Missouri Valley College is currently in the process of reviewing the general education program. Part of this process involves gathering ideas and opinions of faculty. This survey seeks to identify skills, knowledge, abilities, values, and ideals that are deemed most important by faculty to include in the general education program. Information from this survey will be used to draft student learning outcomes for the program.

Below is a brief description of what this survey summary contains.

PART ONE
In the first section, faculty were asked to rate the importance of some potential general education student learning outcomes. The list included the most common student learning outcomes that colleges and universities across the country are currently using.

- **Table**—A table shows each potential general education student learning outcome and the number of faculty rating responses in each category. The learning outcomes are shown in rank order based on totals computed from the weighted categories.
- **Chart**—A bar chart visually displays information from the table.
- **Faculty Comments*”—Faculty suggestions for additional student learning outcomes are listed.

PART TWO
The second section listed five broad categories for general education learning outcomes. Faculty were asked to rank these categories in order of importance for emphasis in the general education program at Missouri Valley College.

- **Table**—A table shows the number of faculty rankings for each category as well as an average ranking for each.
- **Chart**—A bar chart visually displays information from the table.

PART THREE
In the third section, faculty were asked to think about the knowledge, skills, and attitudes that help form an educated person and which will be most important to the lives of students in the coming decades when answering the following questions:

1) What do we want MVC students to know?
2) What do we want MVC students to be able to do?
3) What kind of individuals do we want MVC students to become?

- **Faculty Responses*”—Faculty responses to the above three questions are listed.

*Responses were not edited.*
### General Education Program Survey  Spring 2011  Faculty respondents: 59

#### PART ONE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Essential</th>
<th>Important</th>
<th>Helpful</th>
<th>Not related</th>
<th>Response count</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate written and oral English competence</td>
<td>52</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>170</td>
</tr>
<tr>
<td>Exercise inquiry, critical, and creative thinking skills</td>
<td>44</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>59</td>
<td>160</td>
</tr>
<tr>
<td>Use critical thought and action</td>
<td>43</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>59</td>
<td>158</td>
</tr>
<tr>
<td>Access and critically use various information sources</td>
<td>40</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>58</td>
<td>155</td>
</tr>
<tr>
<td>Exhibit information literacy</td>
<td>41</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>58</td>
<td>154</td>
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<tr>
<td>Develop the foundation and skills for life-long learning</td>
<td>39</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>59</td>
<td>154</td>
</tr>
<tr>
<td>Follow ethical reasoning and action</td>
<td>39</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>58</td>
<td>149</td>
</tr>
<tr>
<td>Apply learning to new settings and complex problems</td>
<td>33</td>
<td>18</td>
<td>7</td>
<td>1</td>
<td>59</td>
<td>142</td>
</tr>
<tr>
<td>Unite theory, criticism, and practice in speaking and writing</td>
<td>30</td>
<td>24</td>
<td>2</td>
<td>2</td>
<td>58</td>
<td>140</td>
</tr>
<tr>
<td>Demonstrate teamwork and problem solving</td>
<td>32</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>59</td>
<td>140</td>
</tr>
<tr>
<td>Demonstrate multicultural sensitivity</td>
<td>28</td>
<td>23</td>
<td>4</td>
<td>4</td>
<td>59</td>
<td>134</td>
</tr>
<tr>
<td>Exhibit quantitative literacy</td>
<td>26</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td>58</td>
<td>132</td>
</tr>
<tr>
<td>Demonstrate imagination and creativity</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>1</td>
<td>59</td>
<td>130</td>
</tr>
<tr>
<td>Demonstrate global awareness and environmental understanding</td>
<td>25</td>
<td>23</td>
<td>7</td>
<td>4</td>
<td>59</td>
<td>128</td>
</tr>
<tr>
<td>Comprehend the interdependence between the global and the local</td>
<td>25</td>
<td>21</td>
<td>10</td>
<td>1</td>
<td>57</td>
<td>127</td>
</tr>
<tr>
<td>Understand the fundamentals of leadership</td>
<td>21</td>
<td>28</td>
<td>8</td>
<td>2</td>
<td>59</td>
<td>127</td>
</tr>
<tr>
<td>Know and understand the physical and natural world</td>
<td>18</td>
<td>31</td>
<td>9</td>
<td>1</td>
<td>59</td>
<td>125</td>
</tr>
<tr>
<td>Demonstrate civic knowledge and engagement</td>
<td>21</td>
<td>23</td>
<td>13</td>
<td>1</td>
<td>58</td>
<td>122</td>
</tr>
<tr>
<td>Appreciate the interrelatedness of various disciplines</td>
<td>20</td>
<td>23</td>
<td>13</td>
<td>3</td>
<td>59</td>
<td>119</td>
</tr>
<tr>
<td>Understand the scientific method</td>
<td>18</td>
<td>24</td>
<td>15</td>
<td>1</td>
<td>58</td>
<td>117</td>
</tr>
<tr>
<td>Exhibit intercultural knowledge</td>
<td>19</td>
<td>25</td>
<td>10</td>
<td>4</td>
<td>58</td>
<td>117</td>
</tr>
<tr>
<td>Appreciate cultural heritage, traditions, and ideas that have shaped societies and civilizations</td>
<td>22</td>
<td>17</td>
<td>17</td>
<td>2</td>
<td>58</td>
<td>117</td>
</tr>
<tr>
<td>Understand how societies and cultures develop</td>
<td>18</td>
<td>22</td>
<td>16</td>
<td>2</td>
<td>58</td>
<td>114</td>
</tr>
<tr>
<td>Engage big questions</td>
<td>19</td>
<td>23</td>
<td>11</td>
<td>4</td>
<td>57</td>
<td>114</td>
</tr>
<tr>
<td>Appreciate sustainable resources</td>
<td>19</td>
<td>20</td>
<td>14</td>
<td>4</td>
<td>57</td>
<td>111</td>
</tr>
<tr>
<td>Understand and articulate the significance of the arts</td>
<td>15</td>
<td>22</td>
<td>21</td>
<td>0</td>
<td>58</td>
<td>110</td>
</tr>
<tr>
<td>Appreciate creative forms of production</td>
<td>12</td>
<td>26</td>
<td>12</td>
<td>6</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

*Total score = (# Essential responses)(3) + (# Important responses)(2) + (# Helpful responses)(1)
Students who complete the General Education Program will...

- Demonstrate written and oral English competence
- Exercise inquiry, critical, and creative thinking skills
- Use critical thought and action
- Access and critically use various information sources
- Exhibit information literacy
- Develop the foundation and skills for life-long learning
- Follow ethical reasoning and action
- Apply learning to new settings and complex problems
- Unite theory, criticism, and practice in speaking and writing
- Demonstrate teamwork and problem solving
- Demonstrate multicultural sensitivity
- Exhibit quantitative literacy
- Demonstrate imagination and creativity
- Demonstrate global awareness and environmental understanding
- Comprehend the interdependence between the global and the local
- Understand the fundamentals of leadership
- Know and understand the physical and natural world
- Demonstrate civic knowledge and engagement
- Appreciate the interrelatedness of various disciplines
- Understand the scientific method
- Exhibit intercultural knowledge
- Appreciate cultural heritage, traditions, and ideas that have shaped...
- Understand how societies and cultures develop
- Engage big questions
- Appreciate sustainable resources
- Understand and articulate the significance of the arts
- Appreciate creative forms of production
Faculty Responses

Are there other learning outcomes you would like to suggest?

1. Emphasis on reading and writing.
2. Apply research methods to personal problem solving
3. Demonstrate technical writing skills
4. Apply technological skills and thought to meet with the cyber world
5. Appreciate the importance of physical, spiritual, and emotional health
PART TWO

Please rank order (1 = most important, 5 = least important).

<table>
<thead>
<tr>
<th>Categories of general education learning outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average Rank</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of human cultures</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>21</td>
<td>19</td>
<td>3.96</td>
<td>53</td>
</tr>
<tr>
<td>Knowledge of the physical and natural world</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>18</td>
<td>18</td>
<td>3.92</td>
<td>53</td>
</tr>
<tr>
<td>Intellectual and practical skills</td>
<td>28</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1.72</td>
<td>54</td>
</tr>
<tr>
<td>Personal and social responsibility</td>
<td>17</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>2.27</td>
<td>56</td>
</tr>
<tr>
<td>Integrative and applied learning</td>
<td>11</td>
<td>12</td>
<td>19</td>
<td>6</td>
<td>10</td>
<td>2.86</td>
<td>58</td>
</tr>
</tbody>
</table>

Average Ranks for Five Categories of General Education Learning Outcomes

Average rank (1 = most important, 5 = least important)

- Intellectual and practical skills: 1.72
- Personal and social responsibility: 2.27
- Integrative and applied learning: 2.86
- Knowledge of the physical and natural world: 3.92
- Knowledge of human cultures: 3.96
PART THREE

Faculty Responses

What do we want MVC students to know?

1. How to be productive in their jobs and society, taking a leadership role, and being lifelong learners
2. How to think
3. How to think for themselves, How to explore new ideas, How to be an independent person
4. As a liberal arts institution, I believe it's important for our students to have a varied and well-rounded experience. We are not a career training school as many students expect us to be. I believe students should be exposed to and understand the interconnectedness of all branches of intellectual exploration.
5. How to contribute to their profession and society
6. How to read and write would be nice.
7. Value of information in gaining knowledge about their chosen fields and the world in which we live.
8. Some notion of why the world is as it is today.
9. We want them to know basic information across disciplines.
10. To understand both the sciences and the humanities
11. MVC students need to understand the importance of written and oral communications.
12. How to communicate orally and in writing
13. Scientific method, research skills, application of theories
14. That they are respected and their curiosity will be nurtured
15. The history of the liberal arts and sciences
16. Persistence
17. Have a general but solid grasp of the breadth of human knowledge and culture.
18. How to think and make informed decisions
19. Know how to think, communicate effectively (both written and verbal), how to solve problems
MVC students need a broad base of knowledge--such as the liberal arts--and a broad base of skills--reading, critical thinking, writing, numeracy.

basic timeline of world history; broad knowledge of literature and the arts, a foreign language; basic math; some knowledge of natural world and human body

Broad based liberal arts education.

Broadly based range of knowledge including basic cultural literacy, knowledge of science.

How to look beyond the surface and understand their world and its problems.

How to find employment and keep quality jobs

literature, languages, philosophy, history, mathematics, and science

A collegiate level of thought

all round personal skills and interaction within society

Improve communication skills--reading and writing

how to be accountable and responsible citizens

Intellectual and practical skills

variety of competencies across the curriculum

Students should have a strong liberal arts background, first and foremost, and then have firm beginning foundation in their field of choice. They should leave Valley as a different quality graduate than those from tech schools or community colleges.

Where to find answers to their lifetime questions

how to solve problems contribute to society, how to gain knowledge, how to apply that knowledge

How to synthesize information

I want them to have a solid liberal arts education

To think critically

That there is more to life than the here and now

We want students to know that we care about them wholistically and desire to help them make their lives better than before they came to us.

how to read and write like adults
Faculty Responses

**What do we want MVC students to be able to do?**

1. Work effectively, cooperatively, responsibly in their chosen fields
2. Know where to find the answers
3. Think on their own
4. Ideally MVC students will walk away with not only the ability to be an asset to their employers but also an asset to society. They should be able to competently put their education into practice in all aspects of their lives.
5. Contribute positively to their chosen profession
6. Read, write, be successful.
7. Read, write, be self-motivated and learn to think critically
8. Read with comprehension, be able to do and understand mathematics. Communicate effectively through writing and speaking.
9. Use the basic information as well as found information to think critically and to problem solve creatively.
10. To know what kinds of questions to ask
11. Students should be able to articulate their opinions in both written and oral ways.
12. as noted in #4
13. Lead responsibly and problem solve effectively
14. fully engage in their studies, ask thoughtful questions, be able to critically defend their answers, respect each other.
15. analyze and communicate information in writing and speech; engage in multiple modes of intellectual inquiry and critical thinking; examine personal and social values; understand and appreciate diverse cultures; and, recognize the importance of creativity
16. An occasional outburst of civil disobedience
Think Critically, use their knowledge to help assimilate new information, solve problems creatively and know where to find information when they are lacking it. This is how to inter-relate with other individuals. Achieve the highest level of success that they desire.

We want MVC students to be able to compete with graduates from schools that emphasize college-level academic achievement. Read, write, and think beyond the surface level of a text or an idea. Think for themselves, evaluate, broad-minded. Be curious, ask questions, and keep learning. Have the ability to read well, process information obtained in reading, write effectively to share this information, and to speak clearly before an audience if necessary. Communicate, both orally and in writing, in a concise and organized manner. Be intelligent and not get fired from their jobs. Think critically and ethically. To apply their intellectual knowledge and function at a morderately high level within the globle village. Read and Write and Proof Read. Be successful in their professional fields. Be able to communicate intelligently, work as a team member. Apply a wide variety of competencies and educational inquiry. In general students should demonstrate good communication skills and practice world citizenship, but each graduate should also have specific knowledge and skills related to his/her degree. Be a productive citizen. Use their education as a springboard for lifelong learning. Live successfully, be a problem solver, contribute to society in a positive manner. Speak and write well.
To think for themselves
To continue and further their education and to be successful
Think beyond themselves
We want MVC students to obtain the knowledge and skills to become respected, educated members of society who will strive to make the world a better place.
think critically
communicate
Lead

Faculty Responses

**What kind of individuals do we want MVC students to become?**

1. Responsible, contributing leaders in our society
2. responsible, professional, ethical individuals
3. Upstanding citizens who are willing to make a difference in their community and broaden the horizons of the people around them
4. I would like to see our students become socially-conscious, kind, considerate, ETHICAL individuals.
5. Contributers to postive change in society
7. Engaged, socially adept, critical thinkers
8. honorable
9. Well-rounded creative and critical communicators and thinkers who are able to adapt to the changing world.
10. Intellectually curious
11. Critical thinkers that can hear or read something and then compose a complete thought and then articulate this through written or oral expression.
12. life-long learners, productive and honest members of society
13. Ethically and socially conscious and politically active
excited about life-long learning!
intelligent, moral, happy, successful
Patience
Informed citizens capable of evaluating information critically with an understanding of others as well as themselves and how to behave to make the world a better place
Individuals make the right choices and succeed
creative, self-starters, innovative, responsible, free-thinking
We want our students to be truly educated, aware, and knowledgeable.
Personally responsible, literate, lifelong learners
Ethical, dependable, practical members of society.
intellectual creative thinkers who are socially conscious.
Moral, intellectually curious adults who are civic minded and good stewards of our society and the planet.
Citizens who are able to make a difference in their world. Help to make their world a better place, both environmentally and socially.
inelligent so other MVC graduates can get jobs
responsible empathetic citizens
Intellectually responsible students with a high level of integrity
outstanding, virtuous, ethically sound people
Productive Citizens
those that represent themselves and our college well
personally and socially responsible individuals
successful in their competencies and inquiries
Creative and adaptive citizens who see themselves as responsible members of the global society.
Self-reliant persons
leaders, innovators
ethical
Lifelong learners
39  Well-rounded life long learners
40  responsible individuals
41  Lifelong learners and contributors to society
42  Same as #5
43  ethical, caring individuals
44  Can this be accomplished via the core?
45  Contributing citizens