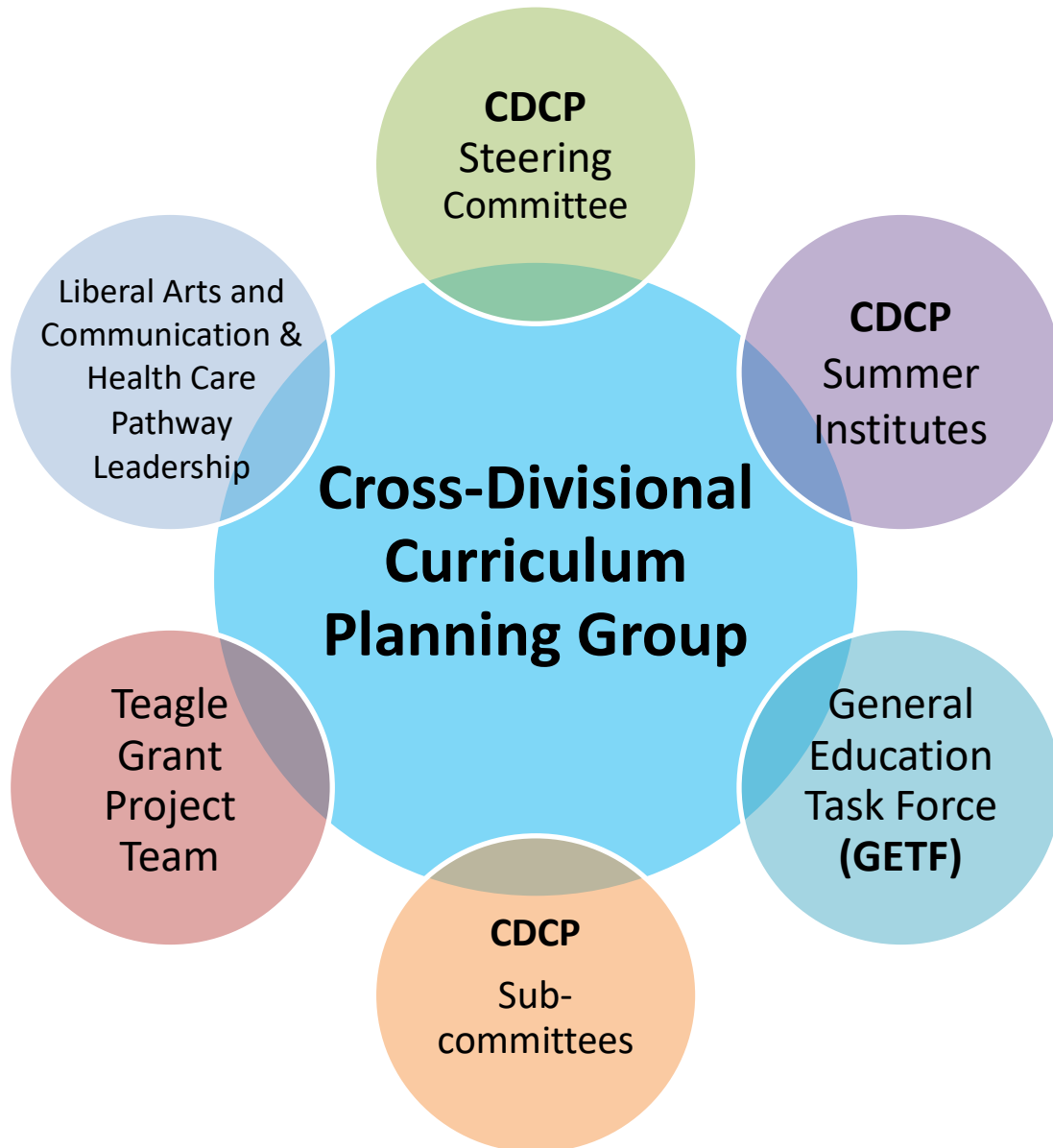


*Figure 3: CDCP faculty participation organizational chart*