

# Morehead State University

## Faculty General Education Advisory Council Feedback Form

Representatives from the Faculty General Education Advisory Council (FGEAC) have discussed the different proposals with you in different departmental meetings. Additionally, the FGEAC has developed a Draft of Learner Outcomes and has identified a variety of General Education Models for Consideration, both available at the MSU Gen Ed Reform website. This survey tries to track faculty impressions of these competing proposals. As expected, your participation is voluntary and all of your answers will be anonymous.

### Proposed Learner Outcomes

A1 The following items deal with reactions to the broad learner outcomes proposed by FGEAC.

(Choose from: Strongly Agree-SA, Agree-A, Neutral-N, Disagree-D, Strong Disagree-SD)

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The proposed general education outcomes are appropriate for MSU graduates	20	42	10	11	3
The proposed general education outcomes are measurable	9	27	24	19	7
The suggested learner outcomes do not match the teaching goals of professors in my department	3	19	20	33	11
The proposed general education outcomes reflect a usable framework for general education reform at MSU	12	38	17	13	5
I see no reason to change the current general education models at MSU	4	10	18	32	22

### Impressions of Learner Outcomes of Specific General Education Models:

The General Education models of Eastern Michigan University and Washington State University link general education outcomes with particular skills and specific, measurable performance indicators. Alternatively, Portland State University's General Education program offers fewer broader learner outcomes. With this in mind, please respond to the following questions regarding strengths and weaknesses of selected models and consider the following:

B1

#### Eastern Michigan University

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The Eastern Michigan general education model is well suited to MSU graduates	16	27	27	10	1
The proposed general education outcomes reflect a usable approach to general education reform at MSU	14	24	29	7	1

B2

#### Washington State University

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The Washington State general education model is well suited for MSU graduates	7	24	36	11	1

The proposed general education outcomes reflect a usable approach to general education reform at MSU	6	25	35	5	1
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**B3** *Portland State University*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The Portland State general education model is appropriate for MSU graduates	13	19	19	22	7
The Portland State general education model provides a functional framework for general education reform at MSU	13	16	19	17	9

**B4** *Approach to Developing Learner Outcomes*

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Since MSU will have to assess all Learner Outcomes, we should articulate skills and performance indicators in the Learner Outcomes draft	26	37	8	6	4
Such an articulation will aid the overall assessment of the General Education program	26	37	9	4	4

**B5** Comments regarding Learner Outcomes:

## General Education Assessment Tools

*These items concentrate on your perceptions of possible methods of evaluation*

**C1** *General Impression of Assessment tools:* These statements focus on a professor's universal interpretations of assessment procedures.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Assessment should include a baseline measure for incoming students (pretest)	33	34	7	6	4
Assessment strategies should be comprehensive and varied in nature	30	36	13	3	2
Assessment tools mostly hinder the educational process	7	11	15	29	22
Outcomes of assessment should be utilized to improve the general education program	30	39	6	5	3

**C2** *Specific Types of Assessment:* These statements deal with impressions of different assessment protocols.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Course embedded assessment data are useful for assessing progress towards meeting general education goals	24	46	3	6	4
The National Survey of Student Engagement is useful for assessing progress towards meeting general education goals	7	23	30	17	7
The Collegiate Learning Assessment (CLA) is useful for assessing progress towards meeting general education goals	10	28	31	11	4
E-Portfolios are useful for assessing progress towards meeting general education goals	13	23	22	14	12
The European Comprehensive Exam is useful for assessing progress towards meeting general education goals	6	17	35	10	16

**C3** *Please rate your order of preference for the following assessment techniques as useful instruments for general education at Morehead State University (1 being the highest and 5 being the lowest):*

	1	2	3	4	5
Course Embedded Assessment	49	12	11	5	5
National Survey of Student Engagement	4	22	21	22	12
Collegiate Learning Assessment	11	23	30	13	4
E-Portfolios	8	24	13	15	21
European Comprehensive Exam	5	10	9	21	35

**C4** **Comments regarding Assessment of General Education:**

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## First Year Programs

**D1** **The following statements explore the issues of First Year or Freshman programs:**

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
First year programs should include orientation to university life classes (MSU 101)	24	30	10	10	10
First year programs should include skills-based courses with academic content (Farleigh Dickinson & Portland State)	22	41	12	5	4
First year programs should be integrated and interdisciplinary (Appalachian State)	16	25	29	10	2
First year programs should be rooted within the student's discipline (Grinnell College)	12	21	19	21	8
First year programs should include learning communities (IUPUI and Ball State)	10	27	27	14	4
First year programs should combine orientation to university life with academic skills development	32	37	8	1	4
The current first year program at MSU (MSU 101) meets the needs of incoming freshmen	0	8	23	28	24

**D2** **Comments regarding First Year/Freshman programs:**

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## Administrative Structure

The following questions deal with organizational structures and decision making structures. There are two models to consider.

**Model #1:** The Board of General Studies (San Jose State University), is made up of a faculty member from each of the colleges, two student representatives, the Associate Vice President for Undergraduate Studies and the Associate Dean of Undergraduate Studies. This board reports to the Provost. An Assessment Director and a Senate Assessment Committee that oversees certification and assessment of general education courses are also utilized.

**Model #2: Central Coordination:** The General Education Program is headed by a Vice Provost for Undergraduate Education (Appalachia State University). The General Education program is led by a full time director and assistant director, as well as half-time faculty coordinators of General Education and First Year Seminar.

<b>E1</b>	A "Board" model is acceptable for implementation at MSU. (Model #1 San Jose State)	Yes	53	No	28
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<b>E2</b>	A "Central Coordination" model would be acceptable for implementation at MSU. (Model #2 Appalachia State)	Yes	44	No	37
<b>E3</b>	Which Model would you prefer?	<i>Board</i>	45	<i>Central Coordination</i>	33

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 proposed College of Regional and Global Studies. This office would "have oversight for the General Education Curriculum and the Bachelor of Universities Studies Degree Options."

<b>E4</b>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
	This office as stated would be appropriate for implementation at MSU.	11	20	19	18	13
	Such an office organized around a board model would be appropriate for implementation at MSU	14	22	19	16	7
	Such an office organized around a centralized model would be appropriate for implementation at MSU	9	19	17	21	14

**E5**      **Comments regarding Administrative Structure:**

*Thank you for your participation!*