

2008 Faculty General Education Advisory Council Feedback Form

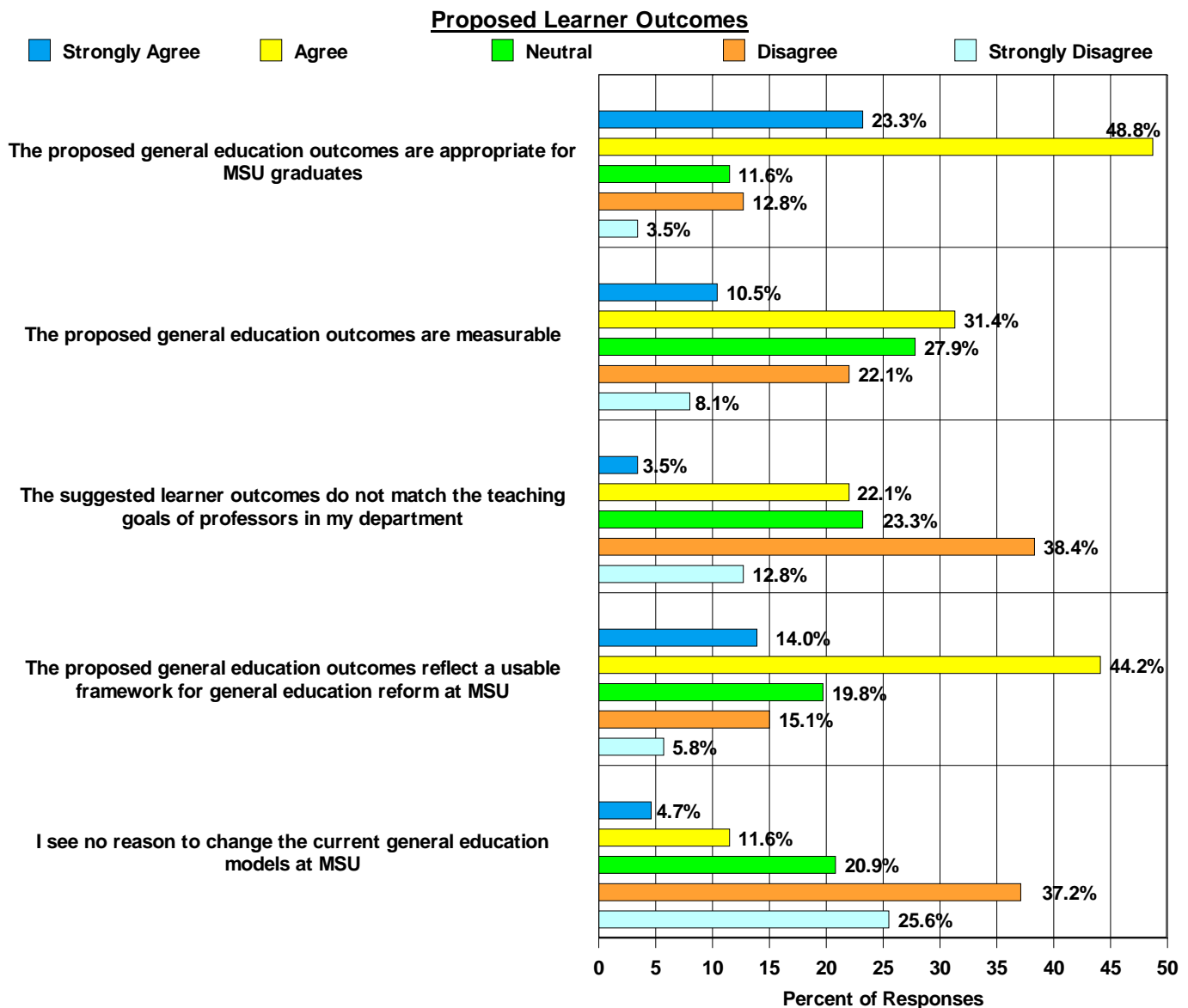
Purpose of Survey

This survey was intended to track faculty impressions of three general education models being considered for adoption by Morehead State University.

Summary of Results

The survey is made up of five sections: a) Proposed Learner Outcomes, b) Impressions of Learner Outcomes of Specific General Education Models, c) General Education Assessment Tools, d) First Year Programs, and e) Administrative Structure. Most categories use a Likert scale with the possible selections of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Proposed Learner Outcomes: The first section focuses on reactions to the broad learner outcomes proposed by the Faculty General Education Advisory Council (FGEAC). The statement 'The proposed general education outcomes are appropriate for MSU graduates' rated 48.8%, the highest rating under the Agree category for Proposed Learner Outcomes. This statement also garnered the highest rating under the Strongly Agree category with 23.3%. The statement 'The proposed general education outcomes are measurable' was rated 31.4% under the Agree category, and also held the highest neutral rating (27.9%). 'The suggested learner outcomes do not match the teaching goals of professors in my department' was rated highest under the Disagree category (38.4%). 'The proposed general education outcomes reflect a usable framework for general education reform at MSU' rated the second highest percentage for the Proposed Learner Outcomes section with 44.2% under the Agree category. The statement 'I see no reason to change the current general education models at MSU' held the highest ratings under both the Disagree (37.2%) and Strongly Disagree (25.6%) categories (**Figure 1**).



Impressions of Learner Outcomes of Specific General Education Models: Participants were asked to evaluate the general education models of Eastern Michigan University, Washington State University, and Portland State University in terms of possible use at MSU. When asked which general education model is well suited to MSU graduates, Eastern Michigan was given the highest ratings under both the Strongly Agree (18.6%) and the Agree (31.4%) categories. Washington State held the highest neutral rating (41.9%) while Portland State held the highest Disagree rating (25.6%). The statement ‘The proposed general education outcomes reflect a usable approach to general education reform at MSU’ followed a similar pattern. The highest rating under the Strongly Agree category for this section was 16.3% for Eastern Michigan. The highest neutral rating was for Washington State (40.7%), while Portland State received the highest rating under the Strongly Disagree category with 10.5%. It is important to note that the Neutral category weighed heavily for both statements under all three models.

The statements 'Since MSU will have to assess all Learner Outcomes, we should articulate skills and performance indicators in the Learner Outcomes draft', and 'Such an articulation will aid the overall assessment of the General Education program' both received 43% under the Agree category and 30.2% under the Strongly Agree category, the two highest ratings in this section.

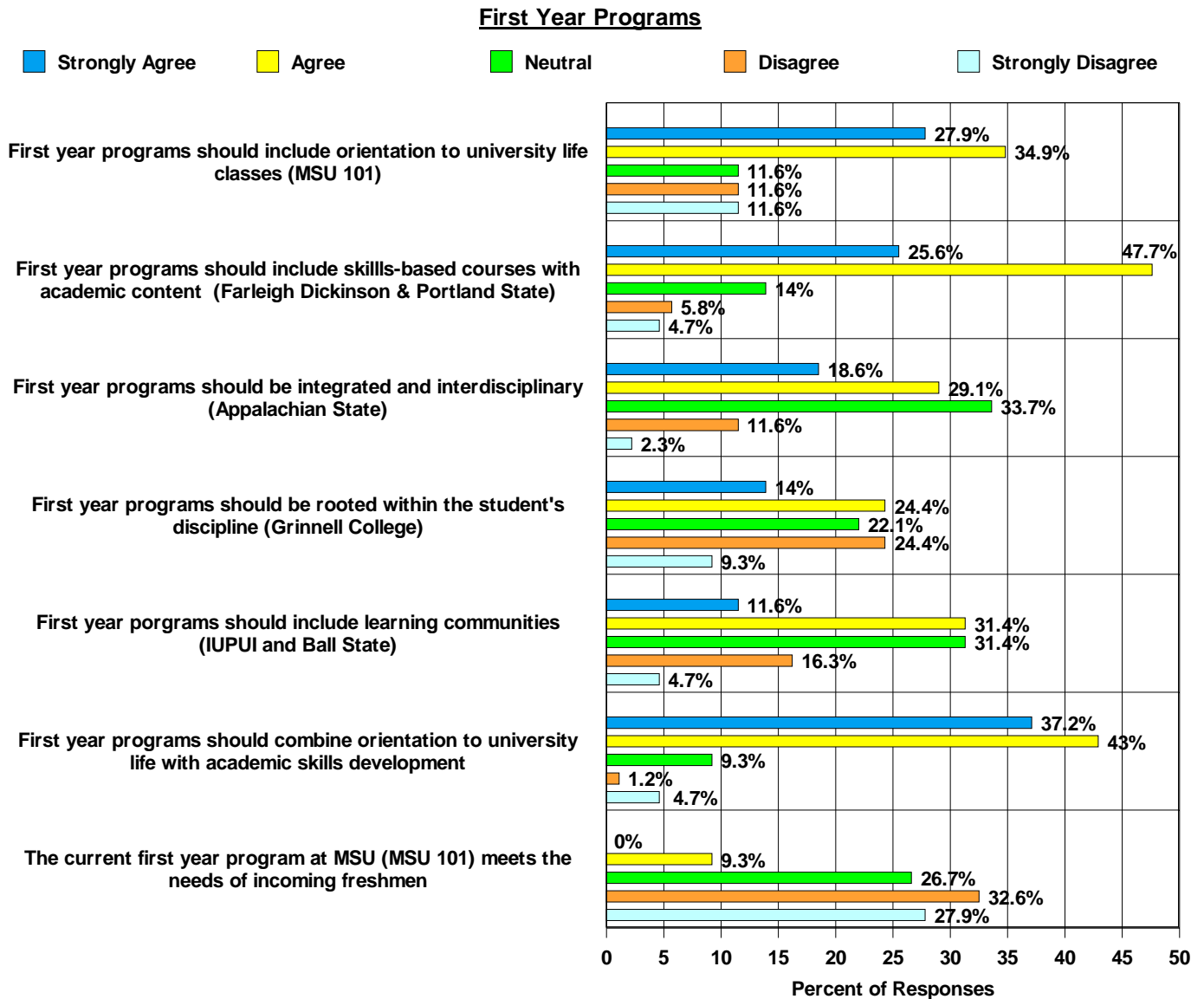
General Education Assessment Tools: Respondents were asked to focus on their perceptions of possible evaluation methods. This section opens with statements based on the participant's general impression of assessment tools, focusing on a professor's universal interpretations of assessment procedures. The highest rating for this section was 45.3% under the Agree category for the statement 'Outcomes of assessment should be utilized to improve the general education program', followed by 'Assessment strategies should be comprehensive and varied in nature' (41.9%) and 'Assessment should include a baseline measure for incoming students (pretest)' (39.5%). The statement 'Assessment tools mostly hinder the educational process' received the highest ratings under both the Disagree category (33.7%) and the Strongly Disagree category (25.6%).

Next, respondents were asked to give their impressions of different assessment protocols. The highest rating in the section was 53.5% under the Agree category for the statement 'Course embedded assessment data are useful for assessing progress towards meeting general education goals'. 'The National Survey of Student Engagement (NSSE) is useful for assessing progress towards meeting general education goals' (34.9%), 'The Collegiate Learning Assessment (CLA) is useful for assessing progress towards meeting general education goals' (36%) and 'The European Comprehensive Exam (ECE) is useful for assessing progress towards meeting general education goals' (40.7%) were all rated highest under the neutral category. It should be noted that the NSSE received the highest rating under the Disagree category (19.8%), and the ECE received the highest rating under the Strongly Disagree category (18.6%). The statement 'E-Portfolios are useful for assessing progress towards meeting general education goals' received its highest rating under the Agree Category with 26.7%.

Finally, when asked to rate their preference (where 1 = highest and 5 = lowest) among assessment techniques, most participants selected Course Embedded Assessment as most preferred (57% under 1). Least preferred was the European Comprehensive Exam (40.7% under '5'). The highest ratings for the NSSE (25.6% under both '2' and '4'), CLA (34.9% under 3), and E-Portfolios (27.9% under '2') fell largely into neutral rated categories.

First Year Programs: Issues surrounding first year or freshman programs are explored in the fourth section. The highest rating under the Agree category for this section was 47.7% for the statement 'First year programs should include skills-based courses with academic content (Farleigh Dickinson & Portland State). The statement 'First year programs should include orientation to university life classes (MSU 101)' received its highest rating under the Agree category with 34.9%. The statements 'First year programs should be integrated and interdisciplinary (Appalachian State)' with 33.7%, and 'First year programs should include learning communities (IUPUI and Ball State)' with 31.4% both received their highest ratings under the Neutral category. It should be noted that the statement 'First

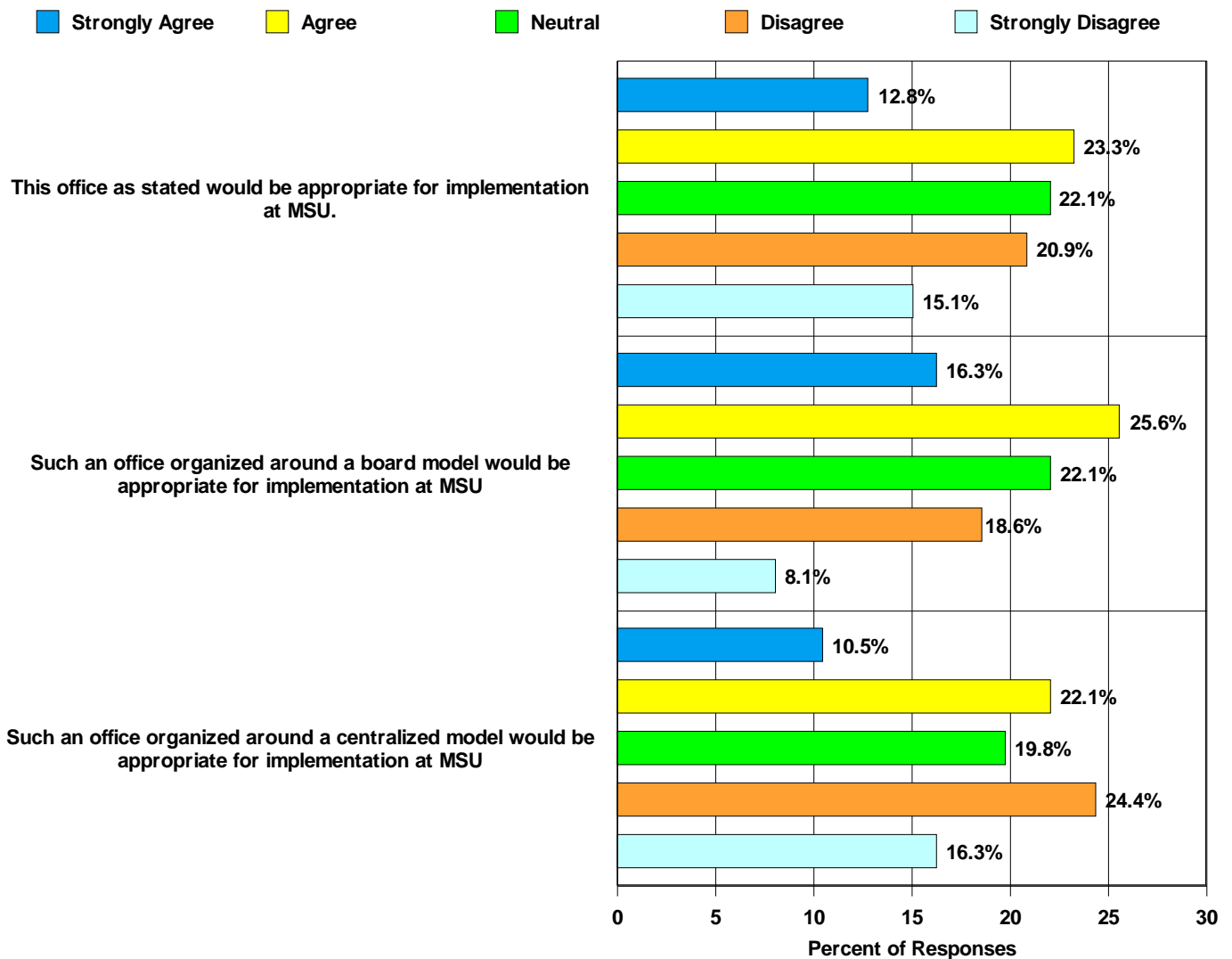
year programs should include learning communities (IUPUI and Ball State)' received 31.4% under the Agree category also. The highest Disagree (32.6%) and Strongly Disagree (27.9%) ratings were both given to the statement 'The current first year program at MSU (MSU 101) meets the needs of incoming freshmen'. The statement 'First year programs should be rooted within the student's discipline (Grinnell College)' had its highest rating under both the Agree and Disagree categories at 24.4% (Figure 2).



Administrative Structure: This section asks questions about organizational and decision making structures based on the Board of General Studies of San Jose State University (Model 1) and a central coordination method from Appalachia State University (Model 2). Participants favored the “Board” model (Model 1 - San Jose State) over the “central Coordination” model (Model 2 - Appalachia State) 52.3% to 38.4 %.

The Curriculum Audit recommendations regarding general education state: “The General Education program must be assessed, reviewed, and revised to properly prepare students with the knowledge, skills, and dispositions needed to be successful in the 21st century.” It also proposes an “Office of General and University Studies” within the College of Regional and Global Studies. This office would “have oversight for the General Education Curriculum and the Bachelor of Universities Studies Degree Options.” The final question in this section refers to the appropriateness of such an office at Morehead State University. The statement ‘This office as stated would be appropriate for implementation at MSU’ received its highest rating of 23.3% under the Agree category. ‘Such an office organized around a board model would be appropriate for implementation at MSU’ received the highest Strongly Agree rating for this section at 16.3%, however, this statement’s highest rating was 25.6% under the Agree category. The statement ‘Such an office organized around a centralized model would be appropriate for implementation at MSU’ received its highest rating in the Disagree category with 24.4% (**Figure 3**).

Administrative Structure



Note: This summary was compiled by the Office of Institutional Research and Assessment. All questions on this survey were optional. Participants may or may not have answered each question.

Use this link to view the absolute counts for this survey:

<http://www.moreheadstate.edu/files/units/ira/sn%20COUNTSFaculty%20Gen%20Ed%20Adviory%20Cncl2.pdf>

Use this link to view the percentages for this survey:

<http://www.moreheadstate.edu/files/units/ira/sn%20PERFaculty%20Gen%20Ed%20Adviory%20Cncl2.pdf>

Use this link to view the comments for this survey:

<http://www.moreheadstate.edu/files/units/ira/FacGenEd%20Comments.pdf>