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Morehead State University General Education Review Task Force Report Executive Summary

Chris Schroeder
Chair, General Education Review Task Force

May 11, 2017



The Charge Given

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- Conduct comprehensive analysis of the General Education program
- Review and become familiar with national best practice standards
- Evaluate the extent to which the General Education program at MSU is consistent with those standards



Faculty Survey Structure

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- Section 1: Demographic questions
- Section 2: Rate and rank specific skills relative to level of importance in General Education program
- Section 3: Rate and rank specific content areas relative to level of importance in General Education program
- Section 4: Solicit opinions about structure of a General Education program
- Section 5: Solicit opinions about the General Education program at MSU specifically



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Section 1 Conclusions:

- 209 of 448 responded (46.7%); 190 completed survey
- About 63% of respondents were tenure or tenure-track
- Over two-thirds from CofS or CCAHSS
- Over 35% reported not having taught any Gen. Ed. in last four years



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Section 2 Conclusions:

Aggregate Ranking of Skills:

1	Logical Reasoning/Critical Thinking
2	Written Communication
3	Reading Comprehension
4	Qualitative Reasoning
5	Oral Communication
6	Quantitative Reasoning
7	Applied Tech. Skills
8	Life Skills
9	Comp. in Non-native language



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Section 3 Conclusions:

Aggregate Ranking of Content Areas:

1	Mathematics
2	Natural Sciences
T3	Local and Global Issues
T3	Diversity and Cultural Differences
5	Values and Social Responsibility
6	Social Sciences
7	Humanities
8	Arts
9	Health and Wellness



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Additional Content Areas or Skills that should be added:

Skill/Content Area	Number of Mentions
History	4
Reading/Literature	4
Life Skills	4
Information Literacy	3
Tech. Skills	3
Diversity/Multiculturalism	3
Exercise/Activity	2
Etiquette	2



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Section 4 Conclusions:

- Over 76% said General Education program should be no more than 36 hours (43.23%: 30 or less)
- Plurality (39.58%) said same amount of core and elective courses
- Over 75% said each category should contain 8 offerings or less (45.03%: 4 or less)
- No consensus on whether General Education program should be independent of major



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Section 5 Conclusions:

- Faculty agree that students view Gen. Ed. as barrier to their major
- *Faculty disagree that students understand the purpose of Gen. Ed.*
- Faculty do not believe FYS is useful to the students
- Over 75% believe Capstone should be removed from Gen. Ed.
- High levels of frustration with assessment
- High levels of frustration with FYS
- *General belief that increasing levels of vision, purpose, and coherence will help students succeed*
- Only 3.68% said no revision was needed for Gen. Ed.



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Aggregate Ranking of Skills:

T1	Oral Communication (5)
T1	Life Skills (8)
T3	Log. Reas./Crit. Thinking (1)
T3	Reading Comprehension (3)
5	Written Communication (2)
6	Qualitative Reasoning (4)
T7	Quantitative Reasoning (6)
T7	Applied Tech. Skills (7)
9	Comp. in Non-native language (9)



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Aggregate Ranking of Content Areas:

1	Local and Global Issues (3)
T2	Mathematics (1)
T2	Values and Social Responsibility (5)
4	Health and Wellness (9)
T5	Natural Sciences (2)
T5	Social Sciences (6)
T5	Diversity and Cultural Difference (3)
8	Humanities (7)
9	Arts (8)



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One skill learned or course taken that has been most useful:

Skill/Course	Number of Mentions
Oral Communication	146
English/Writing	113
Mathematics	44
Study Skills	35
Life Skills	34
Critical/Logical Thinking	31
Logic/Philosophy	20



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What component of the General Education program would you change?

Component	Number of Mentions
Reduce number of classes	160
Eliminate FYC	91
Relate more to major	59
Change FYC	49
More life skills	38
More rigor	19
More college prep	10



Issues Identified in the General Education Program

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- Some of the 21 SLOs are addressed more extensively than others
- Different measures are used to assess the same SLO
- Different class sizes are addressing the same SLO
- A course cannot serve as Gen. Ed. and program requirement, but can be prereq. for program requirements
- Exchange courses present situation where one student takes the course for Gen. Ed. and another does not



Possible Issues Identified with CPE Compliance

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- Writing Core I, Writing Core II, and Oral Comm. do not address all required SLOs
- Math Reasoning does not address one of the required SLOs
- Humanities I and II do not address all required SLOs
- Natural Sciences I does not address all required SLOs
- Natural Sciences II does not include hands-on project
- Soc. and Behavioral Sciences I and II do not address all required SLOs
- Students could take both SBS courses from same discipline



How General Education Courses are Delivered

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Metric	Spring 2016	Fall 2016	Spring 2017 ¹
Total sections	328	361	279
OL Sections/%	60/18.3%	70/19.4%	53/19%
F2F Sections/%	268/81.7%	291/80.6%	226/81%
Core sections%	189/57.6%	218/60.4%	171/61.3%
OL Core Sections/%	28/14.8%	21/14.2%	22/12.9%
F2F Core Sections/%	161/85.1%	187/85.8%	149/87.1%
Dist. sections/%	139/42.4%	143/39.6%	108/38.7%
OL Dist. Sections/%	32/23.2%	39/27.2%	31/28.7%
F2F Dist. Sections/%	107/76.9%	104/72.7%	77/71.2%

¹Projected



Course Scheduling

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U.A.R. 136.01, Section 10.1.1:

- 1 No more than 70% of classes should be between 9 A.M. and 3 P.M.
- 2 At least 50% of classes should include Friday class meeting



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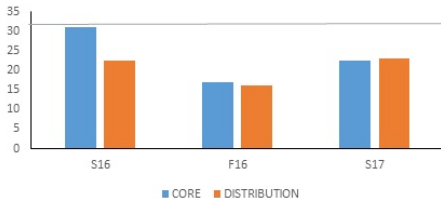
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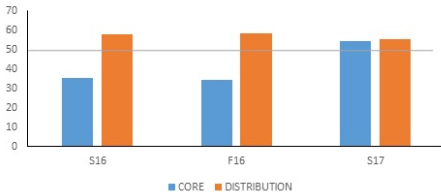
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General Education Courses Compliance

Percentage of GE Courses Scheduled
Before 9am and After 3pm (target = 30%)



Percentages of All GE Courses Scheduled on Fridays
(target = 50%)





Gen. Ed. Core Courses

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Enrollment v. Capacity, Fall 2016-Spring 2017

Core Category	Fall 2016 Pct. Underenrolled	Spring 2017 ² Pct. Underenrolled
Oral Comm.	6.0%	13.8%
Written Comm.	7.4%	17.4%
Quant. Reasoning	13.5%	15.8%
FYS	6.5%	16.9%
Totals	8.4%	16.1%

²Preliminary



Gen. Ed. Dist. Courses

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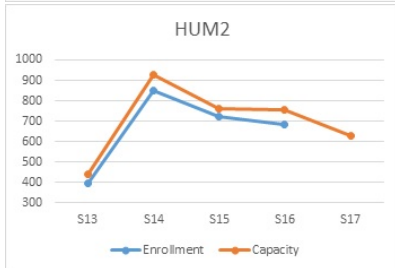
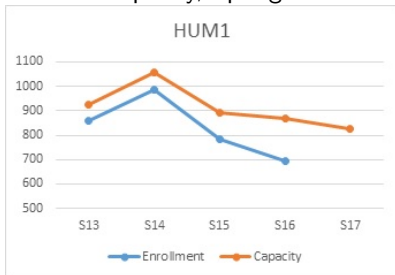
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HUM Enrollment v. Capacity, Spring Semesters, 2013-2016





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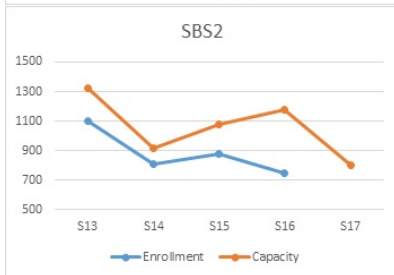
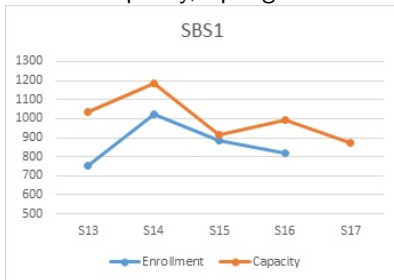
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SBS Enrollment v. Capacity, Spring Semesters, 2013-2016





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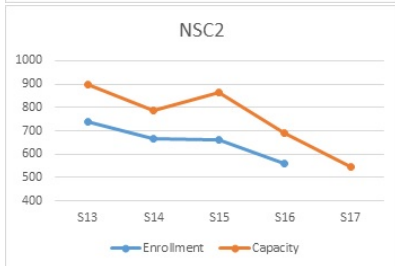
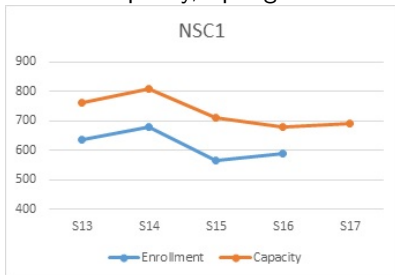
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NSC Enrollment v. Capacity, Spring Semesters, 2013-2016





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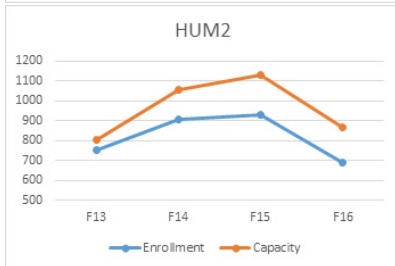
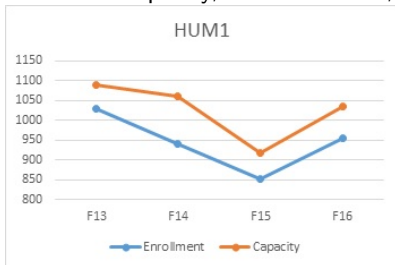
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HUM Enrollment v. Capacity, Fall Semesters, 2013-2016





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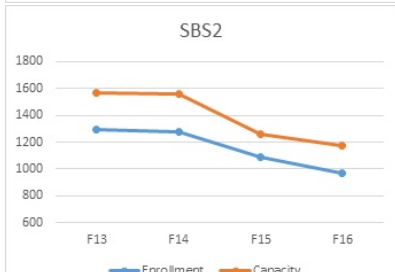
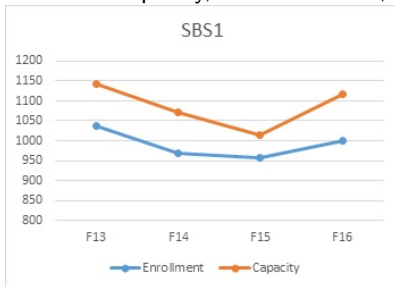
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SBS Enrollment v. Capacity, Fall Semesters, 2013-2016





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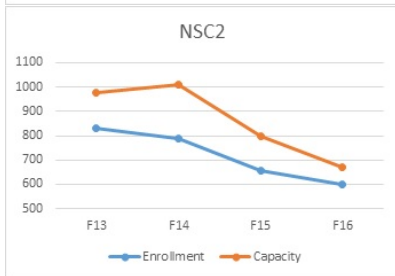
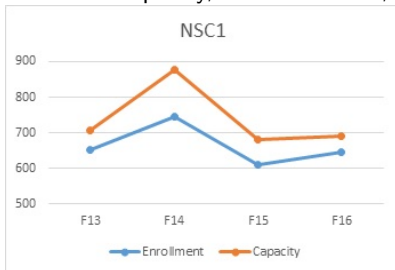
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Solutions to Inefficiency

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Proposed Solutions

- Reduce number of sections
- Increase capacity per section

The Task Force is concerned about negative effects of increasing capacities for classes that were originally designed with smaller sizes in mind.

Other options will be explored to address this problem.



Goals in Mission/ASPIRE Relating to Gen. Ed.

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The Task Force identified four main goals in the Mission Statement and ASPIRE that *could* relate to Gen. Ed.

- 1 Diversity and Global Awareness
- 2 Job Readiness
- 3 Student Needs
- 4 Scholarship and Community Service



Diversity and Global Awareness

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- SLO 4b: *Investigate the world view of societies outside of the U.S.*
- Addressed in HUM 1 and HUM 2
- Limited other opportunities exist (KIIS, e.g.)



Job Readiness

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- Not addressed by any specific SLO
- Certain Capstone courses may address this



Student Needs

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- U.A.R. 136.01, Section 10.1.1:
 - ① No more than 70% of classes should be between 9 A.M. and 3 P.M.
 - ② At least 50% of classes should include Friday class meeting
- No other specific guidelines to meet needs of diverse students



Scholarship and Community Service

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- No community service or service learning opportunities are built into the current general education curriculum



Costs of FYS

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FYS 101 Estimated Annual Budget

Student Fall and Spring FYS 101 Fee - \$60	\$90,000
Professional Development Fund Earnings	(\$55,000)
Speaker - Fall Semester	(\$25,000)
Training/Workshop Expenses	(\$3500)
Classroom Supplies	(\$1000)
Instructor Common Reading Books	(\$750)

- FYS is self-funding
- Prof. Dev. compensation proving insufficient to attract faculty
- Estimated \$130,000-\$150,000 to move to adjunct pay model



Cost of Gen. Ed. Courses

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Profit/(Loss) Statement for Gen. Ed. Courses: 2015-2016

Credit Hrs	Students	Net Revenue	Inst. Cost	Profit/(Loss)
53,236	17,719	\$11,401,814	\$5,306,141	\$6,095,673

- 722 sections of General Education courses taught
- \$8443 per section
- 136 Capstone courses taught (Net profit: \$84,079)
- \$623 per section



Gen. Ed. Assessment Results

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- At least 70% of students achieved competency in all SLOs except SLO 1c in 2015-16
- In nineteen of twenty-one SLOs, 75-90% of students achieved competency in 2015-16, *but*
- Only six of twenty-one SLOs were reported on at an adequate participation rate



What is Meant by *Impact*?

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Reevaluate and standardize objectives, outputs, and outcomes

- Objectives: Mission and vision; student and instructor expectations; quality standards; performance goals
- Outputs: Programs; activities offered; enrollments and graduates; reputation and rank; accreditations and alliances
- Outcomes: Overall satisfaction with program; experiences gained; notable achievements; tangible indicators of career readiness



Questions to be Addressed

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- Are current SLOs addressing impact in *student learning*?
- What does the marketplace want our impact to be?
- More high-impact practices?
- Reduction or streamline SLOs?
- More feedback from students?
- Create learning communities?
- Can we track students in Gen. Ed. courses?
- Can we collect data to measure early success and retention as a measurable criterion for *impact*?



Measuring Skills for Post-Graduation Success

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Results of Capstone Survey: Fall 2016, Spring 2017

Area	No. of Skills	Mean of Means
Communication Skills	9	4.15
Intellectual Skills	7	4.45
Quantitative Skills	3	3.98
Knowledge of Human Culture	5	4.15
Knowledge of the Natural World	3	4.10
Knowledge of Aesthetics	2	3.83
Social Development	9	4.50
Found. of Knowledge/Skills		4.03
Questioning Spirit		3.91

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Disagree



LEAP: Four Essential Learning Outcomes

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- 1 Knowledge of human cultures and the physical and natural world
- 2 Intellectual and practical skill
- 3 Personal and social responsibility
- 4 Integrative learning



Understanding *How* and *Why* General Education Matters

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“Throughout higher education, students should approach their college experience with an informed understanding of the outcomes they should expect to achieve and of the ways in which the undergraduate curriculum - general education in concert with study in one or more major fields - will enable them to achieve those outcomes.” -*General Education Transformed: How We Can, Why We Must*, Gaston, Paul I.



Best Practices

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- Have clearly defined *essential outcomes* for students
- Systematic and thorough communication of these essential outcomes to the students must occur



Kentucky General Education Programs Reviewed

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- Eastern Kentucky University
- Kentucky State University
- University of Louisville
- Murray State University
- Northern Kentucky University
- University of Kentucky
- Western Kentucky University



Distinctive National Gen. Ed. Programs Reviewed

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- James Madison University
- Miami University



Needs Identified by Students

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- Needs that are being met:
 - Oral communication
 - Writing
- Needs that are not being met
 - Feel like General Education is a barrier
 - Time in FYS is not being used wisely
 - More life skills
 - More skills for college success



Needs Not Identified by Students

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Purpose of the General Education program at MSU:

“Provide students with the attributes needed to participate intelligently and responsibly in the discourses that shape the communities in which they live” and to “equip all students with the knowledge and skills to live fulfilling and productive lives as educated citizens of the world.”

Liberal Education: Give students the ability to live as free individuals.

The purpose of the General Education program and its potential benefits in meeting student needs (immediate and otherwise) must be communicated effectively.



Signature Program?

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Currently, the General Education program does *not* act as a defining, signature program unique to MSU.

Suggestions, Ideas, and Possibilities

- Marketing
- Four Year Program
- Service
- Tiers
- Clarity of Vision and Purpose



Conclusions

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- There are many good features about the General Education program, *however*
- Several concerns have been identified by the Task Force
 - Assessment/Number of SLOs
 - Inefficiency
 - FYS
 - Lack of High-Impact Programs
 - Lack of cohesiveness and purpose
- Clear vision and purpose must be identified and communicated
- The Task Force requests that work continue through the fall 2017 semester to formally recommend changes to the General Education program



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