General Education Reform Feedback Summary

Contents

EXECUTIVE SUMMARY

To understand the campus perspective on OU's General Education program, the General Education Program Revision Ad-hoc Committee (GEPRAHC) engaged in several activities beginning in Winter 2024 and continuing through Winter 2025. Outreach included a survey of students, a listening tour with all academic units, model walks presenting three options for a revised General Education (Gen Ed) program, and feedback gathering about the proposed models. This report provides a summary of the findings from these opportunities and will inform the committee's work moving forward. Following the executive summary is a detailed review of each outreach activity.

Student Survey

- Over half of student respondents indicated that OU's Gen Ed program increased their awareness of socio-cultural factors impacting society and helped them learn important transferrable skills that will assist in future careers
- Students rated as highly important Gen Ed program goals focused on communication skills, problem solving abilities, critical thinking, lifelong learning and self-improvement, and teamwork and collaboration.
- The skills and dispositions mentioned frequently by students are closely aligned with those identified by employers as important for college graduates (AACU, 2023).

Listening Tour

- Faculty universally supported a GE curriculum focused on developing skills in writing, critical thinking, communication, and quantitative reasoning while equipping students with knowledge that demonstrates cultural competency and understanding of diversity.
- There was strong agreement that the purpose of the Gen Ed program needs to be on building transferrable skills and exposing students to different disciplines and perspectives, while preparing students for life and their professions. Virtually all faculty groups interviewed mentioned the importance of curiosity, creativity, and innovation. Many emphasized a flexible Gen Ed model that allows students to explore.
- Faculty recommended improved messaging to students around the importance and value of Gen Ed, and integrating a college success course into the curriculum.

Model Feedback

- Based on the three models presented to the campus community, strongest support was given to writing as a foundation course, a first-year experience, diversity requirement, curricular pathways based on student choice, and public speaking/oral communication as a foundational component.
- High importance was attributed to written and oral communications, difference and power, quantitative reasoning, and scientific inquiry and methods.
- Many respondents noted in the open-ended comments that elements were missing from the models, particularly Arts and Humanities, Literature, and Media and Information Literacy.
- Many respondents commented on the diversity, equity, and inclusion focus of the curriculum, with most comments emphasizing the importance and value of teaching diversity and equity, and fewer opposed to this focus.
- There were mixed findings regarding the world language component. There were low ratings of World Language as a *foundations* course. However, there were several open-ended comments expressing interest in retaining this requirement for students or expanding it to include cultural exploration and cross-cultural competency.

Student Survey

Purpose

To understand the student perspective on OU's General Education program, the General Education Program Revision Ad-hoc Committee (GEPRAHC) enlisted the support of the Office of Institutional Research, Assessment, and Data Analytics (OIRADA) to survey students at the end of winter semester 2024. The Committee sought input from students on the following concepts:

- Satisfaction with OU's General Education program
- Student perception about what the goals of General Education should be
- How well OU's General Education program prepared students to use skills commonly addressed in GE courses
- The knowledge/skills/dispositions that OU's General Education should provide
- Strengths and areas of improvement for OU's General Education program

Administration Summary

Survey invitations were distributed on April 8, 2024 via email from the Gen Ed Reform Email address (GEreform@oakland.edu) to all undergraduate students enrolled in winter semester 2024 (N=11,621). A small number of surveys were undeliverable (n=44). Non-respondents received follow-up reminders on April 11, 2024 and April 17, 2024. A total of 1,573 students responded (1,169 completed surveys, 404 partial completes) yielding a **14% response rate**.

Figure 1 shows the responses by the students' school/college. The survey sample was representative of the undergraduate student population, but a higher percentage of students from the School of Engineering and Computer Science (SECS) and a lower percentage of students from the College of Arts and Sciences (CAS) responded to the survey.

Figure 1. Distribution of Sample and Respondents by School/College

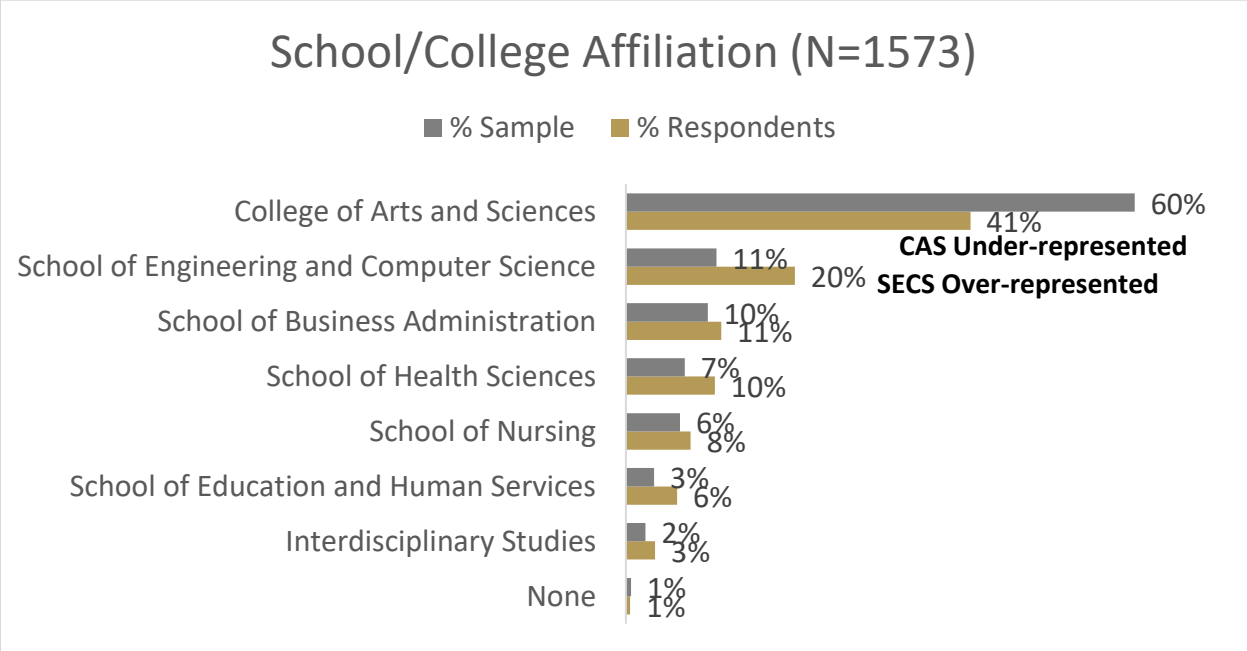
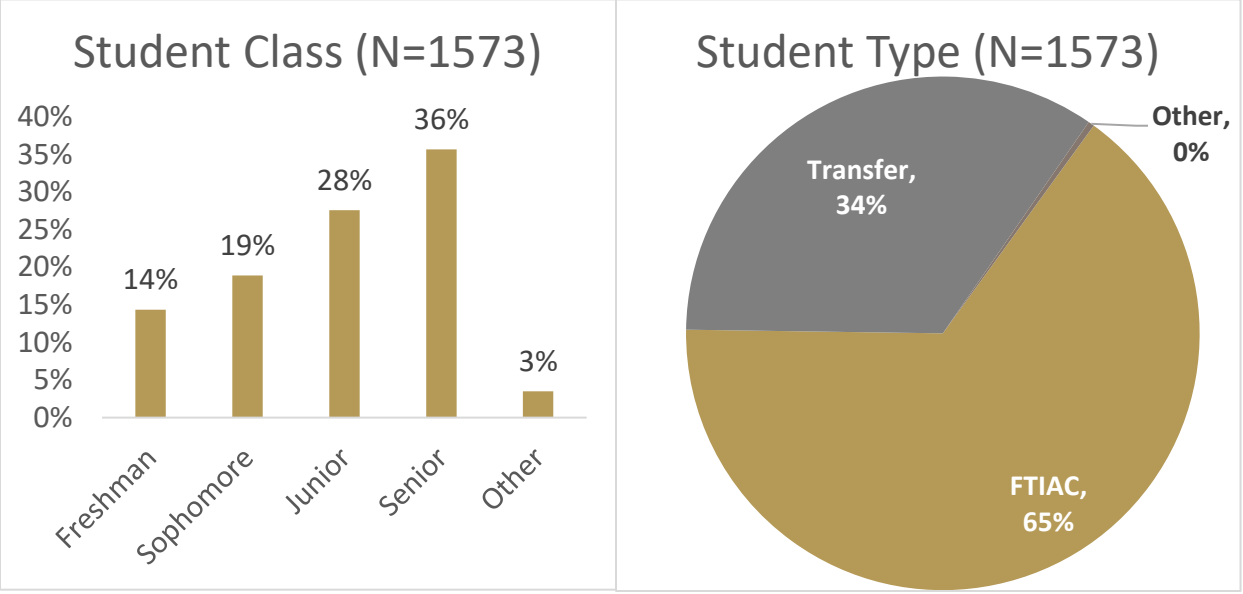


Figure 2 shows the student characteristics of respondents. Students from all classes responded to the survey, with seniors representing the largest group (36%). The proportion of respondents by student type largely mirrors the undergraduate population, with 65% First Time in Any College (FTIAC) and 34% Transfer students.

Figure 2. Respondent Characteristics



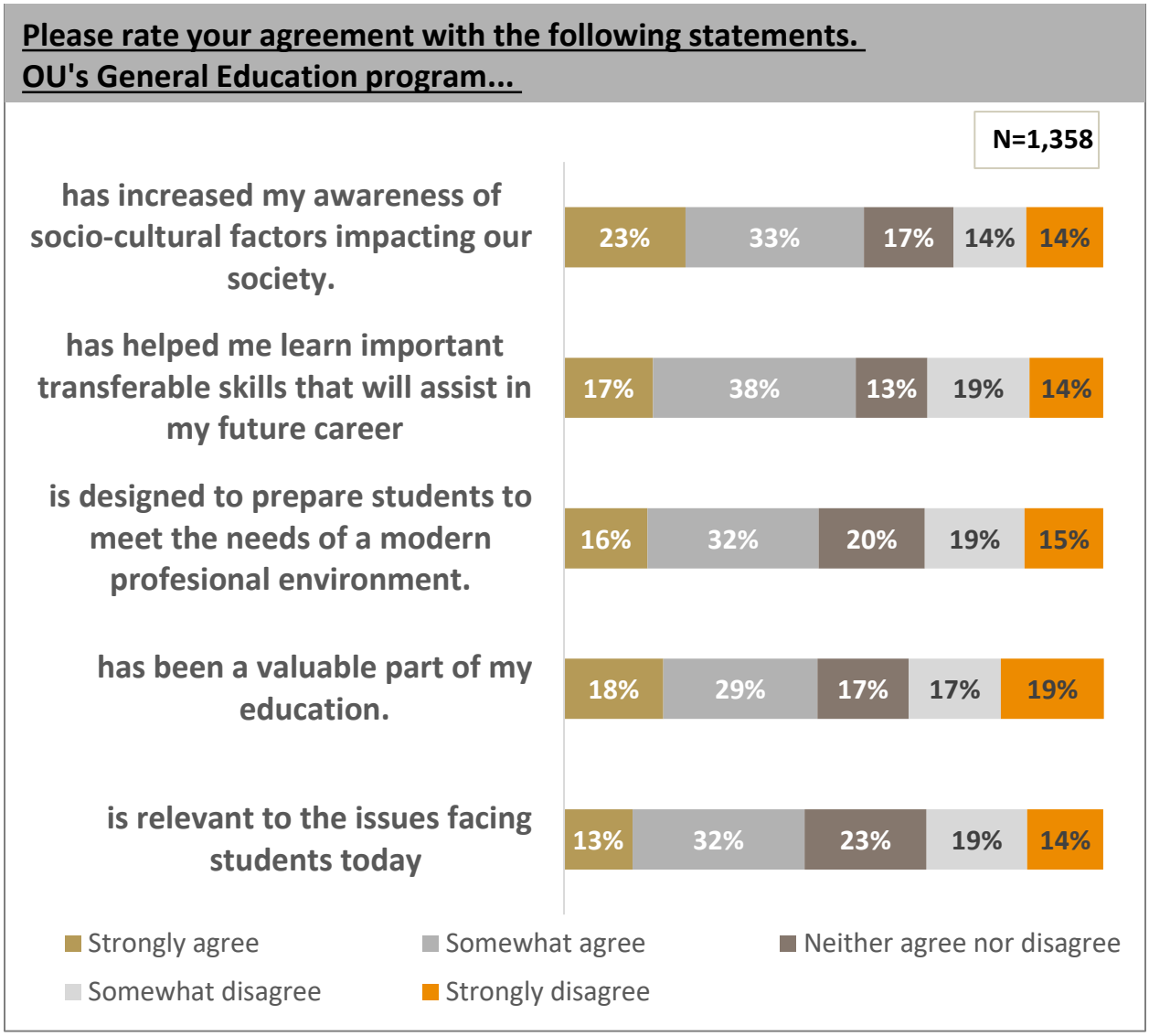
Results Summary

To contextualize students' experience with OU's general education program, students were asked "Approximately how many General Education courses (including courses for your major that also satisfy General Education requirements) have you completed at OU (not transferred from another institution)?" Eighty percent of the student respondents had taken between 1 and 9 GE courses at OU, indicating that students' responses are informed by first-hand experience of OU's General Education program.

Satisfaction with GE:

Figure 3 shows student agreement with statements measuring satisfaction with the GE program at OU. Over half of student respondents indicated that they "somewhat" or "strongly" agree that the program increased awareness of socio-cultural factors impacting our society and helped them learn important transferrable skills useful for future careers. Nearly half of students agreed that the program was designed to prepare students for the modern professional environment, has relevance to issues facing students today, and was a valuable part of their education.

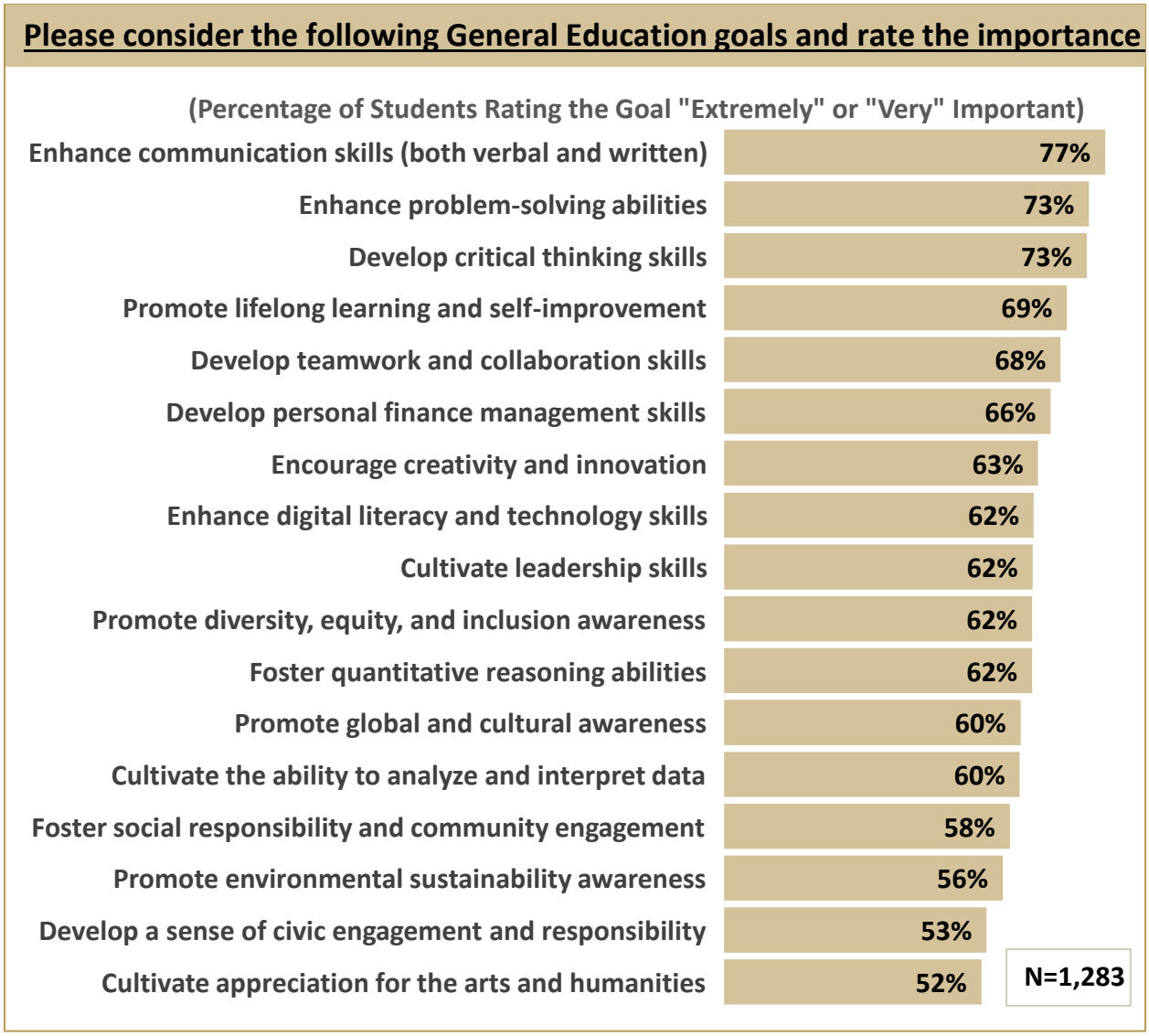
Figure 3. Satisfaction with OU's General Education Program



VALUES AND GOALS OF GE:

Students were asked to rate the importance of a list of goals for General Education. Figure 4 shows a list of these goals, ranked from highest to lowest in the percentage of students reporting that they were "extremely" or "very" important.

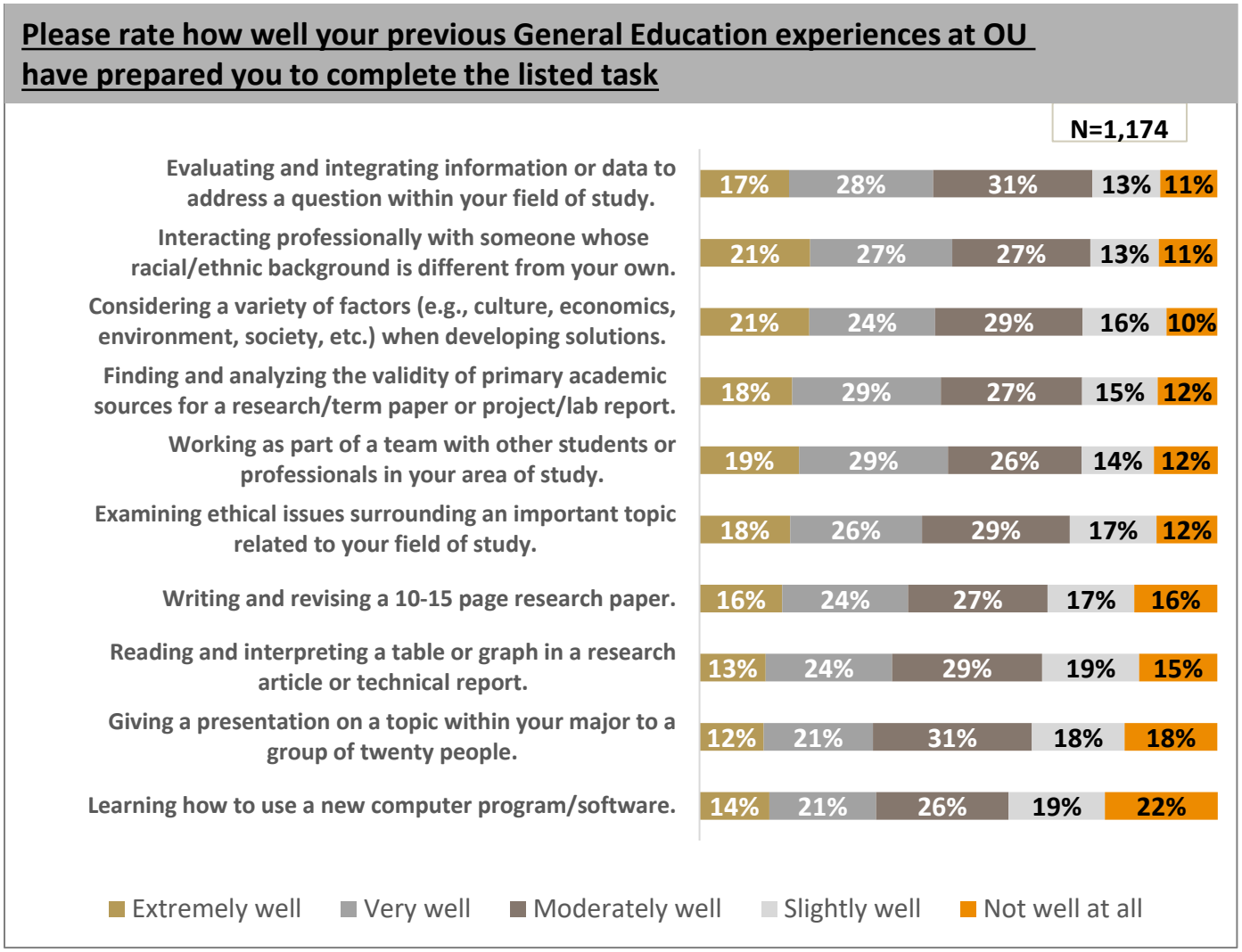
Figure 4. Student Ratings of the Importance of General Education Goals



SKILLS PROVIDED BY GE:

Students were asked about their General Education experiences at OU and how well those experiences prepared them to engage in various tasks. Seventy-six percent of students felt moderately/very/extremely well prepared to evaluate and integrate information or data to address questions within their field of study and to interact professionally with someone whose background differed from their own. Some areas where students reported the GE program prepared them "not well at all" related to learning computer software (22%), giving presentations (18%), and writing/revising a research paper (16%). Ratings of all items are included in Figure 5.

Figure 5. Student Ratings of how well GE Experiences prepared them for given tasks



In addition to quantitative questions about the General Education program, goals, and skills attained, students were asked these open-ended questions:

- In your opinion, what knowledge, dispositions, attitudes, and/or skills should a General Education program provide to all OU students?
- What do you think are the strengths of the General Education program at OU?
- What do you wish was different about the General Education program at OU?

KNOWLEDGE, DISPOSITIONS, ATTITUDES, AND/OR SKILLS PROVIDED BY THE GE PROGRAM

Student responses were considered alongside the values that employers identified as important for a college graduate to be career-ready (AACU, 2023). Figure 6 presents a table summarizing how many times students mentioned the skills and dispositions that were also identified as important by employers. Communication skills were the most critical skill to be developed in Gen Ed, especially with people from different cultural backgrounds. Critical thinking was also identified as important to students. Students also value learning teamwork and collaboration skills, particularly the ability to work effectively in groups and engage in collaborative projects.

Figure 6. Skills and Dispositions identified by students

Theme	Mentions
Ability to communicate through writing	146
Ability to communicate through speaking/ presentation skills	143
Ability to communicate/work with people from different cultural backgrounds	120
Critical thinking skills	101
Ability to work effectively in teams	85
Ability to analyze and interpret data	80
Ability to work with numbers and statistics	70
Application of knowledge/skills in real-world settings	51
Ability to demonstrate complex problem-solving skills	46
Ability to locate, evaluate, and use information in decision making	45
Digital literacy	39
Civic skills/civic engagement	28
Ethical judgment and reasoning	14
Creative thinking	12
Ability to integrate ideas/ information across settings and contexts	6

STRENGTHS

In response to "What do you think are the strengths of the General Education program at OU?", 760 students identified areas where the program is strong. Figure 7 summarizes the themes frequently identified by students. Professors and the quality of teaching within GE courses was mentioned most often. One student noted,

> ***"I think the strengths of General Education at OU are the professors. All the professors are very knowledgeable in their courses and have a high passion for what they teach."***

Figure 7. Strengths of OU's General Education Program Identified by Students

Theme	Mentions
Professors and the quality of teaching • Professors are knowledgeable, respectful, and passionate about their subjects • Engage students, provide feedback, and create a supportive learning environment • Committed to student success	80
Variety of courses • Program offers numerous options for students to choose from that align with their interests and academic needs (49) • Availability of diverse classes, allows students to gain a broader perspective (10)	71
Communication skills • Developing students writing skills through assignments, essays, research papers (36) • Oral communications through public speaking, presentations, and interpersonal communication (21)	59
Diversity and Inclusion • The program offers a variety of courses that address diverse perspectives and cultures (36) • Courses encourage students from all backgrounds to engage and participate fully (9)	41

Theme	Mentions
Critical thinking • GE courses help students develop the ability to think critically, analyze information, and form well-reasoned conclusions	21
Cultural awareness • Through courses offered in GE, students gain knowledge about various cultural norms, beliefs, and practices, which helps them become more open-minded and culturally aware (5) • GE encourages students to think beyond their immediate environment and consider issues from a global standpoint (3)	11
Teamwork and collaboration • Respondents appreciate the focus on teamwork, which prepares them for collaborative projects and group work in both academic and professional settings • Collaborative activities help students learn how to communicate and work together to achieve common goals (3)	11
Technological skills	6
Problem-solving	1

"My experience with Gen Eds at OU has taught me immensely about community, culture, diversity, arts, and humanities. The Gen Eds help you learn more about fields/topics you don't have any experience with, and they help make you well-rounded and more of an open thinker."

PROPOSED CHANGES:

Students were asked what they wish were different about the General Education program at OU, and the 828 responses are summarized in Figure 8.

Figure 8. Changes to OU's General Education Program Proposed by Students

Theme	Mentions
Integrate GE in professional curriculum • Many students feel GE courses are unnecessary, especially those unrelated to their majors (120) • Students want Gen Ed courses tailored to their fields of study (90)	188
Reduction or Elimination of Gen Ed Requirements • Some students feel that being forced to take Gen Eds delays their progress in major-specific coursework • Some mention that GE courses are a "cash grab" by the university, forcing them to pay for unnecessary credits • Redundancy with what they learned in high school	120
Less credits required • Some alternatives suggested by students: testing out, work/life experience credit (15), major-aligned Gen Eds	113
Increase number of offerings • Students requested more diverse, interesting, or practical course choices (70) • Some mentioned more flexible delivery methods (online/hybrid and asynchronous options) (50)	70
Skill building • Focus on practical/life skills • Courses on taxes, financial literacy, job applications, etc.	52

Language Requirement • Some want computer languages to count • Others oppose language requirement entirely	25
Diversity/DEI emphasis • Complaints about ideological bias or irrelevance	20
Group work and Collaboration Issues • Uneven participation in group projects	10
Better advising on requirements • Lack of clarity on which courses fulfill GE credits	10
No need for change	15

LISTENING TOUR

PURPOSE

OU's GEPRAHC initiated a listening tour in January 2024 to gather information from all units on campus. The focus groups were intended to give faculty the opportunity to identify the needs of their programs and the needs of OU students, and to share how the GE curriculum could be designed to ensure that these needs are being met.

The following questions were raised at each of these meetings:

- What is the relationship between General Education and your program or curriculum?
- What knowledge, dispositions, and skills does General Education need to provide your students?
- What knowledge, dispositions, and skills does General Education need to provide all OU graduates?
- What are the strengths and weaknesses of the current General Education program as it relates to your program or unit?
- What gaps do you see in our students' skill set?
- What do we want our students / graduates to be known for?

METHODS

Input was received from faculty and staff through focus groups with each of the professional schools, College of Arts and Sciences (split into subgroups: Math, Chemistry, Biology and Art; English, Writing and Communication; Psychology, Sociology, Religious Studies, Anthropology, Political Science, Philosophy and Honors College; Modern Languages, Philosophy, History, International Studies and Linguistics), and School of Music, Theatre, and Dance. Additional discussions were held with OU Student Congress, Senate, Dean's council, and CAS chairs. A total of **13 focus groups** were held.

The feedback from focus groups were coded with respect to the following themes:

- **Skills** that are needed from Gen Ed and/or are lacking in current students
- **Knowledge** or concepts that emerged which Gen Ed should cover
- **Purpose** or what the GE program *should* be, why it is important, and what students should get out of it
- **Perception** or misperceptions of the current GE program
- **Structure** or examples of how the future GE program could be organized
- **Implementation** of GE now, relationship with programs, and barriers for programs we need to consider
- **Concerns** about changing the GE program

RESULTS SUMMARY

The issues raised during the focus groups in response to the open-ended prompts are organized around these thematic categories and summarized in Figure 9.

Figure 9. Topics mentioned during focus groups, organized by theme

Theme	**Topic** (Number of Groups Mentioning the Topic)
Skills	Writing (13) • Students need both basic and advanced writing skills, lacking in current students • Opportunities to write within and outside the major • Using and citing reliable sources, analyzing information, communicating analysis Critical Thinking & Problem Solving (13) • Learning to ask questions Interpersonal/Professional Communication (11) • Verbal communication skills to include empathy and listening • Collegiality and professionalism • Interpersonal skills lacking in current students, needed for employment Research (9) • Reading and understanding scientific research • Finding and using credible sources, analysis and writing Math and quantitative skills (8) • Students need logic and math skills • Math preparation is an issue Presentation Skills (7) • Verbal and presentation skills, voice projection, knowing your audience Information and Data Literacy (5) • Evaluating data and sources of information • Data literacy and understanding statistics Reading Comprehension (6) • Students need to read more • Reading and comprehending complex texts Understanding of AI and how to use tools appropriately (5) • Preparing students to deal with deepfakes • Concerns with its application for learning to write and learning a language Life skills and independence as learners (2) Learning more than one language (2)
Knowledge	Cultural competency (9) • Preparing students to be citizens of the world, global mindset • Understanding and empathizing with people from different backgrounds • Social disparities related to a specific discipline (i.e., health) • One language class is not enough to provide this Diversity, Social Justice, Bias (9) • OU should be known as an inclusive institution, and GE should reflect this • Students need courses that cover diversity and social justice concepts, and how different identities affect experiences Philosophy/Ethics (8) • Need to develop appreciation for diversity/ethics Apply content across courses/disciplines (6) • Reading and writing in the Humanities • Exposure to concepts outside the major so that employers see students as well-rounded

	History (5) • Understanding civics and how our systems work • History of ideas Personal Finance (2) • Students were particularly interested in seeing this in the GE program Understanding digital technical issues within the context of AI (2)
Purpose	Build transferrable skills (11) • Reading, writing, communication should be emphasized • Social and emotional competence, self-development, teamwork • Relate to a "career" rather than a specific "job" Exposure to different disciplines/perspectives (11) • Developing a wide base of experience outside the major program • Taking courses and learning from other students outside their program • Supporting intellectual maturity • Students should be exposed to the arts and humanities Preparing students for college/profession/society (10) • College success course to promote student success and introduce students to tools used at OU, navigating university, academic success strategies • GE should prepare students to be good citizens and for life, NOT vocational training • Prepare students for professional positions, interpersonal skills needed for employment Foster curiosity, creativity, and innovation (10) • Asking questions and becoming life-long learners • Open-mindedness and intellectual curiosity • Learning new things, teaching creativity Students need variety/flexibility of options so they can take courses of interest (7) Opportunity to explore majors/careers (6)
Perception	Students choose "easy" courses or that will double-count to keep credits/cost down (7) Programs require double-count courses to fit within accreditation needs (6) Difficult to fit within program (6) • Too many credits, need better sequencing so students take them earlier Lack of understanding of the purpose (6) • Professional schools don't see value, • Students don't understand why it's important, improve messaging to students
Structure	College success course (9) Interdisciplinary focus (9) Helping students meet accreditation requirements (6) Consider 3-credit courses (6) • Reduce GE courses to 3 credits or reduce total GE credits required • Concerns that 3-credit will impact part-time faculty • Suggestion that all courses be 3-credit if GE courses are 3-credit Allow units/programs to meet requirements differently (4) Scaffold approach – encourage certain courses earlier or in a certain order (4) Faculty/Teaching (5) • Team teaching, interdisciplinary courses • GE should be taught by FT faculty Implementation (4) • Focus on skills rather than specific classes • Consider pass/fail grading, learning communities
Implementation	Scheduling/Double counting courses (6) • Problem that programs create GE courses to serve their majors

	• Students taking whatever FYAC suggests or following unit's 'recommended courses' • Lots of double counting to fit in majors or accreditation needs Give students greater responsibility for designing their own learning (4) • Students need to be more engaged in their learning (less interactive, less social) MTA/Community college concerns (5) • Changes need to consider transfer students, sometimes they are short on credits when transferring 3-credit courses from community college • Students using AP or transfer credit to meet GE Assessment/Grading (3) • Concerns with Honors College not assessing courses • Assessment is "frustrating and not very useful" • Move to pass/fail grading to help students focus more on engagement than grade Too many credits (2)
Concerns	Lack of "common ground" between CAS and professional schools about purpose and structure of GE (4) Units losing faculty positions with changes (4) Courses should be smaller, need commitment of resources for this (2)

Model Development

GEPRAHC reviewed all of the feedback from the Student Survey and the listening tour, and along with what they learned from their participation in the AAC&U Institute on General Education, Pedagogy, and Assessment (iGEPA) and their review of the literature, developed the framework for three different potential Gen Ed models. These models were presented to the OU community in Fall 2024. The models were titled THEMES, STRANDS, and PATHWAYS and proposed that the General Education program be renamed Grizz Core.

More information about each of the models is available here.

Model Feedback

Purpose

The purpose of the Model Feedback survey was to gauge university support for various elements included in each of the three proposed models. The General Education Program Revision Ad-hoc Committee (GEPRAHC) enlisted the support of the Office of Institutional Research, Assessment, and Data Analytics (OIRADA) to gather input from the university community on the following concepts:

- Position on General Education Reform
- Preference for First Year Experience theme and focus
- Importance of various foundation courses included across the three models
- Importance and Rating of various elements included in the General Education proposals (i.e., First Year experience, Synthesis seminar, etc.)
- Open-ended feedback on each of the Themes, Strands, and Pathways models (likes/dislikes) as well as general feedback

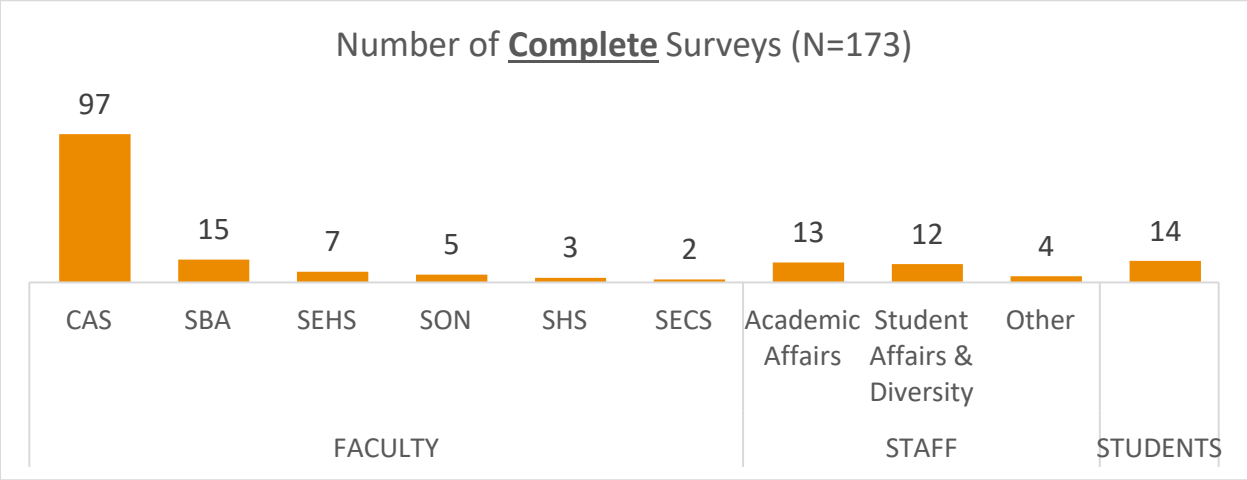
Administration Summary

The Model Feedback survey was available to Faculty/Staff/Students participating in the 8 Model Walks held during Fall semester 2024 via QR codes included on each of the model posters. GEPRAHC members attending each of these events encouraged participation in the feedback survey. Additionally, GEPRAHC committee co-chairs shared

the survey link/QR code at departmental or school meetings where they were invited to discuss the models. Faculty and staff were further encouraged to review the models and provide feedback in GEPRAHC newsletters distributed on two dates in Fall semester. Lastly, the link was included on the website of the OU General Education Program Revision above materials from the Model Walk so that interested parties could review the materials and respond to the survey.

In total 173 individuals completed the survey: 130 Faculty, 29 Staff, and 14 students. Figure 10 shows the distribution of responses by School/College for Faculty and by Division for Staff. By far the largest proportion of respondents were faculty from the College of Arts and Sciences (CAS).

Figure 10. Responses to Model Feedback Survey by Role and Unit

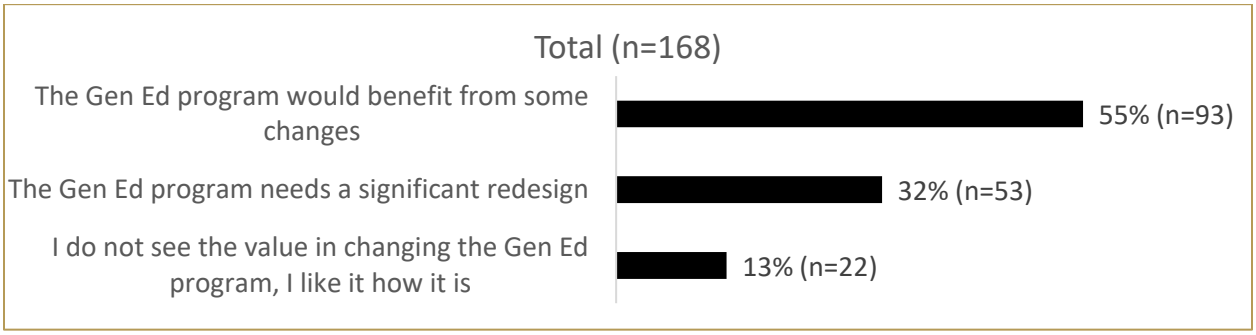


Results Summary

Which statement best describes your position on General Education Reform?

To understand the respondents' perspective on General Education Reform, they were asked "Which statement best describes your position on General Education reform"? Eighty seven percent of the respondents indicated that some changes were needed to the General Education program. Figure 11 shows the responses for faculty, staff, and students. Over half indicated that the Gen Ed program would benefit from some changes, and around one third mentioned that the program needs a significant redesign.

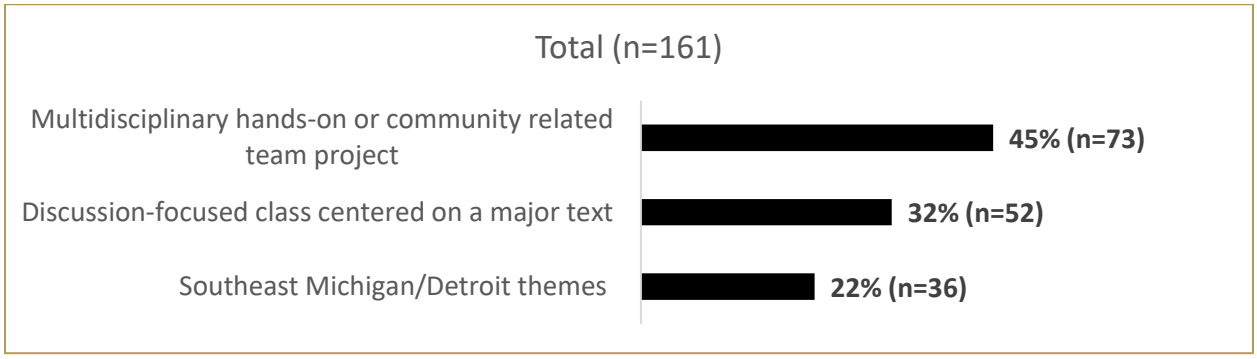
Figure 11. Position on General Education Reform



Which version of the first year experience do you prefer?

Respondents were asked to provide feedback on components of the three models. Each model included a different theme and format for the First Year Experience (FYE). When asked about preferences across the formats, nearly half of respondents preferred the FYE with a multidisciplinary hands-on or community related team project. Almost one-third preferred the discussion-focused class centered on a major text. See Figure 12 for the FYE responses.

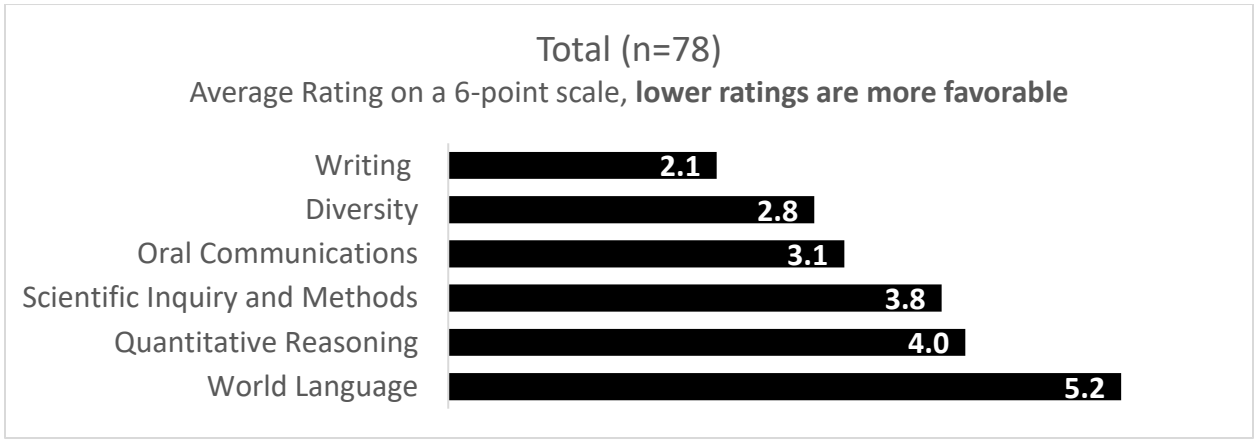
Figure 12. Preferences for the First Year Experience



RANKING OF THE FOUNDATIONS PORTION OF OUR GENERAL EDUCATION CURRICULUM

Each of the models included different combinations of foundational courses, so it was important to the committee to get input on which foundational courses need to be included in the revised General Education program. Respondents were asked "All 3 of the proposed models include a slightly different set of foundations courses, ranging from 4-6 course categories. Consider the course categories below, and rank them in order of importance for the foundations portion of our general education curriculum. (Please bear in mind that courses and course categories can still exist in a general education curriculum, even if they are not in the foundations portion of the requirements.)" Figure 13 shows the rankings of foundational areas, indicating that Writing, Diversity, and Oral Communications were the highest rated foundations courses followed by Scientific Inquiry and Methods, Quantitative Reasoning, and World Language.

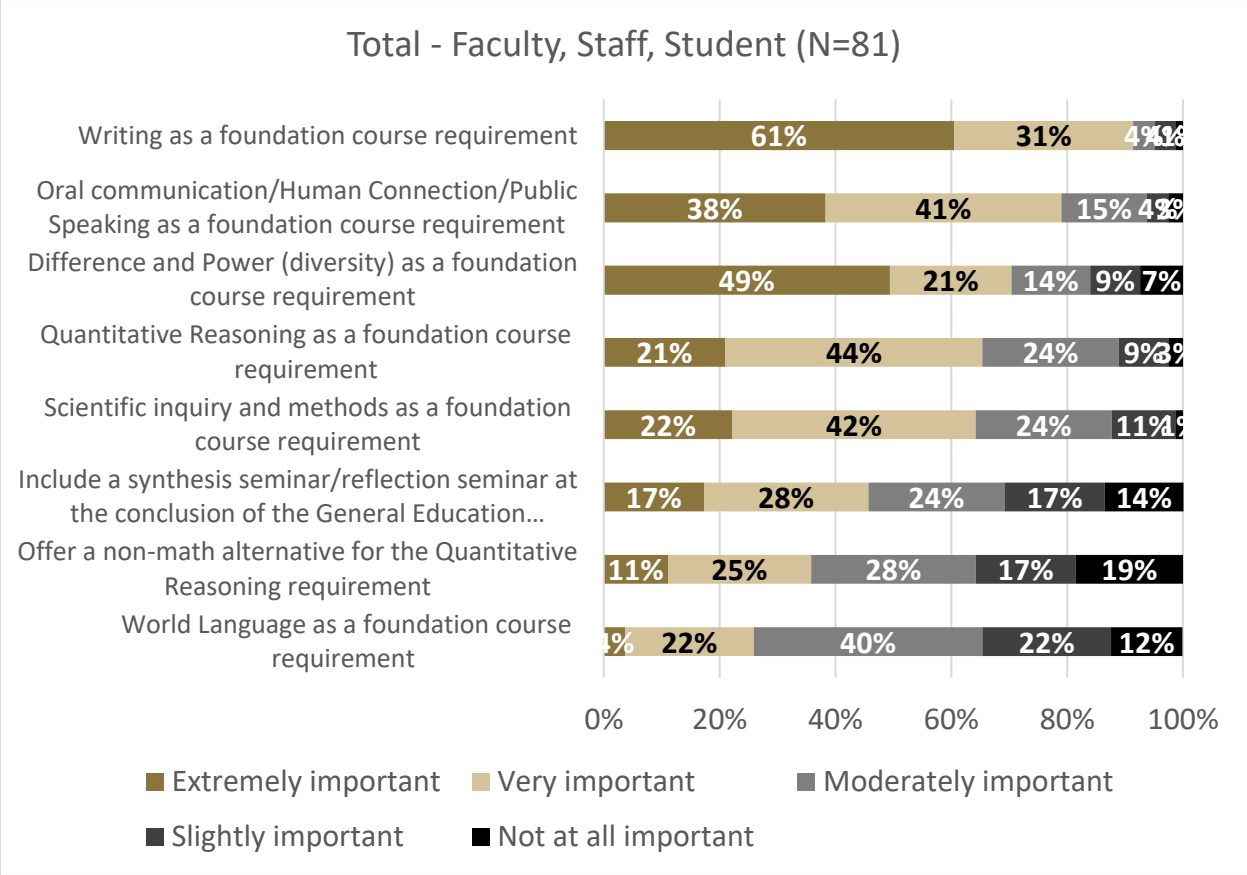
Figure 13. Ratings of foundations courses



IMPORTANCE OF FOUNDATIONS AREAS

In addition to ranking the foundations courses, respondents were asked to rate the *importance* of each foundation area course with the question "How important is it to include the following elements in the General Education program?" Figure 14 shows these ratings sorted by the percentage of respondents saying that the element was "very" or "extremely" important. Writing, oral communication, and diversity were valued as most important elements. Less than half of respondents rated the synthesis seminar as highly important (46% "very" or "extremely" important), and one third found it important to offer a non-math alternative for the quantitative reasoning requirement.

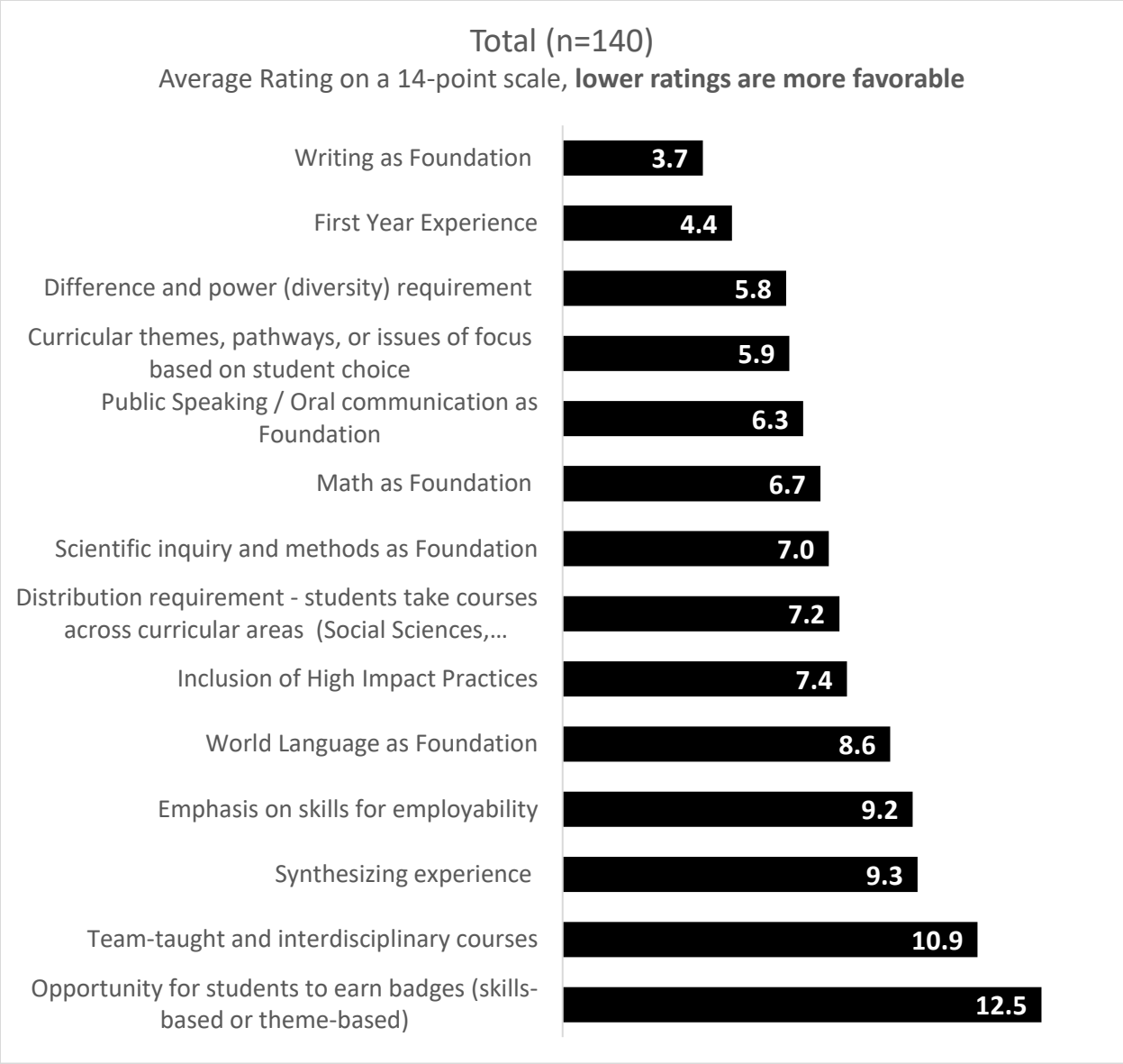
Figure 14. Importance of Foundations Courses and GE Program Elements



Ranking of elements to include in a new model for General Education at OU

Respondents rated a list of 14 elements that were included in the proposed models, ranking the items from most important to least important. Figure 15 shows the average rating of each of the 14 elements, ordered from lowest to highest. The lower the rating shown in the Figure, the more important it was deemed, i.e., items with low ratings were those that most people ranked as more important and items with high ratings are those that most people ranked less important. Items ranked highest were the Writing as Foundation, the First-year experience, and the Difference and Power (diversity) requirement. Following these top three, respondents rated Curricular themes, public speaking foundation, and math as foundation with high importance. Some of the elements that were less favored included opportunities for students to earn badges, team taught/interdisciplinary courses, and a synthesizing course or experience for the GE program.

Figure 15. Average Ratings for 14 General Education Elements



*What is **ONE** thing you would add to the General Education curriculum?*

Respondents were asked "What is the **ONE** thing you would add to the General Education curriculum". Of the 48 responses to this question, many people used this opportunity to identify missing or essential content that should be included. Some of the more commonly identified areas were diversity, equity/inequity, inclusion, power, justice (n=13). One respondent noted,

> ***"Courses on inequality and power; it's important to educate students about sources of systemic inequality (race, class, religion, sexuality, sex and gender, etc.) that exist both within the United States and around the world, both currently and historically"***

Six respondents noted that Humanities were essential but not represented in the GE models presented, noting the importance of students taking courses in History (n=3), Art (n=3) and Religion (n=3). Five people raised the importance of communication skills, one noting:

> ***"I would add a firmer commitment to oral communication/public speaking. This is an oft cited skill desired by employers."***

Four people indicated that formal reasoning/logic/mathematics was one area that should be emphasized more in the program. One individual raised the practical importance by saying,

> ***"Students need to manage their educational finances as well as their future retirement, mortgage, interest, credit cards, etc."***

Other areas that that were mentioned as essential but missing by two or more respondents included personal well-being, critical information literacy, literature, world language, and environment/sustainability.

Several people responded to this question by focusing on the First year Experience, which is a new element not currently found in the general education curriculum. Two respondents expressed interest in the Detroit-based model, and others shared ideas that the FYE would be effective if it included community-engagement and if it was taught from a multi-disciplinary perspective.

Many respondents shared the "one thing" they would add to the GE curriculum is more interdisciplinarity (n=2), career-focused skill development, and experiential or service-learning opportunities that would be relevant to the student's academic interests. One respondent suggested that the Gen Ed program

> ***"Mandate courses outside the major discipline, to facilitate exploration and creativity, and provide an explanation to students and faculty about why/how this is valuable"***

CONCLUDING THOUGHTS AND FEEDBACK

At the end of the survey, respondents were invited to "Please share any concluding thoughts and feedback with the committee." Of the 83 responses to this question, many included multiple themes or ideas.

Missing components. One of the most frequent comments was that there were missing components from the models presented (n=23). Arts and humanities (n=7), reading and literacy (n=5), media and information literacy (n=3), logic and ethics (n=2) and natural world and environment/sustainability (n=2) were the missing elements noted. Many respondents commented on the diversity, equity, and inclusion focus of the curriculum (n=19), with most comments focused on the importance and value of teaching diversity and equity, cultural diversity (n=15) and fewer opposed to this focus (n=4). One individual noted,

> ***"Regardless of their career paths—whether as engineers, social workers, or physician assistants—our students will work with diverse populations. Without foundational and basic cultural understanding integrated into their undergraduate education, they will encounter challenges that could have been mitigated through thoughtful preparation. By including diversity and cultural awareness into their coursework, we can ensure that OU students are better equipped to navigate and succeed in the complex, interconnected world they'll face after graduation."***

First-year Experience. Many people expressed support for the first-year experience course, and several gave suggestions about the focus of the course (n=9). Some encouraged a focus on skills for academic success and teamwork, others mentioned that it should be taught by full-time faculty only.

World Language. There were several comments about the world language component (n=9), with most expressing interest in retaining this requirement for students (n=6). Two people mentioned expanding the language requirement to include cultural exploration and cross-cultural competency. One person left a comment specifically noting that the language requirement should be removed.

Communication Skills. Several individuals expressed the importance of focusing on core communication skills in the GE program (n=8). They emphasized how foundational skills in writing, speaking, and critical thinking were essential for academic success.

Program Structure. Many people commented about the structure of the program (n=12). Several expressed a favorable view of the focused pathways that help students work toward deeper understanding, while others preferred the distribution by area that encourages students to explore different disciplines (n=3). Some mentioned that the structure needed to be simplified (n=5), noting that it feels complicated by categories within categories. Others offered that double-counting courses was not ideal and that the requirements should be distributed by area and not learning outcomes.

Flexibility. Several people noted that the model needs to be understandable to students, and expressed some concern that the order of course taking could be problematic for students entering a theme/pathway only after foundations. Others mentioned that there needs to be flexibility in course selection (n=4), noting that student choice is important when fulfilling GE requirements to enhance engagement and relevance to their interests.

Foundations. There were at least four people mentioning that the GE program needs to remain focused on Writing and Math because students lack these basic skills. Others advocated for critical thinking as a foundational element, not limited to mathematical reasoning but extending to logical reasoning and analysis (n=2). Another two noted that the program needs to reflect OU's core values and that we should first agree on the purpose of Gen ed before reforming it.

Summary of Open-Ended Feedback on THEMES model

The THEMES model includes a First-Year Seminar which centers around a major text, while preparing students for success at OU. Students take 4 foundation courses to develop academic skills in writing, math/stats, world language, and difference and power. Students then explore a meaningful theme through four courses with the requirement that they collectively meet all four University Learning Outcomes (ULOs) and then cap their core with a multidisciplinary Synthesis seminar.

Seventy-eight individuals gave feedback on what they liked about the THEMES model and 72 commented on what they did not like. The comments are summarized in Figure 16 below, with the number of individuals who viewed the item favorably or unfavorably. One individual described the Themes model as

> ***"A solid model that offers an unfocused student, a focus, or for the student who wants to choose coursework that directly complements their major"***

Figure 16. Summary of feedback on what respondents liked and disliked about the Themes model

Comment	Liked	Disliked
First Year Experience	17 mentions • Especially text-based aspect	10 mentions

Comment	Liked	Disliked
	• Academic skills	
Range and variety of topics included as themes	17 mentions • Inclusion of sustainability • Focused on humanistic inquiry	18 mentions • Themes are too broad/vague • Themes may limit student exposure to a variety of disciplines • Define themes in more neutral terms
Culminating course	17 mentions • Application of knowledge • Interdisciplinary focus (5) • Possibility of team-teaching • Project useful for students as they search for jobs/internships	16 mentions • Too open-ended, not strongly connected to the first-year seminar or themes • Potential to derail student progress in or after third year • Concerns about implementation/logistics • Prefer another foundation over the seminar
Difference and power	12 mentions • Expands the current diversity category to include broader identities • Aims to integrate discussion on power dynamics and diversity throughout the curriculum	3 mentions • Ideological and divisive (1) • Needs to be defined and rationale provided to students (1)
Driven by student interest	10 mentions • Gives structure while allowing student choice • Beneficial for students who come in as exploring	
ULO focus	7 mentions	6 mentions
Math for your path	4 mentions • Practical math course tailored to students' future needs • Importance of math in personal and professional contexts	6 mentions • Include logic to fulfill quantitative reasoning • Need to rebrand as "problem solving" to alleviate student fears

Foundations courses	4 mentions
	• Appreciated the areas included
		11 mentions
		• Many elements missing, particularly
		  ○ Scientific inquiry (3)
		  ○ Arts/humanities (3)
		  ○ Human connections/ communications (2)
		  ○ Media literacy (1), History (1)

Flexibility with distribution requirements	4 mentions • Can meet through Research, internships, study abroad, second world language	
Implementation concerns		8 mentions • Timing of requirements problematic for highly structured majors • Requires a high level of institutional/administrative support • Scheduling classes/students across the themes could be challenging

Comment	Liked	Disliked
Complexity		4 mentions
Language requirement		6 mentions • Repetitive for students with prior experience in high school • Could make it broader (i.e., communications or cultural awareness)

Summary of Open-Ended Feedback on STRANDS model

The STRANDS model begins with a 3-credit first-year experience (FYE) multidisciplinary course that would be team taught, project or activity-based, and ends with a 1-credit reflection seminar. Students take 4 foundational courses in writing, math, language, and human connections. Students follow their passion by choosing a single topic strand consisting of four courses, with at least one from each distribution area (Social Sciences, Humanities, Arts, and STEM), as well as an additional Grizz Core elective.

Sixty-six individuals gave feedback on what they liked about the STRANDS model, and many people included multiple comments for a total of 93. Seventy-five people gave feedback on what they did not like. The comments are summarized in Figure 17 below, with the number of individuals who viewed the item favorably or unfavorably.

Figure 17. Summary of feedback on what respondents liked and disliked about the Strands model

Comment	Liked	Disliked
Strands concept (distribution)	27 mentions • Distribution in disciplines, with faculty from each department teaching courses • Breadth • Rigorous • Easy to follow	20 mentions • Confusing for students (7) • Too similar to our current outdated model (4) • Give students more flexibility (4) • GE should remain broad • Too vague and open/students need more structure
First year experience	17 mentions • Liked the strands version of the FYE • Appreciated student choice • Community or hands-on activity based • Practical skills as imperative	9 mentions • Disliked team projects/small groups (4) • Disliked team teaching (2) • Implementation concerns, recruiting faculty to teach the course (2)
Foundation components	11 mentions • Only model that included arts • Human connection • Difference and power • Language • Math options	12 mentions • Include Difference and power as foundation (6) • Language too much (5), expand to include culture/religion/communication (2)
Student interest	8 mentions • Students choose courses based on passion and curiosity	8 mentions • Students must commit to one passion, while their interests may evolve • Managing students who switch strands • Scheduling challenges within strands • Student “passions” may not be represented
Reflection seminar	8 mentions	6 mentions

Comment	Liked	Disliked
	• Practical skills and tangible items to show future employers	• Feels like busy work, not useful (3) • Concerns with staffing, expertise needed to guide students at this level
Grizz Core elective	6 mentions • Choose elective outside major	
Experiential skills/learning	6 mentions	
Community learning	4 mentions	3 mentions • Quality of community-focused project at scale • Extensive for first year students

Summary of Open-Ended Feedback on PATHWAYS model

The PATHWAYS model includes a First-Year Experience course focused on a Metro Detroit/Southeast Michigan Theme, provides students with foundational courses that engage them in the key knowledge, skills, and dispositions necessary for success in college (writing, human connections, world language, difference and power, quantitative reasoning and scientific methods and inquiry), and allows students flexibility to choose a multidisciplinary path through the Grizz Core curriculum by selecting 3 courses offered on a single theme.

Seventy-five individuals gave feedback on what they liked about the PATHWAYS model and 73 people gave feedback on what they did not like. The comments are summarized in Figure 18 below, with the number of individuals who viewed the item favorably or unfavorably.

Figure 18. Summary of feedback on what respondents liked and disliked about the Pathways model

Comment	Liked	Disliked
Flexibility	16 mentions • Gives student most flexibility to choose courses they are interested in • Student choice in pathway, can explore a topic across multiple disciplines	7 mentions • Students can't change a path • Not flexible enough (forces choice) • Students could take similar courses with different rubrics (i.e., all science) • Students can align their pathway with major/professional school and not take humanities
First Year Experience	25 mentions • Common experience, will help students connect, be better citizens, build OU identity (5) • Relevant for OU students, unique (4)	20 mentions • Lack of options (only Detroit/SE MI) • Students need global or broader perspectives (4) • Not appealing for students from outside the area
Foundations	17 mentions • Seemed most in the spirit of GE • Liked the six foundations courses • Foundations set up for pathways • Ensures students are exposed to a full range of disciplinary approaches • Covers the most ideas/topics (6 elements) in the fewest classes (3 classes)	18 mentions • Too many foundations (5 most common upper limit) • Many suggested adding another pathway • The core classes are too restrictive.

Comment	Liked	Disliked
Foundation course: Human connections	8 mentions • But too limited in how to complete this (1) • Preferred human connection OVER power and difference (1)	2 mentions • Topics from "human connections"; course could be covered in humanities, like world language and literature.
Foundation course: Power and Difference	10 mentions	2 mentions
Foundation course: Scientific Method/Science	9 mentions • Unique aspect of this model	2 mentions • Incorporate arts (STEM → STEAM) (2)
Foundation course: Math	Financial literacy option	Intimidating Logic should be an option for Quantitative Reasoning (3)
Missing elements		Arts should be included (4) Culminating experience (3) Reading/textual analysis/media literacy Reading and critical thinking Linguistics as option for language (2) Literature (1), Ethics (1)

REFERENCES

American Association of Colleges and Universities (AACU). (2023). *The Career-Ready Graduate: What Employers Say about the Difference College Makes*. https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/AACU-2023-Employer-Report.pdf

APPENDIX A – COMPLETE DATA FROM STUDENT SURVEY

Q1 Approximately how many General Education courses (including courses for your major that also satisfy General Education requirements) have you completed at OU (not transferred from another institution)?

	Frequency	Percent	Valid Percent
0 courses	79	5	5
1-3 courses	448	28.5	28.5
4-6 courses	515	32.7	32.8
7-9 courses	291	18.5	18.5
10 or more courses	239	15.2	15.2
Valid Total	1572	99.9	100
(Missing)	1	0.1	
Total	1573	100	

Q2 OU's General Education program...

has helped me learn important transferable skills that will assist in my future career.

	Frequency	Percent	Valid Percent
Strongly disagree	186	11.8	13.7
Somewhat disagree	256	16.3	18.9
Neither agree nor disagree	181	11.5	13.3
Somewhat agree	511	32.5	37.6
Strongly agree	224	14.2	16.5
Valid Total	1358	86.3	100
(Missing)	215	13.7	
Total	1573	100	

is relevant to the issues facing students today.

	Frequency	Percent	Valid Percent
Strongly disagree	191	12.1	14.1
Somewhat disagree	254	16.1	18.7
Neither agree nor disagree	307	19.5	22.6
Somewhat agree	433	27.5	31.9
Strongly agree	173	11	12.7
Valid Total	1358	86.3	100
(Missing)	215	13.7	
Total	1573	100	

is designed to prepare students to meet the needs of a modern professional environment.

	Frequency	Percent	Valid Percent
Strongly disagree	198	12.6	14.6
Somewhat disagree	251	16	18.5
Neither agree nor disagree	268	17	19.7

Somewhat agree	430	27.3	31.7
Strongly agree	211	13.4	15.5
Valid Total	1358	86.3	100
(Missing)	215	13.7	
Total	1573	100	

has been a valuable part of my education.

	Frequency	Percent	Valid Percent
Strongly disagree	259	16.5	19.1
Somewhat disagree	232	14.7	17.1
Neither agree nor disagree	229	14.6	16.9
Somewhat agree	388	24.7	28.6
Strongly agree	250	15.9	18.4
Valid Total	1358	86.3	100
(Missing)	215	13.7	
Total	1573	100	

has increased my awareness of socio-cultural factors impacting our society.

	Frequency	Percent	Valid Percent
Strongly disagree	194	12.3	14.3
Somewhat disagree	184	11.7	13.5
Neither agree nor disagree	225	14.3	16.6
Somewhat agree	449	28.5	33.1
Strongly agree	306	19.5	22.5
Valid Total	1358	86.3	100
(Missing)	215	13.7	
Total	1573	100	

Q3 Please consider the following General Education goals and rate the importance of each.

Develop critical thinking skills

	Frequency	Percent	Valid Percent
Not at all important	50	3.2	3.9
Slightly important	77	4.9	6
Moderately important	219	13.9	17.1
Very important	463	29.4	36.1
Extremely important	474	30.1	36.9
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Enhance communication skills (both verbal and written)

	Frequency	Percent	Valid Percent
Not at all important	41	2.6	3.2
Slightly important	68	4.3	5.3
Moderately important	190	12.1	14.8
Very important	465	29.6	36.2
Extremely important	519	33	40.5
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Foster quantitative reasoning abilities

	Frequency	Percent	Valid Percent
Not at all important	61	3.9	4.8
Slightly important	109	6.9	8.5
Moderately important	318	20.2	24.8
Very important	466	29.6	36.3
Extremely important	329	20.9	25.6
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Cultivate the ability to analyze and interpret data

	Frequency	Percent	Valid Percent
Not at all important	68	4.3	5.3
Slightly important	134	8.5	10.4
Moderately important	318	20.2	24.8
Very important	441	28	34.4
Extremely important	322	20.5	25.1
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Enhance digital literacy and technology skills

	Frequency	Percent	Valid Percent
Not at all important	64	4.1	5
Slightly important	122	7.8	9.5
Moderately important	298	18.9	23.2
Very important	444	28.2	34.6
Extremely important	355	22.6	27.7
Valid Total	1283	81.6	100
(Missing)	290	18.4	

Total	1573	100	

Encourage creativity and innovation

	Frequency	Percent	Valid Percent
Not at all important	70	4.5	5.5
Slightly important	115	7.3	9
Moderately important	287	18.2	22.4
Very important	415	26.4	32.3
Extremely important	396	25.2	30.9
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Promote global and cultural awareness

	Frequency	Percent	Valid Percent
Not at all important	77	4.9	6
Slightly important	148	9.4	11.5
Moderately important	292	18.6	22.8
Very important	351	22.3	27.4
Extremely important	415	26.4	32.3
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Develop teamwork and collaboration skills

	Frequency	Percent	Valid Percent
Not at all important	68	4.3	5.3
Slightly important	88	5.6	6.9
Moderately important	258	16.4	20.1
Very important	425	27	33.1
Extremely important	444	28.2	34.6
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Cultivate leadership skills

	Frequency	Percent	Valid Percent
Not at all important	82	5.2	6.4
Slightly important	114	7.2	8.9
Moderately important	290	18.4	22.6
Very important	416	26.4	32.4
Extremely important	381	24.2	29.7

Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Enhance problem-solving abilities

	Frequency	Percent	Valid Percent
Not at all important	47	3	3.7
Slightly important	70	4.5	5.5
Moderately important	224	14.2	17.5
Very important	473	30.1	36.9
Extremely important	469	29.8	36.6
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Promote lifelong learning and self-improvement

	Frequency	Percent	Valid Percent
Not at all important	59	3.8	4.6
Slightly important	123	7.8	9.6
Moderately important	216	13.7	16.8
Very important	392	24.9	30.6
Extremely important	493	31.3	38.4
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Promote environmental sustainability awareness

	Frequency	Percent	Valid Percent
Not at all important	98	6.2	7.6
Slightly important	152	9.7	11.8
Moderately important	313	19.9	24.4
Very important	394	25	30.7
Extremely important	326	20.7	25.4
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Foster social responsibility and community engagement

	Frequency	Percent	Valid Percent
Not at all important	88	5.6	6.9
Slightly important	145	9.2	11.3
Moderately important	312	19.8	24.3

Very important	391	24.9	30.5
Extremely important	347	22.1	27
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Develop personal finance management skills

	Frequency	Percent	Valid Percent
Not at all important	103	6.5	8
Slightly important	101	6.4	7.9
Moderately important	236	15	18.4
Very important	384	24.4	29.9
Extremely important	459	29.2	35.8
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Promote diversity, equity, and inclusion awareness

	Frequency	Percent	Valid Percent
Not at all important	110	7	8.6
Slightly important	130	8.3	10.1
Moderately important	248	15.8	19.3
Very important	347	22.1	27
Extremely important	448	28.5	34.9
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Cultivate appreciation for the arts and humanities

	Frequency	Percent	Valid Percent
Not at all important	122	7.8	9.5
Slightly important	191	12.1	14.9
Moderately important	305	19.4	23.8
Very important	345	21.9	26.9
Extremely important	320	20.3	24.9
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Develop a sense of civic engagement and responsibility

	Frequency	Percent	Valid Percent
Not at all important	95	6	7.4

Slightly important	161	10.2	12.5
Moderately important	350	22.3	27.3
Very important	365	23.2	28.4
Extremely important	312	19.8	24.3
Valid Total	1283	81.6	100
(Missing)	290	18.4	
Total	1573	100	

Q5 For each scenario below, please rate how well your previous General Education experiences at OU have prepared you to complete the listed task.

Giving a presentation on a topic within your major to a group of twenty people.

	Frequency	Percent	Valid Percent
Not well at all	210	13.4	17.9
Slightly well	210	13.4	17.9
Moderately well	361	22.9	30.7
Very well	248	15.8	21.1
Extremely well	145	9.2	12.4
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Reading and interpreting a table or graph in a research article or technical report.

	Frequency	Percent	Valid Percent
Not well at all	177	11.3	15.1
Slightly well	219	13.9	18.7
Moderately well	341	21.7	29
Very well	287	18.2	24.4
Extremely well	150	9.5	12.8
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Writing and revising a 10-15 page research paper.

	Frequency	Percent	Valid Percent
Not well at all	188	12	16
Slightly well	197	12.5	16.8
Moderately well	316	20.1	26.9
Very well	285	18.1	24.3
Extremely well	188	12	16
Valid Total	1174	74.6	100
(Missing)	399	25.4	

Total	1573	100	

Finding and analyzing the validity of primary academic sources for a research/term paper or project/lab report.

	Frequency	Percent	Valid Percent
Not well at all	135	8.6	11.5
Slightly well	171	10.9	14.6
Moderately well	321	20.4	27.3
Very well	337	21.4	28.7
Extremely well	210	13.4	17.9
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Evaluating and integrating information or data to address a question within your field of study.

	Frequency	Percent	Valid Percent
Not well at all	129	8.2	11
Slightly well	154	9.8	13.1
Moderately well	362	23	30.8
Very well	326	20.7	27.8
Extremely well	203	12.9	17.3
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Examining ethical issues surrounding an important topic related to your field of study.

	Frequency	Percent	Valid Percent
Not well at all	137	8.7	11.7
Slightly well	197	12.5	16.8
Moderately well	335	21.3	28.5
Very well	299	19	25.5
Extremely well	206	13.1	17.5
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Interacting professionally with someone whose racial/ethnic background is different from your own.

	Frequency	Percent	Valid Percent
Not well at all	133	8.5	11.3
Slightly well	155	9.9	13.2
Moderately well	313	19.9	26.7
Very well	322	20.5	27.4
Extremely well	251	16	21.4

Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Considering a variety of factors (e.g., culture, economics, environment, society, etc.) when developing a solution to a problem.

	Frequency	Percent	Valid Percent
Not well at all	115	7.3	9.8
Slightly well	190	12.1	16.2
Moderately well	335	21.3	28.5
Very well	285	18.1	24.3
Extremely well	249	15.8	21.2
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Learning how to use a new computer program/software.

	Frequency	Percent	Valid Percent
Not well at all	256	16.3	21.8
Slightly well	218	13.9	18.6
Moderately well	300	19.1	25.6
Very well	242	15.4	20.6
Extremely well	158	10	13.5
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

Working as part of a team with other students or professionals in your area of study.

	Frequency	Percent	Valid Percent
Not well at all	144	9.2	12.3
Slightly well	164	10.4	14
Moderately well	303	19.3	25.8
Very well	338	21.5	28.8
Extremely well	225	14.3	19.2
Valid Total	1174	74.6	100
(Missing)	399	25.4	
Total	1573	100	

APPENDIX B – COMPLETE DATA FROM FACULTY SURVEY

Which statement best describes your position on General Education Reform?

	Faculty		Staff		Students		Total	
	%	N	%	N	%	N	%	N
I do not see the value in changing the Gen Ed program, I like it how it is	13%	16	0%	0	43%	6	13%	22
The Gen Ed program needs a significant redesign	33%	42	36%	10	7%	1	32%	53
The Gen Ed program would benefit from some changes	54%	68	64%	18	50%	7	55%	93
Total		126		28		14		168

Each of the models proposes a first year experience. Which version of the first year experience do you prefer?

	Faculty		Staff		Students		Total	
	%	N	%	N	%	N	%	N
Southeast Michigan/Detroit themes	26%	32	15%	4	0%	0	22%	36
Discussion-focused class centered on a major text	28%	35	42%	11	50%	6	32%	52
Multidisciplinary hands-on or community related team project	46%	56	42%	11	50%	6	45%	73
Total		123		26		12		161

All 3 of the proposed models include a slightly different set of foundations courses, ranging from 4-6 course categories. Consider the course categories below, and rank them in order of importance for the foundations portion of our general education curriculum. (Please bear in mind that courses and course categories can still exist in a general education curriculum, even if they are not in the foundations portion of the requirements.)

	Faculty (n=69)	Staff (n=8)	Student (n=1)	Total (n=78)
Writing	2.1	1.6	3.0	2.1
Diversity	2.7	3.3	6.0	2.8
Oral Communications	3.1	2.7	2.0	3.1
Scientific Inquiry and Methods	3.8	4.3	4.0	3.8
Quantitative Reasoning	4.1	3.4	1.0	4.0
World Language	5.2	5.7	5.0	5.2

How important is it to include the following elements in the General Education program?

<u>Quantitative Reasoning as a foundation course requirement</u>

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%

Not at all important	0	0.0%	2	2.80%	0	0.00%	2	2.50%
Slightly important	0	0.0%	7	9.70%	0	0.00%	7	8.60%
Moderately important	0	0.0%	16	22.20%	3	37.50%	19	23.50%
Very important	1	100.0%	31	43.10%	4	50.00%	36	44.40%
Extremely important	0	0.0%	16	22.20%	1	12.50%	17	21.00%

Writing as a foundation course requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	1	1.4%	0	0.0%	1	1.2%
Slightly important	0	0.0%	2	2.8%	1	12.5%	3	3.7%
Moderately important	0	0.0%	3	4.2%	0	0.0%	3	3.7%
Very important	1	100.0%	23	31.9%	1	12.5%	25	30.9%
Extremely important	0	0.0%	43	59.7%	6	75.0%	49	60.5%

World Language as a foundation course requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	7	9.7%	3	37.5%	10	12.3%
Slightly important	0	0.0%	16	22.2%	2	25.0%	18	22.2%
Moderately important	0	0.0%	29	40.3%	3	37.5%	32	39.5%
Very important	1	100.0%	17	23.6%	0	0.0%	18	22.2%
Extremely important	0	0.0%	3	4.2%	0	0.0%	3	3.7%

Scientific inquiry and methods as a foundation course requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	1	1.4%	0	0.0%	1	1.2%
Slightly important	0	0.0%	8	11.1%	1	12.5%	9	11.1%
Moderately important	0	0.0%	17	23.6%	2	25.0%	19	23.5%
Very important	1	100.0%	30	41.7%	3	37.5%	34	42.0%
Extremely important	0	0.0%	16	22.2%	2	25.0%	18	22.2%

Oral communication/Human Connection/Public Speaking as a foundation course requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	2	2.8%	0	0.0%	2	2.5%

Slightly important	0	0.0%	2	2.8%	1	12.5%	3	3.7%
Moderately important	0	0.0%	11	15.3%	1	12.5%	12	14.8%
Very important	1	100.0%	30	41.7%	2	25.0%	33	40.7%
Extremely important	0	0.0%	27	37.5%	4	50.0%	31	38.3%

Difference and Power (diversity) as a foundation course requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	6	8.3%	0	0.0%	6	7.4%
Slightly important	1	100.0%	6	8.3%	0	0.0%	7	8.6%
Moderately important	0	0.0%	9	12.5%	2	25.0%	11	13.6%
Very important	0	0.0%	14	19.4%	3	37.5%	17	21.0%
Extremely important	0	0.0%	37	51.4%	3	37.5%	40	49.4%

Offer a non-math alternative for the Quantitative Reasoning requirement

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	15	20.8%	0	0.0%	15	18.5%
Slightly important	0	0.0%	11	15.3%	3	37.5%	14	17.3%
Moderately important	0	0.0%	22	30.6%	1	12.5%	23	28.4%
Very important	1	100.0%	18	25.0%	1	12.5%	20	24.7%
Extremely important	0	0.0%	6	8.3%	3	37.5%	9	11.1%

Include a synthesis seminar/reflection seminar at the conclusion of the General Education curriculum

	Student		Faculty		Staff		Total	
	N	%	N	%	N	%	N	%
Not at all important	0	0.0%	8	11.1%	3	37.5%	11	13.6%
Slightly important	0	0.0%	14	19.4%	0	0.0%	14	17.3%
Moderately important	1	100.0%	17	23.6%	1	12.5%	19	23.5%
Very important	0	0.0%	21	29.2%	2	25.0%	23	28.4%
Extremely important	0	0.0%	12	16.7%	2	25.0%	14	17.3%

What do you consider to be the most important elements to include in a new model for General Education at OU? Ratings: 1 = most important and 14 = least important

	Faculty (n=114)		Staff (n=20)		Students (n=6)		Total (n=140)	
	Sum	Mean	Sum	Mean	Sum	Mean	Sum	Mean
Writing as Foundation	408	3.6	69	3.5	33	5.5	510	3.7
First Year Experience	485	4.3	79	4.0	52	8.7	616	4.4

Difference and power (diversity) requirement	623	5.5	140	7.0	50	8.3	813	5.8
Curricular themes, pathways, or issues of focus based on student choice	699	6.2	100	5.0	26	4.3	825	5.9
Public Speaking / Oral communication as Foundation	730	6.5	108	5.4	37	6.2	875	6.3
Math as Foundation	732	6.5	162	8.1	44	7.3	938	6.7
Scientific inquiry and methods as Foundation	745	6.6	176	8.8	47	7.8	968	7.0
Distribution requirement - students take courses across curricular areas (Social Sciences, Humanities, Arts, and STEM)	801	7.1	170	8.5	36	6.0	1007	7.2
Inclusion of High Impact Practices	879	7.8	121	6.1	35	5.8	1035	7.4
World Language as Foundation	935	8.3	224	11.2	33	5.5	1192	8.6
Emphasis on skills for employability	1106	9.8	134	6.7	34	5.7	1274	9.2
Synthesizing experience	1064	9.4	170	8.5	57	9.5	1291	9.3
Team-taught and interdisciplinary courses	1236	10.9	197	9.9	76	12.7	1509	10.9
Opportunity for students to earn badges (skills-based or theme-based)	1422	12.6	250	12.5	70	11.7	1742	12.5