

Rationale for Recommendation for Summer Working Groups  
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## **Background Methods and Materials**

The CCATF gathered 115 recommendations from faculty for GenEd renewal during Fall 2024 and the early part of Spring 2025 semesters. Those 115 recommendations can be found [here](#).

In January and February 2025, the CCATF analyzed the content of the 115 recommendations and arranged the ideas into a QuestionPro format that could be sent back out to faculty for review and feedback. The content (not the actual instrument) for the final QuestionPro Faculty Feedback Form can be found [here](#). The feedback instrument grouped the 115 recommendations into:

- Five competencies (new literacies and digital citizenship, wellness, civic engagement, cultural awareness and cultural competency, communication)
- Four pedagogies (experiential learning, interdisciplinary learning, career readiness, ethics/ethical reasoning across the curriculum)
- Six areas concerning program operations (first-year experience, reduction in credit hours, upper-level GenEd, messaging and visibility, policy, broadening instructional opportunities)
- Ten comprehensive proposals that were presented *in toto* for faculty feedback. Those ten recommendations can be found [here](#).

Faculty feedback was gathered via the QuestionPro Faculty Feedback Form in March 2025. The feedback form gathered 267 responses. Summary results of that faculty feedback instrument are available [here](#).

## **Determining Summer Groups**

The CCATF analyzed faculty feedback on the ten comprehensive proposals to identify possible “natural breaks” in the quantitative feedback data. While quantitative and qualitative feedback on the competencies, pedagogies, and program operations will be important for summer working groups to consider as they build out their proposals, the

CCATF focused on quantitative feedback for the ten comprehensive proposals in order to make recommendations regarding the number and foci of summer teams.

The table below captures for each comprehensive proposal the favorable rating (combining ratings for “strongly favorable” and “somewhat favorable”), unfavorable rating (combining ratings for “somewhat unfavorable” and “not favorable”), and an overall favorability score as calculated by % favorable minus % unfavorable. Ideas with favorable ratings  $\geq 50\%$  and favorability scores  $\geq 20$  are highlighted in purple.

<b>Comprehensive Proposal #</b>	<b>Title</b>	<b>Percent Favorable</b>	<b>Percent Unfavorable</b>	<b>Favorability Score (% Favorable minus % Unfavorable)</b>
1	Incorporating Upper-level Integrative Experience Requirement	50	30	20
2	Creating Optional Integrative General Education Capstone Projects	38	40	-2
3	Organizing General Education into Three Interdisciplinary Clusters	43	36	7
4	Creating General Education Pathways, Overlays, and Integrative Capstone Experiences	40	35	5
5	Structure and Curricular Ideas for Student Success and Optimizing Resources	62	18	44
6	Six Ideas for a Cohesive and Dynamic General Education Program	42	35	7
7	A Common Core Journey Through the	49	33	16

	Past, Present, and Creative Future			
8	Creating a Timeless and Relevant Liberal Arts Curriculum	52	22	30
9	Streamlined and Clarified Outcomes for the GEP	60	18	42
10	Incorporating Learning Outcomes, Information Literacy, and Research Skills	58	18	40

In order to provide structure, focus, and differentiation to summer working groups, the CCATF examined the content of proposals with the five highest favorability scores to see if recommendations could be combined productively. The CCATF paid particular attention to how more conceptual recommendations might be paired productively with recommendations that contained more specific curricular foci. Based on this analysis, the CCATF recommends constituting the following three summer working groups.

Group	Comprehensive Proposal #	Emphases
A	9 & 10	<ul style="list-style-type: none"> <li>Streamline SLOs</li> <li>Information literacy, including digital literacies, AI, digital citizenship, and literacies supporting research</li> </ul>
B	1 & 8	<ul style="list-style-type: none"> <li>“Timeless and Relevant” conceptual model</li> <li>Upper-level integrative experiences</li> </ul>
C	5	<ul style="list-style-type: none"> <li>First-year experience</li> <li>Writing</li> </ul>