

General Education Revision Presentation Results

Question 1: Who do you want your students to become? What about in 5-10 years after graduation?

Table 1

- Lifelong Learners
- Critical Thinkers
- Information Literate
- Communicators (Strong Communication Skills: Written, Oral, etc.)
- Productive Citizens
- Curious
- Versatile/Well-Rounded (Not Overly Specialized)
- Capable of Weathering Change
- Happy
- Problem Solvers
- Understand Statistics
- Media/Social Media Literate
- Fact Checkers
- Articulate
- Healthy (physically and mentally)

Table 2

- Knowledgeable
- Employed (or Professional/Grad School)
- Mature/Responsible
- Critical Thinkers
- Experienced
- Give Back to Community/Alumni Participant
- Self-Learners/Independent
- Strengthening/Mastering Oral and Written Communication Skills
- Baseline Skill Needed to Succeed in Majors

Table 1 & 2 Top 4

1. Communication
2. Productive Member of Society/Smart Citizen/Employed/Employable
3. Lifelong Learner/Self- Starter
4. Critical Thinker/Information Literacy

Question 1: Who do you want your students to become? What about in 5-10 years after graduation?

Table 3

- Employable
- Informed citizens
- Socially aware/compassionate (global citizens)
- Critical thinking skills
- Well-rounded: exposure to all areas (academic)
- Awareness
- Ability to find information – discernment
- Scaffold skills to be successful, ex. Excel that ties to another class
- Challenge students – give students confidence to try
- Confidence (students have a fear of failure)

Table 4

- Employable: They have been offered a job that's gratifying
- A knowledgeable, contributing civil member of society
- Independent thinkers who are articulate enough to express themselves to others
- Inquisitive, curious
- Respectful, collaborative communication
- Creative

Table 5

- Must Be Employable/Grad School
- Smart Citizens
- Scientific Literacy
- Communication Competency (Written, Spoken, Computer)
- Competency Reading Different Subject Matter
- Self-Starter

Table 3, 4, & 5 Top 4

1. Employable: They have been offered a job that's gratifying
2. Global Citizenship (Contributing Member of Society)
3. Independent & Critical Thinkers (Able to Articulate Express Themselves)
4. Ability to Find Information (Inquisitive & Curious)

Question 2: How do you see the role of General Education?

Table 1

- Expose to New Ideas
- Opportunities to Practices/Learn Skills
- Challenge Them
- Provide Fundamental Building Blocks of Knowledge

Table 2

- Provide Core Knowledge
- Effective Oral and Written Communication
- Foundation of Knowledge to Succeed in Upper Level Courses
- Critical Thought in Order to Evaluate New Ideas/Theories

Table 3

- Combined w/Question 3

Table 4

- Intentional Assignments: Timely, Quality Feedback
- Experiential Learning
- Comprehensive Skills in All/Through the Program
- Think Abstractly

Table 5

- Prepare Basic Communication Skills Performed
- Communication Competency (Written, Spoken, Computer)
- Competency Reading Different Subject Matter

Question 3: What does General Education need to look like to meet the needs of all stakeholders?

Table 1

- Interesting
- Challenging
- Practical
- Relevant
- Affordable
- Flexible
- Accessible
- No Road Blocks
- Effective
- Applicable
- Easily Understood/Explainable (Systematically)
- Meaningful

Table 2

- Keeping Students Current/Up-To-Date
- Shift Content to Skills
- Cross Disciplinary Cooperation

Table 3

- Collaboration Between Industry and University
- Flexible – Reevaluate More of 10 than 20 Years
- Change Grading System: Assessment
- Path for Success for Students
- Interdisciplinary Skills: Need Feedback from Faculty
- Gen Ed at All Levels: 1000 – 4000 Levels
- Tiered Gen Ed Courses – Skills Needed for Upper Level Courses – Not Necessarily in Major, i.e. Stats
- Classes Applicable to Various Majors/Departments
- Engaging Courses
- Smaller Class Sizes
- Freshman Seminar Expanded so Students Learn How to Use Blackboard, Discussion Post, Microsoft Office 365

Table 4

- Good Writing
- Good Communication
- Interdisciplinary/Block Teaching

Table 5

- Flexibility for Major: Number Per Category
- Gen Ed at All Levels: 1000 – 4000 Levels

Faculty Email Responses

General Statements

- One thing I'd like to see in general education requirements is more flexibility. It would be great if students could use the gen eds as a way of trying out various classes for possible minors etc, but still at least get gen ed credit for them. For example, maybe kinesiology classes like Anatomy could count as a science, and maybe music or art classes beyond just music in life and art in life could count towards humanities.
- More tech classes started
- I think we have a pretty good curriculum that provides a well-rounded education before moving onto specializing in major areas.

Question 1: Who do you want your students to become? What about in 5-10 years after graduation?

- A. It is my desire that Education/Teacher Certification Majors be advocates in their classroom for all students. I hope that they are communicators with stakeholders who promote rigorous and relevant education in a 21st century classroom.
- B. I want our students to have the opportunity to explore different disciplines in their general education courses, thereby ensuring that they have the chance not only to develop the important critical skills fostered in those contexts (e.g., reading, writing, analysis, interpretation) in those contexts, but also to ensure that they are exposed to the true variety disciplines that they could pursue professionally. I am in the discipline I am because I had to take a general education course in that area; without it, I literally would not have known it could be pursued as a career, and the career I love so dearly, would have likely been denied to me. I hope that the general education core will lay a foundation for students in terms of their communication and critical thinking skills, and that they will assist students (in addition to their major's classes) in having the professional aptitude they need in their chosen career paths; I also hope that they will enliven general curiosity, social engagement, and a capacity for more critical citizenship.
- C. Informed citizens able to form their own educated opinions and to think critically about information they encounter in the workforce and in their personal lives.

Question 2: How do you see the role of General Education?

- A. General Education is the block of coursework where the ECU expectations of excellence in the classroom is founded. It is imperative that these courses have rigor and relevance.
- B. As stated above, I see general education as serving several critical functions from an educational standpoint. First, it provides a breadth of exposure in historically significant subjects, exposure expected of the college graduate if they are to possess the socially expected background knowledge of someone with a degree. Second, in providing that exposure, students are made more fully able to appreciate the breadth of opportunity available to them, and given the opportunity to sample disciplines and see what suits their interests and aptitudes. Third, general education courses hone critical abilities necessary not only to success in the major, but also success in life. These include oral and written communication skills, critical thinking, information technology, research, and creative capacity.
- C. In terms of ECU's mission, General Education is the "understand our world" part. It's about being exposed to things you didn't know existed while developing skills that help you across disciplines.

Question 3: What does General Education need to look like to meet the needs of all stakeholders?

- A. In general, I think all ECU graduates should be good verbal and written communicators. While we have the "Writing Across the Curriculum", we still have juniors and sophomores who cannot write in complete sentences. Therefore, I think General Education courses should attempt to evaluate the written assignments more carefully and require more from these required activities if they are already required in the courses.
- B. It needs to continue to provide the breadth of exposure to students, especially in the face of current cultural trends that undercut its value. Students need to be informed of the practical take away of general education core and its function relative to major courses of study; instructors need to integrate this into instruction in order to foster buy-in to the experience. Course content needs to be linked to contemporary concerns in order to establish this relevance explicitly in the minds of students. While informing students of traditional disciplines and ideas, course content must also be responsive to increasing and wholly appropriate demand for diversity and the presentation of minority voices.
- C. I think students need transparency about *why* they're required to take General Education courses. They need to know what the role of General Education is and how it will help them 5-10 years down the road. I think OER can be especially powerful in helping with buy-in from students on General Education because affordable course materials can help students who ask, "Why do I have to spend so much money on classes that don't have anything to do with my degree?". I often hear faculty teaching upper level courses be concerned about students' writing and research skills. I think it's somewhat expected that General Education courses help students develop those skills to a college level. Involving experts in a given field (the English Department & Writing Center for writing and the library for research) in creating the writing and research assignments could go a long way in benefiting students and faculty.