

# General And Liberal Education Curriculum Faculty Survey Spring 2011

Total number of respondents: 210

Employment Status		
	n	%
Full-time	183	87.1%
Adjunct	25	11.9%
No Response	2	1.0%
<b>Totals</b>	<b>210</b>	<b>100.0%</b>

Years in Service at VU		
	n	%
0 to 3	46	21.9%
4 to 7	27	12.9%
8 to 10	9	4.3%
10 plus	125	59.5%
No Response	3	1.4%
<b>Totals</b>	<b>210</b>	<b>100.0%</b>

Instructional Area		
	n	%
Business	20	9.5%
Health		
Occupations	20	9.5%
Humanities	49	23.3%
Human		
Performance	10	4.8%
Math	21	10.0%
Public Service	14	6.7%
Science	27	12.9%
Social Sciences	18	8.6%
Technology	31	14.8%
<b>Totals</b>	<b>210</b>	<b>100.0%</b>

Number of Gen Ed Classes Taught Annually		
	n	%
0	104	49.5%
1 to 3	44	21.0%
4 to 7	20	9.5%
8 to 10	31	14.8%
<b>Totals</b>	<b>111</b>	<b>52.9%</b>
	<b>210</b>	<b>100.0%</b>

Have you studied general education concepts or theory by participating in any of the following: General education Committee service, general education conference attendance, general education outcomes development, EFTF participation, or general education reading?		
	n	%
Yes	98	46.7%
No	89	42.4%
No Response	23	11.0%
<b>Totals</b>	<b>210</b>	<b>100.0%</b>

General And Liberal Education Curriculum Faculty Survey  
2011

Spring

Total number of respondents: 208

	Full Time		Adjunct	
	n	%	n	%
I understand VU's current general education model and philosophy.				
Disagree	10	5.5%	1	4.0%
Agree	143	78.1%	16	64.0%
I don't know	25	13.7%	7	28.0%
No Opinion	3	1.6%	1	4.0%
No Response	2	1.1%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
I understand the significance of a strong general education.				
Disagree	2	1.1%	1	4.0%
Agree	175	95.6%	23	92.0%
I don't know	3	1.6%	0	0.0%
No Opinion	3	1.6%	1	4.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
General education provides important learning for the students in my program.				
Disagree	6	3.3%	0	0.0%
Agree	164	89.6%	23	92.0%
I don't know	6	3.3%	0	0.0%
No Opinion	7	3.8%	2	8.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education curriculum aligns with the University Mission and values.				
Disagree	13	7.1%	0	0.0%
Agree	117	63.9%	15	60.0%
I don't know	40	21.9%	7	28.0%
No Opinion	13	7.1%	3	12.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education curriculum best represents what I think is appropriate for VU students.				
Disagree	38	20.8%	1	4.0%
Agree	93	50.8%	17	68.0%
I don't know	37	20.2%	2	8.0%
No Opinion	15	8.2%	4	16.0%
No Response	0	0.0%	1	4.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education curriculum best represents what employers want for VU graduates.				
Disagree	37	20.2%	1	4.0%
Agree	67	36.6%	12	48.0%
I don't know	63	34.4%	9	36.0%
No Opinion	16	8.7%	3	12.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education curriculum best represents what receiving institutions want for VU students.				
Disagree	12	6.6%	2	8.0%
Agree	98	53.6%	11	44.0%
I don't know	60	32.8%	10	40.0%
No Opinion	13	7.1%	2	8.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education curriculum gives students a coherent curricular experience.				
Disagree	26	14.2%	1	4.0%
Agree	106	57.9%	16	64.0%
I don't know	30	16.4%	5	20.0%
No Opinion	20	10.9%	2	8.0%
No Response	1	0.5%	1	4.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education goals and requirements are appropriated for the AA/AS degree.				
Disagree	23	12.6%	0	0.0%
Agree	128	69.9%	20	80.0%
I don't know	25	13.7%	3	12.0%
No Opinion	7	3.8%	2	8.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education goals and requirements are appropriate for the AAS degree.				
Disagree	34	18.6%	1	4.0%
Agree	98	53.6%	16	64.0%
I don't know	43	23.5%	6	24.0%
No Opinion	8	4.4%	2	8.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU's general education goals and requirements are appropriate for the BA/BS degree.				
Disagree	14	7.7%	1	4.0%
Agree	95	51.9%	15	60.0%
I don't know	57	31.1%	7	28.0%
No Opinion	17	9.3%	2	8.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
The general education course you teach focuses more on major program goals and outcomes than general education outcomes.				
Disagree	51	27.9%	4	16.0%
Agree	32	17.5%	6	24.0%
I don't know	18	9.8%	3	12.0%
No Opinion	67	36.6%	9	36.0%
No Response	15	8.2%	3	12.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
General education faculty clearly understand the expectations for teaching to general education outcomes and goals.				
Disagree	30	16.4%	0	0.0%
Agree	53	29.0%	7	28.0%
I don't know	76	41.5%	13	52.0%
No Opinion	24	13.1%	5	20.0%
No Response	0	0.0%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
General education faculty are provided adequate general education professional development opportunities.				
Disagree	35	19.1%	1	4.0%
Agree	37	20.2%	8	32.0%
I don't know	75	41.0%	12	48.0%
No Opinion	33	16.9%	2	8.0%
No Response	5	2.7%	2	8.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
VU students have an adequate number of general education course offerings.				
Disagree	29	15.8%	0	0.0%
Agree	121	66.1%	17	68.0%
I don't know	22	12.0%	6	24.0%
No Opinion	8	4.4%	2	8.0%
No Response	3	1.6%	0	0.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

	Full Time		Adjunct	
	n	%	n	%
All VU programs should reinforce general and liberal education skills in the major program.				
Disagree	20	10.9%	1	4.0%
Agree	136	74.3%	19	76.0%
I don't know	10	5.5%	1	4.0%
No Opinion	12	6.6%	3	12.0%
No Response	5	2.7%	1	4.0%
<b>Total</b>	<b>183</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>

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Spring 2011

Total number of respondents: 208

I understand VU's current general education model and philosophy.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	2	2	0	0	1	0	3	1	2
Agree	15	15	44	9	13	14	16	15	18
I don't know	0	2	5	0	4	0	7	2	7
No Opinion	3	1	0	0	2	0	0	0	1
No Response	0	0	0	1	1	0	1	0	3
Total	20	20	49	10	21	14	27	18	31

I understand the significance of a strong general education.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	1	0	0	0	1	0	0	1	0
Agree	18	20	49	8	19	13	27	17	26
I don't know	0	0	0	1	0	1	0	0	1
No Opinion	1	0	0	0	1	0	0	0	1
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

General education provides important learning for the students in my program.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	3	0	1	0	1	1	0	0	0
Agree	15	19	47	7	19	12	25	17	26
I don't know	0	1	0	2	0	0	0	0	1
No Opinion	2	0	1	0	1	1	2	1	1
No Response	0	0	1	0	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education curriculum aligns with the University Mission and values.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	5	1	2	0	1	0	2	0	2
Agree	10	14	36	9	14	8	11	13	17
I don't know	4	5	10	0	2	4	11	3	7
No Opinion	1	0	1	0	4	2	3	2	2
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education curriculum best represents what I think is a appropriate for VU students.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	7	3	9	2	1	3	6	1	7
Agree	10	10	34	5	11	7	11	11	10
I don't know	2	4	5	2	4	3	8	5	6
No Opinion	1	3	1	0	4	1	2	1	5
No Response	0	0	0	1	1	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education curriculum best represents what employers want for VU graduates.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	9	3	7	0	1	3	4	2	9
Agree	6	5	25	4	9	5	6	11	7
I don't know	2	10	14	5	7	4	15	4	10
No Opinion	3	2	3	0	4	2	2	1	2
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education curriculum best represents what receiving institutions want for VU students.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	4	2	2	0	2	0	3	0	1
Agree	9	7	33	5	12	11	10	12	9
I don't know	5	9	12	3	5	2	12	5	16
No Opinion	2	2	2	1	2	1	2	1	2
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education curriculum gives students a coherent curricular experience.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	7	0	8	2	2	4	3	0	1
Agree	7	16	35	6	14	4	13	13	13
I don't know	4	1	3	0	1	3	10	4	8
No Opinion	2	2	3	1	3	3	1	1	6
No Response	0	1	0	1	1	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education goals and requirements are appropriated for the AA/AS degree.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	5	4	2	1	2	0	4	2	3
Agree	13	11	41	7	15	13	15	12	20
I don't know	1	4	5	1	2	0	8	2	4
No Opinion	1	1	1	0	2	1	0	2	1
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education goals and requirements are appropriate for the AAS degree.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	10	1	6	1	3	3	4	1	6
Agree	8	8	28	6	13	10	13	11	16
I don't know	1	8	14	2	3	0	10	4	6
No Opinion	1	3	1	0	2	1	0	2	0
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

VU's general education goals and requirements are appropriate for the BA/BS degree.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	3	1	7	0	1	0	1	1	1
Agree	5	7	26	6	16	9	14	11	15
I don't know	9	10	13	2	2	2	10	5	10
No Opinion	3	2	3	1	2	3	2	1	2
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

The general education course you teach focuses more on major program goals and outcomes than general education outcomes.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	3	2	23	5	6	1	7	7	0
Agree	1	3	4	0	8	1	11	5	5
I don't know	1	2	5	1	3	1	4	1	2
No Opinion	13	11	11	3	3	9	4	2	17
No Response	2	2	6	1	1	2	1	3	7
Total	20	20	49	10	21	14	27	18	31

General education faculty clearly understand the expectations for teaching to general education outcomes and goals.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	4	0	7	1	2	3	4	2	6
Agree	2	1	20	4	9	3	10	6	6
I don't know	10	13	18	3	5	6	11	9	12
No Opinion	4	6	4	1	5	2	2	1	4
No Response	0	0	0	1	0	0	0	0	3
Total	20	20	49	10	21	14	27	18	31

General education faculty are provided adequate general education professional development opportunities.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	2	2	11	2	6	0	8	3	2
Agree	1	3	15	3	7	2	3	7	4
I don't know	10	10	17	3	5	6	12	7	15
No Opinion	7	5	5	1	2	5	2	1	5
No Response	0	0	1	1	1	1	2	0	5
Total	20	20	49	10	21	14	27	18	31

VU students have an adequate number of general education course offerings.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	6	2	9	1	1	0	2	1	7
Agree	9	14	32	7	16	10	18	14	17
I don't know	3	3	5	1	2	2	7	2	2
No Opinion	1	1	2	0	2	2	0	1	1
No Response	1	0	1	1	0	0	0	0	4
Total	20	20	49	10	21	14	27	18	31

All VU programs should reinforce general and liberal education skills in the major program.

	Instructional Area								
	Bus.	H.O.	Hum	H.P.	Math	P.S	Sci	S.S.	Tech
Disagree	4	1	0	0	0	6	4	0	6
Agree	11	15	45	7	16	5	21	17	17
I don't know	3	3	2	0	0	0	0	0	3
No Opinion	1	1	1	2	4	2	1	1	1
No Response	1	0	1	1	1	1	1	0	4
Total	20	20	49	10	21	14	27	18	31

# General And Liberal Education Curriculum Faculty Survey

## Spring 2011

Total number of respondents: 208

**Which of the following general and liberal education skills do you see as essential to a complete general and liberal education? (Please choose all that apply.)**

200	Writing
194	Speaking
169	Critical Reading
181	Critical Thinking
88	Quantitative Literacy
39	Foreign Language
132	Creative Thinking
92	Diversity
87	Global Thinking
119	Ethical Thinking
90	Information Literacy
113	Teamwork
56	Aesthetic Awareness
157	Computer Skills
10	Other ( <i>Please Explain</i> ) See below for comments

### Comments

Socialization  
 Lifetime wellness and fitness  
 Employment seeking skills and workplace "soft" skills  
 Math (Basic)  
 Health and Wellness, Project/Time Management  
 scientific literacy  
 Math  
 Math  
 Qualitative Literacy

**Which of the following general and liberal education skills do you currently reinforce in your courses including major program courses? (Please choose all that apply.)**

171	Writing
145	Speaking
148	Critical Reading
185	Critical Thinking
74	Quantitative Literacy
6	Foreign Language
129	Creative Thinking
91	Diversity
75	Global Thinking
106	Ethical Thinking

82	Information Literacy
120	Teamwork
50	Aesthetic Awareness
135	Computer Skills
6	Other ( <i>Please Explain</i> ) See below for comments

### Comments

Lifetime fitness and wellness  
Employment seeking skills and workplace "soft" skills  
Project/Time Management  
Environmental/science skills  
Problem Solving

Which of the following traditional areas of broad knowledge or breadth do you see as essential to a complete general and liberal education?	
Humanities	
59	Art/Art Appriciation
48	Music/Music Appreciation
98	Philosophy/Ethics
81	Literature
41	Humanities Survey
18	Theater/Theater Appreciation
78	At least one of these
Sciences/Lab Sciences	
37	Chemistry
57	Earth Science/Geography
69	Biology?Life Sciences
29	Physics
120	At least one of these
Social Sciences	
83	History
75	Sociology
39	Political Science
84	Psychology
59	Economics
96	At least one of these
29	Other Areas of Learning not listed above (see comments below)

### Comments

Human Performance and wellness  
broad knowledge Language  
Math. Math skills are important to daily life  
Health and Wellness  
Foreign Languages  
Basic computer Skills  
Lifetime fitness and wellness/Physical Education

Physical Education. 65% of Americans are over wt. and 30% are obese must become healthier civics/government

Foreign Language

Manners - Customer Service

Professional behavior/manners. Not ethics - more social skills - like manners.

Many other Divisions on campus have courses that would add to General Education but because many have blinders and can't see just what has been done for the last 100 years we stay inside the box and don't think outside of the box

writing and grammar

Basic reading and writing

Math!

Math!

Math

Physical Education

Math

Math

Related to specific field of study

Math!

Diversity

Math?

Foreign Language

Sustainability/Earth Literacy

Fitness and Wellness class

Speech

## What are the strengths of the VU general Education Program?

### **Business**

Social Skills

It seems to be comprehensive

It is easy to understand and yet allows flexibility in student choice

I'm not aware of any - job security

I DON'T KNOW

quality teachers

Testing, Placement scores

they prepare students for college.

### **Health Occupations**

offers many sections of courses and various times days to accommodate students schedules.

We are providing Associate Degrees not Bachelors

Leads to a well rounded graduate

Variety

adapting to student needs

Unsure. We are committed to our students!

Excellent teachers. Well rounded.

It seems our gen. ed. program is comprehensive.

### **Humanities**

The program attempts to give students a broad knowledge

Reading and Writing

Strong core

transfer courses on core transfer list

Allows for transfers

The program has dept providing students the opportunity for a broad education.

Breadth and diversity: committed teaching

I think that it is a sound foundation. It seems to be doing well over all.

VU has a G.E. Program. The Program provides a parity well rounded education at least for two year students. Provides basic skills essential to students in any area of study.

Many options in many subject area. Faculty who continually assess themselves and their teaching practices

cooperating with other institutions as students can transfer credits

The program covers a good range of subjects I consider important for a well rounded, educated individual

Foreign language learning another language and understanding another culture are very important in developing global awareness students in the 21st century live in a world that is more inter connected than ever before

Creating more well rounded students to enter the work force

Content, consistency, trained faculty

Faculty who see the curses as valuable

A diverse set of courses and the intensive requirements in all majors

Faculty resources provided and common course outlines.

Diversity

Efforts are underway to beef up awareness and simplification of requirements

Developmental courses offer opportunities for students who otherwise might not achieve in college

I do not have a lot of first hand experience yet, but I believe it does a very good job of preparing students to go into a wide variety of majors, institutions, or careers.

VU offers quite a few gen.ed. courses. Students have an opportunity to gain broad knowledge in many areas.

Small class size and limited number of total students on campus.

I think it's clear that the faculty-for the most part-is pretty focused on preparing students for future success. They are good at noticing and addressing issues within the program, but now we need to work on follow through with the actual improvement.

Breadth

Small classroom size

Its diversity and inclusiveness of multiple knowledge and skill areas.

prepare students for 4 year experience

## **Human Performance**

Wide variety of courses offered , ease of transferring to other schools and other departments.

Some Diversity

## **Math**

several classes to choose from

Lots of choices in Humanities and Social Sciences

many options

broad base

We continue to try to make the program coherent.

diverse offerings

Broad range of courses

## **Public Service**

attempts to broaden a student's learning

Trys to make a student well-rounded education person but may go to far for the academic qualities our students bring from high school.

Teaching fundamental concepts

Broadens the overall educational experience

## **Science**

student access to remediation

seems to be well-rounded

provides students with a diverse educational experience

its diversity

very structural

embraces the liberal education model if in a half-hearted/disjointed fashion



strong faculty

### **Social Sciences**

All students must take the core classes

University Support

Great number of course to choose from.

It broadens and challenges their thinking and experience.

Awareness of self and of others.

Diversity

science, speech and theater, music, english

### **Technology**

Tries to improve reading, writing, speaking skills

Small class rooms

Free tutors

well rounded result

The ability to bring developmental students to a college level.

Basics are offered

It's teachers

Good variety/choices

## What curricular improvements are needed to strengthen VU's general Education program?

### **Business**

The Basics - Reading - Writing - Arithmetic

The basics

increase critical thinking and problem solving -increase people/soft skills -increase rigor

None. Get rid of reading/writing/speaking intensive courses. They cause confusion to our students!

Also give the math test outs during math class.

A course offering through the B/PS Division open to any major in employment "soft" skills, seeking a job and then keeping it once employed

Placement and Pre-requisites for taking required classes. There are too many pre-requisites for most classes and placement based on test scores is confusing and complicated.

Limit the number of classes and allow program instructors to include gen ed information in their classes

More emphasis on studying (more). How to study. How to succeed. Reading emphasis for success in class

### **Health Occupations**

No humanities needed let them be electives

more 200 level ethics classes for required cause more writing as small research paper in Comp I if my are CS and required only Comp I need some back ground for more writing skills

First we all need to understand it. Then we need to support it among answers and to students

Ethics/Critical thinking

Education on APA writing for Health Sciences and Education, and other disciplines

technology? More accessible technology

### **Humanities**

More course need to be added to list of options. Perhaps less required areas there are a lot of Gen Ed required courses, which make it difficult for students to complete their major requirements as well as Gen Ed in 2 yrs.

a communications Problem

The application of higher standards are needed from faculty and we need to add 300 level gen ed courses for BA/BS students

ethics course for all

Easier to comprehend requirements for graduation

Sequencing Gen Ed should NOT be the last things a students needs to "get out of the way"

For instance, Comp II should be immediately followed after Comp I. Or a speaking

intensive course should be immediately taken after speech. Workshops on it's importance

Could the core list be simplified to make it easier to use and understand?

I think that it would be nice to have some cross genre classes. Art Appreciation combing literature, theatre/film, music etc..

The program might well be broader/more inclusive especially for 4 year students  
Honestly it's hard to make specific recommendations because I'm unfamiliar with the exact offerings

I think that a strength of the Gen Ed program is the breadth of courses required.

More emphasis on critical thinking

Even more emphasis on writing skills

Better communication about what Gen Ed is

Analytical skills (more experience with critical thinking, listening, reading and writing)

Ethics in small parts in more courses.

Humanities in the AAS-at least once course should be required, using 3 of the 6 hours of elective, not a new additional 3 hours. Creative, quantitative thinking is a focus in Humanities. Also, gen. ed. outcomes for distribution requirements.

Entrance requirements for Comp.I, Comp.II, and Lit. courses.

more emphasis on grammar (verbal and written)

Build awareness of gen ed requirements

A more broad offering of arts/sociology classes

See above

clear outcomes. Curriculum mapping. Assessment. Improvement.

Improve READ 009 - if students are passing testing should not determine outcome

An acknowledgement of alternate expectations at 4 year schools in first 2 years.

more course offering options

## **Human Performance**

Humanities common core list needs to be expanded

Take a look at our math requirement for Gen students College algebra is pretty difficult

## **Math**

Tighten admissions requirements

fix math - make it about quantitative literacy, not algebra!

Consistent

math intensive requirement

Find some way to convince students of the value of gen. ed.

don't pass kids who should not be passed

Asian language

a class below MATH 010 for students with no arithmetic skills

## **Public Service**

More emphasis on Reading, Vocabulary, Grammar, and Writing, Spelling

Oral communication

## **Science**

more specific, topic focused courses that give a student a better working knowledge of a few concepts.

1. Need more integration with the majors 2. Need courses that involve multiple disciplines

Simpler more clearly defined

need to "up the bar" in general

Reading

There are too many required courses that students don't need to transfer so they don't take them and don't graduate

### **Social Sciences**

writing components

More focus on aesthetics. More global perspectives courses

Doing okay

### **Technology**

Need to be "Job" oriented.

More lab time w/remedial students

All courses should be 3 credit hours max

Math requirement was only issue. It has been raised.

specific to major

more variety and at times tech students can take them Tech programs have to update their classes every year to keep up with changing technology - VU has offered the same

Gen Ed for years.

closer coordination between divisions so that course offerings meet the needs of our students and their future employers

Get rid of the R/W/S intensive fiasco.

more science classes. A Geometry class is needed.

More sensitivity to students who are taking it because they have to instead of because they desire to.

Ethics, Etiquette, Sociology Skills

Technical writing for Tech. majors AAS

## What aspects of VU's general/liberal education program should be strengthened to meet employment or transfer expectations?

### **Business**

Knowing the basics.

Centered more towards Employment needs as opposed to "general"

Critical thinking, critical writing/reading

This should be looked at during articulation visits from our sister schools.

as stated above also include; global perspectives of how any business/organization nowadays operates

No opinion

Employment - less gen ed - more program specific Transfer - more gen ed.

see above

I don't know.

### **Health Occupations**

no sure-again-perhaps writing skills

Perhaps a foreign Language requirement especially as our population becomes more Hispanic

Reading, writing, speaking, thinking, faculty need to be good role models of attitudes and behaviors expected of students

Less gen ed more credits in classes

Ethics/Critical thinking

More professional behavior type courses or reinforcement of concept.

Rigor of classes and assignments

computers/programs, writing

### **Humanities**

Cultural Diversity

Online utube instructions for kids

Expand foreign languages programs

We could offer more courses to allow students to see the applicability of their skills currently covered well

Some employees don't care.. Only if students can weld or fix tractors.

Foreign Language-should it be required for the A.S. degree?

I would like to see more on critical reading and information literacy

Same- I'm unfamiliar with VU's current specific strategies for meeting those expectations

Do we need to look again at the issue of "broad core" versus "common core"?

VU considers General/liberal education considers employment expectations it ceases to be effective. Whatever they claim, employers want drones, to critical thinkers.

More emphases on writing skills

Communication in writing, speaking and teamwork/collaboration and diversity.

professional writing

Greater emphasis on writing and critical thinking. Also, faculty need to work together to promote critical reading  
stop grade inflation/lowering requirements to pass general education courses.  
increase critical thinking, writing, reading - add to outcomes  
more offerings of hands-on work experience or internships  
I think APA documentation needs more attention  
Critical reading, writing, thinking. Ethical thinking  
more internships needed  
None. Seems reasonable as is.  
critical thinking  
more "communication" standards emphasized - communication skills

## **Human Performance**

N/A

## **Math**

Basic math skills with out a calculator  
Teamwork, Diversity, Project/Time Management, etc. need to be more intentionally addressed  
Clearly defined relevance and expectations

## **Public Service**

Writing skills. Speaking grammar skills  
writing/reading not math.  
Classes that are more closely related to the specific major might help.  
Critical thinking, Writing skills, Speaking skills  
writing skills

## **Science**

Where is the U.S. falling behind? It isn't in humanities or social science. We need a stronger gen. ed. emphasis in math and science!  
Too many hours of Gen. Ed. in some transfer programs; students don't take them and thus don't graduate.  
strengthen quantitative skills and communication skills  
I think we are doing a good job - the problem is the "support" mechanisms that many of our students require  
Less prescriptive  
need a concise data set of the expectations for starters  
higher expectations

## **Social Sciences**

More writing in all classes, Partnering with Eng. Dept. About details or a sheet of hints on what to look for and how to help sessions on writing and working with our students on writing  
more variety

## **Technology**

Ethics.

More real world applications

Teaching Math without computer taught sections

Reading, Writing, Speech, Math

match Gen Ed with Tech courses - they should be integrated

No changes

Ethics, Etiquette Social Skills

Gen. Math

## What professional development is needed to strengthen the quality of VU's general education program?

### **Business**

I don't have time to teach now - more/new professional development - Please no!

We need cross discipline courses, working across curriculum. We have built enough general education for both occupation and transfer.

Areas stated above

### **Health Occupations**

Awareness comes first

Collaboration of VU and business/Industry

On going Professional development workshops, education opportunities?

### **Humanities**

this done well, but ask us for suggestions

More programs concerned with teaching faculty how to emphasize consistency of standards and material in gen ed course

more funding for faculty development

Workshops on it's importance in the major and in the workforce.

Perhaps based on the above responses, it would be wise to present or distribute more information to familiarize faculty (new faculty?) with our strategies

Faculty should have more funding to allow attending conferences more often

Are we using surveys to ask employees and transfer institutions about how prepared our students are in general/liberal education? Perhaps this could help us to know areas need strengthened.

What we need is a change in attitude from board and administration that can trickle down.

The new attitude should treated education as a journey rather than a commodity

Opportunities for "in house" developments department band. Funding to appropriate conferences.

Students need access to software/technology that they will use later in their fields

Let assessment determine what is needed, but there needs to be more collaboration on what is identified as essential knowledge, skills that gen. ed. gives to students.

More promising attendance and practical application.

syllabus review and consistency in course outlines

more classes based in educational theory

I think most of the program offerings should address the idea of following through with the assessment and how it relates to the outcomes. Faculty members are trying several different things, and I think we need to get together to see what is working and what is not working.



Prof.Dev. on campus (even among administration) Broad education on gen.ed - What it is, its importance, how to assess, how to improve  
possible semester meetings with faculty to discuss  
Many opportunities available. Not enough times to take advantage of them w/ever increasing work expectations.  
more involvement provided by committee with the faculty

## **Human Performance**

N/A

## **Math**

We need training to let us "think outside the box" of we need 2 of this division, 2 from that division and actually focus on skills!

Release time

Find ways to help faculty accept the importance of gen. ed., and pass that along to students.

Conversation across disciplines

On campus programs in how to meet the needs of gen ed students  
show me how to better incorporate gen ed stuff in class

## **Public Service**

get more input from employers

A true look and open discussion concerning the academic level student come in at and leave

## **Science**

The CTL does a great job. But more money is needed to bring training here or to send a greater amount of faculty to workshops. Money is needed to pay for substitutes covering PD seems to work well at VU.

Training for understanding and implementing outcomes based general/liberal education.

Since we are hiring more higher degreed people w/o "Education" training - I think we are going to have to have training sessions to bring these folks "on board" with the broader

Need to learn how to access General Ed, esp in Social Science and Humanities

cross-division sensitivity training"?

doing gen.ed. courses so that we are better able to understand the curriculum and what is to be accomplished.

## **Social Sciences**

Show them how they need it and how they can use ties information.

Dollar resources so faculty can attend what they deem necessary

## **Technology**

General Education Instructors - take and participate in "Job" oriented workshops. Stop going to other people with the same experience to make decisions.

How to teach math to today's students

Make PE an elective 2 hrs of tuition to walk is hard to explain to parents

All Gen Ed instructors must work in the areas they teach during summer break.

more career cluster familiarization for the faculty that teach in these Areas.

## What is needed to help students understand the value of the general and liberal education curriculum?

### **Business**

It needs to apply.

This would fall under the 1-on 1 talk with advisor/student meetings

Tell them over and over - give them real world examples - bring in business people to tell them

### **Health Occupations**

Faculty supporting it will show students it's important.

If business and industry showed support for G.E. that would help

Better prep at admission

examples of application to real life/job situations

### **Humanities**

Better communication when they enter VU.

this is done well

We need to illustrate to the students the need for a broad education base for personal, professional and civil development.

career planning opportunities

Make more students take such course

Easier requirements the current graduation requirements -very few understand.

Their professors and advisers in programs to reinforce their value and importance to education and success

That is a very good question! I wish I had a good answer.

Market it as essential to success in the workforce during PreVU/Enrollment

Perhaps an act of God.

Assignments that focus on real world skills or expectations. Exciting speakers who can speak to the benefits of this type of curriculum.

More cooperation from faculty /staff in the technical/job oriented majors.

Perhaps VU could offer funds every school year to send so many faculty to conferences on general education Maybe this is already being done.

Better public schools.

Resumes/Curriculum

Stronger advising.. That is support across campus for Gen. Ed. From ALL academic advisors

Continued open discussions concerning across the curriculum skills

All instructors must stress the importance in their classes

The gen ed coordinator ought to be given time to talk to students during opening meetings. Also, some gen. ed. literature should be distributed. Most importantly - all faculty need to support its benefits and explain them to students

A solid understanding of expectations in all college courses.

inspire curiosity

more/better guidance for students who have not declared a major - gen. ed courses are a chance for them to explore and many of them don't see it that way.

Guest speakers, job shadows, internships

More support from other academic areas. It seems like we only get attention when other departments feel we come up short. Where is the positive feedback that will help us to figure out what the department is doing well? This will enable us to focus more on problem areas rather than the whole spectrum.

All faculty stressing its importance - It is not something "to get out of the way."

Info. on website and at PreVu - inform advisors (supply brochures)

Our commitment to serious academic standards over numbers and productivity.

involve the many adjunct instructors in knowledge of goals, priorities and mission (and methods) for the benefit of students

reinforcement by the faculty - a united force!

## **Human Performance**

A tightening up of campus and expected behavioral expectations without acceptable standards the curriculum is a moot point.

Don't call the list broad core or liberal core. Just say a class or 2 from list one and a class or classes from list two . Much easier to understand

## **Math**

enforce class regulations I am in the math dept and we discuss ideas often which is great.

Assessments in the gen ed classes relating to the gen ed goals!

Relevance

My attempts to convince students of the importance/usefulness of my area of gen. ed. have only been sporadically successful.

Testimony from the actual work force.

## **Public Service**

Constant reinforcement of the importance of this in all classes

straight Liberal Education is not for VU. Many student need a pre-college summer program mandatory

Ability to link coursework to their desired outcome. At the college level students are most interested in those courses leading to meeting their goals, whether employment or transfer.

I am not sure that students will understand the value until they "meet the real world on their own."

faculty support

## **Science**

expand their horizon; i.e., their outlook to a more global view. Many of our "locals" are fairly "tunnel visioned" on their immediate surroundings

A common theme that can be repeated by faculty, staff etc.

Brochures? Real-world examples

Movement to outcomes based approach rather than simple hours in various divisions/courses.

Faculty sets the example - that we value the "well-rounded" individual.

Faculty need to believe in it first  
a single, coherent, available and understandable statement on these regards

### **Social Sciences**

Good question has important.

Employers need to be clear, we need to spend marketing resources to get the word out there this is what employers expect from students otherwise students seem to see no connections between these courses and their majors. Show benefits from the perspectives of graduates.

### **Technology**

Make the General Ed courses more job and career oriented.

Tying it to their major more effectively

support from all staff - Business and Industry talk to students about it

Instructors in the major courses need to reinforce the need for general and liberal education courses and vice versa.

Gen Ed teachers need to value the technical side of education as many times those teachers feel there is more value to their classes

Better connect reading and writing assignments with the student's career goals

Student maturity and experience in real life.

testimonials or guest speakers that have had a change of heart towards the worth of such content.  
Tie in to employment

## Other comments or issues?

### **Business**

Not enough faculty understand Gen Ed and all the opportunities available.

I believe our faculty are professionals and will continue to do the right things.

I believe that more emphasis should be placed on writing. It seems my students do not understand what MLA, in-text citations, and works cited page means. When asked, most state they have completed their Freshman English classes.

I would like to see more emphasis placed on writing. My students appear to have no idea what MLA, in-text citations, and a works cited page means. In first year students, this is understandable; however, when the student is in their last semester of school - - and have already taken and passed their writing classes - - to claim to have never heard of these terms is troubling to me.

### **Health Occupations**

The gen ed hours are heavy and leave H.O. Programs less time for credit hrs in our majors due to accrediting bodies limiting the number of hours for program competition.

No need for Humanities classes. We could use those credit hours in another place.

Faculty need to have support when dealing with student issues that reflect poorly on professionalism.

The students that we "allow" to graduate reflect on the University.

### **Humanities**

The AA and AS degrees have too much gen ed. Not enough room in the curriculum for electives. This said , we need to rethink what gen ed is.

I have encountered more than several students with very poor writing skills after they have passed Eng.101. I am not sure how to fix this problem in the writing intensive courses.

I am sure that academic advisors address this issue when helping students choose classes.

Perhaps we need to address this issue in some creative way in large group sessions during start VU as well.

In depth explanation at Pre VU/Start VU (if this isn't already taking place).

Clarification, communication, consistency with gen. ed. Will help teaching, learning and assessment.

General liberal education cannot be adequately handled in major/core classes. Current general education guidelines/requirements should be maintained and enhanced.

The AAS degree needs to be strengthened by the addition of 3 hours of humanities.

Occupational faculty want creative, critical thinkers who think through problems. The Humanities teach those skills.

To me, Gen Ed contains w/in it the idea of connections between seemingly disparate subjects. When students can see how science and art are related, for example, by having the opportunity to attend the Bodiss exhibit - then that's a step toward a general education with some breadth and depth

I think it is important to bring in speakers and films. Today we have a "lunch and learn" - I'm going - I've encouraged students to attend. It is good to bring in ideas from other sources. Maybe have more of these programs scheduled on a regular basis. Time to move forward, not backward. Get young, energetic faculty on board to become leaders.

## **Human Performance**

N/A

## **Math**

I'd love to help more w/these efforts

## **Public Service**

Standards should be raised in Comp I and grammar more emphasized in speech I hear many faculty speak in meetings w/bad grammar and students pick up on this!

## **Science**

a tenure-based faculty system will ensure better quality faculty stay at VU and allow them to teach to the courage of their convictions. The current kowtowing/popularity contest diminishes the quality of All academics, including general education

V.U. requires too many Humanities and Social Sciences classes in the 1st two years as compared to 4-year institutions. V.U. wants a student to take all 4 years of gen.ed. in the 1st 2 years at V.U.

## **Social Sciences**

I believe that personal finance management should be required

## **Technology**

employers. Stop assuming everyone transfers to another college. More than likely 50% of students leave VU to find a job.

If my students fail a math course most often it is computer lead instruction with no help from a real person either an instructor or tutor

Too many restrictions to students needing 00 classes seems like nothing more than a money maker for the University and job security for those in remedial classes

Gen Ed should be lighter on AAS degrees.

Thank you for asking for my opinion.