

Faculty General Education Advisory Council

Feedback Form for Model Courses, 2008-2009

Purpose of Survey

This survey was intended to track faculty impressions regarding possible changes to MSU's general education program.

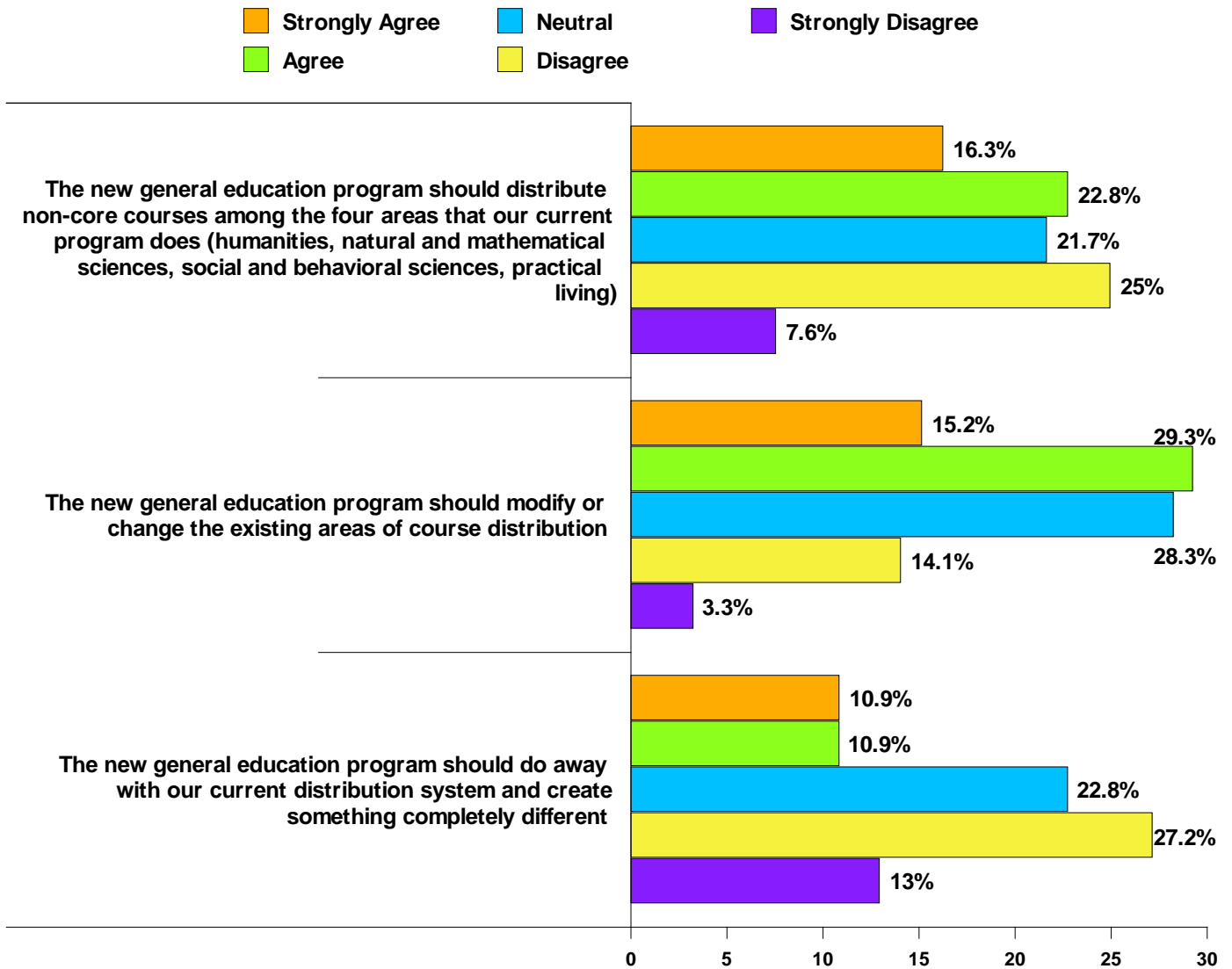
Summary of Results

The survey is made up of six sections: a) The Core, b) Course Distribution, c) Learner Outcomes and Skills, d) Interdisciplinarity, e) Sequencing of Courses, and f) Thematic Sequence and Cluster Courses. Questions are open-ended or use a Likert scale with the possible selections of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The Core: The first section contains questions regarding the 15 hours of courses that currently cover basic competencies in communication, mathematics, and computer literacy, called the core. The statement '*The core of the new general education program should be roughly very similar to our current general education core*' had its highest rating under Agree at 25%. The highest (44.6% Agree) and lowest (3.3% Strongly Disagree) ratings for The Core section were received by the statement '*The core of the new general education program should be a slightly modified version of our current general education core.*' The final statement for this section was '*The core of the new general education program should bear little resemblance to our current general education core*' which received its highest rating under Disagree at 30.4%.

Course Distribution: This section of the survey addresses the allocation of the 18 general education hours outside of the core and the capstone. 25% of participants selected Disagree to the statement '*The new general education program should distribute non-core courses among the four areas that our current program does (humanities, natural and mathematical sciences, social and behavioral sciences, and practical living).*' Both the highest (29.3% Agree) and lowest (3.3% Disagree) ratings in this section were received by the statement '*The new general education program should modify or change the existing areas of course distribution.*' 27.2% of participants chose Disagree for the statement '*The new general education program should do away with our current distribution system and create something completely different*' (**Figure 1**).

Course Distribution



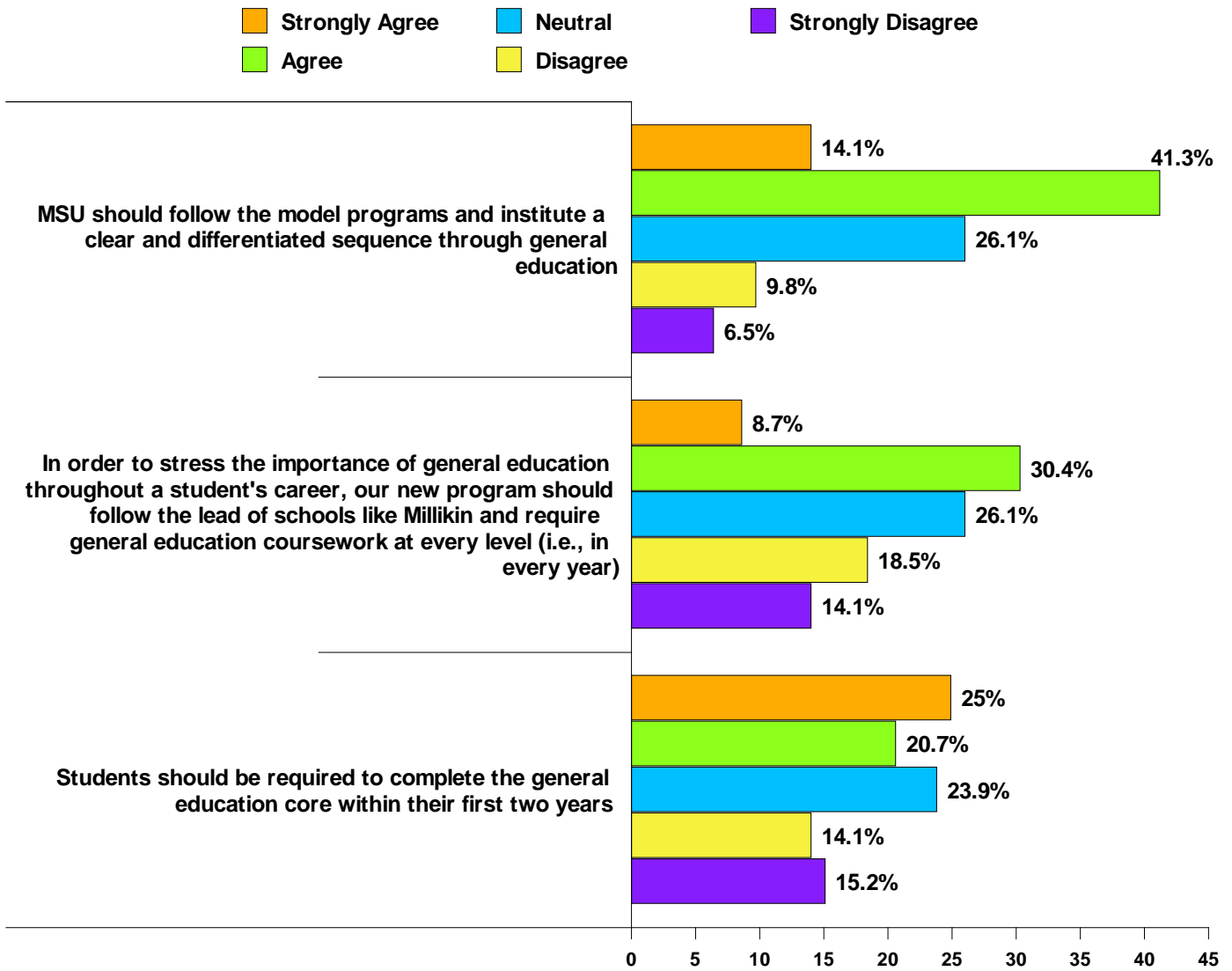
Learner Outcomes and Skills: This section contains questions regarding learner outcomes and skills. 39.1% of participants selected Agree in response to the statement ‘*Each general education course should address more than one student learner outcome.*’ This statement also received the lowest rating for this section with 0.0% under the Strongly Disagree category. The statement ‘*Each general education course should address only one student learner outcome*’ received its highest rating at 45.7% Disagree. ‘*Each core course should address only one student learning outcome*’ received its highest rating at 48.9% Disagree, which was also the highest rating for this section. Participants rated both Agree and Neutral at 27.2% for the statement ‘*A sequence of required courses should pursue the same student learner outcome so that students are able to pursue one learner outcome or skill*’

in-depth. 38% of participants selected Agree for the statement *'General education learner outcomes should be embedded in major courses to reinforce student learning.'* The statement *'There are particular outcomes or skills that should be stressed in all general education courses, regardless of discipline or area'* received a response of 44.6% Agree. 45.7% selected the Agree category for the statement *'There are particular outcomes or skills that should be stressed in all general education core courses, regardless of discipline or area'* 34.8% selected the Agree category for the statement *'All general education courses should be reading and writing intensive'*. The statement *'Although reading and writing are core skills that are important to college success, those skills cannot be effectively stressed in all general education courses'* received a rating of 34.8% Disagree.

Interdisciplinarity: This section focuses on the use of interdisciplinary courses within the general education program. Participants responded to the statement *'Our new general education program should not include interdisciplinary courses'* with 37% selecting the category Disagree. Both the highest (47.8% Agree) and lowest (2.2% Disagree) ratings were received by the statement *'Our new general education program should include a select number of interdisciplinary courses.'* Participants selected the Neutral category for the statements *'Our new general education program should include a wide variety of interdisciplinary courses'* (39.1%); *'Interdisciplinary courses should be taught by one instructor'* (40.2%); and *'Interdisciplinary courses should be created by requiring that students choose courses from clusters or themes that are taken over multiple semesters'* (38%). The statement *'The new general education program should be primarily interdisciplinary'* received a 34.8% rating under the Disagree category. 38% of respondents chose the Agree category for the statement *'Interdisciplinary courses should be team taught, preferably by faculty in different disciplines'*.

Sequencing of Courses: This section focuses on the use of multi-leveled general education programs. The statement *'MSU should follow the model programs and institute a clear and differentiated sequence through general education'* received both the highest (41.3% Agree) and the lowest (6.5% Strongly Disagree) ratings for this section. 30.4% of respondents chose the Agree category in response to the statement *'In order to stress the importance of general education throughout a student's career, our new program should follow the lead of schools like Millikin and require general education coursework at every level'*. The statement *'Students should be required to complete the general education core within their first two years'* received a 25% rating under the Strongly Agree category (**Figure 2**).

Sequencing of Courses



Thematic Sequence and Cluster Courses: The final section of the survey received three of the highest ratings in the Neutral category for the statements ‘MSU’s new general education program should incorporate either a thematic sequence (like Grand Valley State’s) or a clustering of courses (like Portland State’s) to offer students a common general education experience across multiple semesters’ (37%); ‘A thematic or cluster approach would help us create an integrated general education program (39.1%); and ‘A thematic or cluster approach would create scheduling and administrative problems’ (38%). This last statement also received the lowest rating under Strongly Disagree at 3.3%. The highest rating in this section was 46.7% Agree for the statement ‘Potential scheduling and administrative problems should factor into curricular decisions.’ The statement ‘Potential scheduling and administrative problems should not factor into curricular decisions’ received 39.1% under the category Disagree.

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/FGEAC%20Model%20Courses%20Counts%201%2029%2009.pdf>

Use this link to view the percentages for this survey:

<http://www.moreheadstate.edu/files/units/ira/Model%20Courses%20percents.pdf.pdf>

Use this link to view the comments for this survey:

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