Faculty Form: Outcomes & Competencies Feedback

Results

1. Please indicate how strongly you agree with the following statement: "Intellectual and Practical Skills should be included as one of the major outcomes of our general education program."

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<th>Answer</th>
<th>Number Responses</th>
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2. Comments:

It seems like these are two different concepts (or at least could be) for example, a course in Physiology is different than a physical education course...yet it could be argued that physiology is intellectual and physical education is applied. However, the knowledge base is not comparable.

It may be too early to teach practical skills at that level.

Vague concepts to be included, per se.

The "practical skills" should be strongly related to the intellectual aspects of the program. Otherwise we will get dopey courses akin to learning how to throw a frisbee.

These two areas are the most cited areas of need according to employer feedback.

How are intellectual skills created, assessed, and reviewed? How are practical skills created, assessed, and reviewed? I believe the purpose of Gen Eds is to provide information about different fields of knowledge to students so that they have a well-rounded education, not just an education that is limited by their field.

I'm actually not sure that Gen Ed should be "practical", at least not in the sense that it provides clearly defined job skills. It seems to me that majors should be more practically focused, but Gen Ed should be more concerned with producing a certain kind of well-roundedness. Obviously, some of these "well-rounded" skills have practical applications, but I don't think that should be the primary concern of the Gen Ed program.

None

"practical skills" vs. "impractical skills"?

I think we need to carefully consider what we consider "practical." There is a fine line between establishing a line of "practicality" too
low for our high-achieving students, or too high for our struggling students.

I am assuming that further specifications will be made once these broader concepts have been embraced.

I agree with the intellectual skills, but what practical skills would you be looking at? Is it fair to mandate certain practical skills outside of the students major in this time of economic downturn.

Would like to see written and oral communication as top priorities

I would like to see personal finance back in as an option. It certainly seems that making our students better consumers of financial instruments such as credit cards, loans, etc. would be of great benefit to them.

The outcome is worded too broadly - all of the other objectives easily fall under the heading of "intellectual and practical skills"

The nature of the practical skills we teach needs to be updated and continually revised, not just what the faculty is comfortable teaching.

"Practical skills" is ambiguous to a fault. Changing a tire is a practical skill that should not be part of a university education. Writing clear, forceful prose and the ability to solve at least simple equations are practical skills that every college graduate should have and many of our grads do not have.

However, we must not become High School 2.0.

How we go about this might not be totally measurable. Our job is to create critical thinkers first, with a marketable skill second. The first will make them competitive for a lifetime, as well as good citizens of the world. The second will get them in the door.

Our general education courses should be where our students learn to think critically and some basic skills so when they get into their major courses, they have a firm foundation.

Intellectual and practical skills would enable our students to be competent in the market communities.

But those areas must be carefully crafted.

These are the skills that facilitate our students in getting jobs. The reason students attend Central and are successful.

The expression, "practical skills" is ambiguous. One must consider context when agreeing with that part of the statement. Trade school education is practical. And, as someone once said, "Nothing is more pratical than a good theory."

I believe that the move to a competency based education is vital. It's not about getting a grade but being able to apply and understand.

Intellectual skills, absolutely. Practical skills? It depends on how practical they are.

posses the intellectual....

To what extent will the identification of a core skill set for all students be understood as restrictive; as generative?

It seems that we already capture this with the other outcomes.

I think social skills are also important.

I think the competencies described are broad enough to cover whatever might be considered an intellectual or practical skill.

3. Please indicate how strongly you agree with the following statement: "Knowledge of the world in which we live should be included as one of the major outcomes of our general education program."

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4. Comments:

I understand the problem we had before with the knowledge-based focus of the CBASE test but as we move to skills, I wonder how we address knowlege. As it stands now, for example, students have to take one American history class. They can graduate from here and know nothing about European or Asian history, for instance. I see this big knowledge gap in a class that I teach that makes reference to major 20th century events in European history like WWII and to political movements and ideas. The students don't know which countries fought in WWII, what Vietnam was about, or what a "communist" is and they're all juniors and seniors. I think we need to work on exposing the students to the basics of what a well-rounded person should know. Can we create a gen ed history course? In that course, they'd learn about American and world history. Otherwise, they are learning only a small sliver of what an educated person should know and may graduate with an embarrassing lack of information. Likewise in the sciences, they can avoid
biology and can graduate without basic science literacy, which must include the biological sciences. I propose a modular model to address the diversity in disciplines like science and social sciences. Emerging issues will have to be discussed. I'm assuming "knowledge of the world" includes knowledge of history (including the history of ideas), as well as knowledge of literature, music, and the visual arts. Absolutely a necessity for educators in the modern world. 

... with strong emphasis on the natural world as well as geography and history.

Absolutely, and this should include information beyond our walls. If you read the opinion poll from the Muleskinner from the last week in Sept.09, it is clear that our students don't understand or value learning about the world outside of their classes. To the question, Have you ever considered studying abroad, only one of three students responded yes, and that person said that they couldn't because of their class schedule--isn't it our job to promote the value of understanding the world around us? Anyone who knows about the degrees of this university should also know that a semester abroad can count in the UCM GPA and classes can substitute for classes at UCM. Anyone who does their homework should also know that the price for study abroad is typically the price you pay for tuition here. Unmeasurable None

What level of knowledge will be required. Does the committee have some level of proficiency in mind? Understanding the concepts of the world but not actual facts due to the dynamic nature of global information, so I am not sure how this outcome should be stated to reflect the associated skill

This is paramount. We no longer live in an isolated world, and if we fail to include this statement and focus then we are ignoring the paradigm shift in communication and globalization that our students experience every day. We're late! We really need to get going with this aspect...

Again, it depends upon what knowledge is being dictated to the student. If a student must take a class in culture issues, the student should also look at religious issues and political issues. It should not be a one sided exposure. Although is is quite vague and meaningless without definition.

Knowledge of the world is needed for the "intellectual and practical skills" of the first objective to have context and meaning. Defining the "world in which we live" is a sticky situation. Are we talking about teaching lifestyles?

"Knowledge of the world in which we live"--again, exceedingly broad. What kind of knowledge: geographical, cultural, geological, biological? And how much knowledge?

Some 18 year old bubbles need to be bursted, but I don't want us to go so far as to leave hollow shells of individuals. Worldviews should be challenged, deconstructed, and, most importantly, be fostered for enlightened reconstruction.

Part of critical thinking is an understanding of the whole. If student are to be successful, they need to have an understanding of what is going on in the world around them. Students need to be in tune with changes in our culture and society. Also, technology. This is too vague to be meaningful. 

College graduates must have general knowledge of the world around them. These are essential learnings for all successful graduates. Again, there are numerous ways to interpret the statement. There are people who know the world of their life and experiences far better than most scholars. At the same time, many "educated" people don't know the names of their U.S. Senators.

And I would add not just knowledge of the world in which we live, but also specifically the diversity of the world in which we live. be more specific, what is the knowledge of the world...?

Whose knowledge? To what extent is there common agreement (among disciplines, individuals, etc.) on both the "big ideas" and the "significant details"? The University should do more to encourage students to study at least one foreign language.

A liberal education without such an area of competency wold not be very liberal. A bit vague
5. Please indicate how strongly you agree with the following statement: "An understanding of individual and social responsibility should be included as one of the major outcomes of our general education program."

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6. Comments:

This is an essential part of the university experience and one that we adopt with our campus creed. For the university to include it within the general education, it creates a specific behavior for what we talk about. Green initiatives are perfect example.

I agree in principle, but I’m concerned about the possible tendency to preach/indoctrinate.

... with strong emphasis on ethical behavior.

Important concepts, but a focus of the teaching? Not only hard to teach, but harder to assess. Should these components not simply be built into ALL program areas as expectations?

I like this idea in general, but it is hard to know whose ideas of individual and social responsibility will be employed. For example, will white, middle class students and white, middle class professors at UCM have the same ideas of individual and social responsibility as students of color or professors teaching WGS/African Studies, etc.? How will the outcomes be determined, assessed, and reviewed?

Society is all of us working together. Not just a few people with others to follow.

None

Two individuals from different social backgrounds can “understand responsibility” quite differently. What is means by this phrase?

As above

I think this is important as service learning and community service becomes more important to companies who hire our students. This also includes sustainability issues and teaching students how they can contribute personally and within a company; I do not think this trend is going away anytime soon.

While this is important, it reads like indoctrination of values.

I actually think this is an important outcome, but I don’t really see it happening through stand alone coursework.

Sometimes I am concerned with WHO is determining wht is "social responsibility". There are some people on this campus who use that to preach their individual beliefs (religious or not) to students, especially when the opinions are not related to the course.

I agree that this is important, but seriously doubt that it can be accomplished effectively in our gen ed program. Practically speaking, our gen ed program isn’t even a program - it’s just a collection of courses thrown together with options to pick and choose. Enabling students to develop individual and social responsibility requires a coherent purposeful structure throughout their entire college career. This cannot be assigned to a course or two in gen ed.

This is the responsibility of the family. In many ways initiatives in this direction face an endless social need. Better to focus on social aspects and responsibility issues particular to those things that we already teach.

Somehow our job does not seem, to me at least, to teach students how to be good citizens. Granted, many do not learn much at home other than to be a me-firster. Doubt college can do much to offset that.

Individual responsibility also should include some kind of intellectual responsibility.

This should be very loose though, not forced open-mindedness.

Again - critical thinking. Plus, if we can relate education back to them, show them relevance and importance, they will own it.

Most definitely! Particularly in a course like public speaking, we stress the importance of ethics and being responsible in interactions with others, be it in a public speaking setting, in small group interaction, or in one-on-one interaction. Students MUST know, in our society, they can say almost anything. Whether they SHOULD and HOW they should is another matter.

Definitely agree. Social and individual responsibility is required of all educated individuals to be valuable citizens.
The statement is so vague and conclusive as to make me conclude that I could go the whole continuum, from totally agreeing to totally disagreeing. How are individual and social responsibility clearly understood by anyone?

also adds 'sustainability' into this outcome.

While I am sure we could come up with some specific responsibilities we can agree on, this could be a very politicized debate on what those responsibilities should be.

Values compete. What is the university's responsibility to foster the competition and to investigate "the essential tension" (Thomas Kuhn) among competing values? How does the university build in particular views on responsibility--social justice, tolerance, sustainability, service--recognizing both the diverse and the culture-bound constituencies affected by both explicit and tacit policy?

If we can actually teach individual and social responsibility to those who already have much of their cultural and social understanding set by age 18, I'm all for it.

"Social Responsibility" means different things to different people, and so should not be included in a General Education curriculum. Its inclusion could be used as an excuse to indoctrinate students, rather than educate--particularly if a student's idea of social responsibility is different from his or her instructor's.

This understanding should develop from the skill and knowledge areas. If students get through the skills and knowledge areas without such understanding, the first two outcomes should be reviewed.

7. Please indicate how strongly you agree with the following statement: “The ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses should be included as one of the major outcomes of our general education program.”

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8. Comments:

I'm not sure I understand how this would be tested, though.

This should be the raison d'être of higher education. Unfortunately, we are in the business of mass education so meaningful engagement in scholarship and research is virtually impossible.

This will only be in evidence way after the fact through a student's completed program. The general education program should provide the foundation on which this is built, but perhaps not be specifically part of the general education program. I am thinking about how student teaching satisfies this requirement currently for teachers, and believe every program probably will have a capstone type course, but again, not sure it should be included in the general education program.

Discipline specific courses in the major should integrate and apply skills, knowledge and responsibilities acquired in general education - that is the nature of upper division courses - not general education courses.

How will this be determined, assessed, and reviewed?

Application of textbook knowledge to the real world around us in life or careers is central to a beneficial college education.

None

If this outcome is to be implemented within individual majors, some disciplines will have a hard time integrating "all" of the outcomes/competencies from the gen ed program.

I feel that one outcome of the general education program is to support the ability to integrate and apply skills, knowledge and responsibilities in the discipline-specific courses. I am not sure how students accomplish both general education outcomes and discipline-specific outcomes simultaneously, one is the foundation (gen.ed) and the other the building blocks (discipline-specific)

Apply them to what? Integrate with what? I think this statement lacks some focus.

Although I agree with this in principal, I think this part is developmental, and might not likely occur at the beginning or early on in a student's educational process. A graduate from our institution should definitely have these abilities. I wonder if there is discussion of an "exit" experience?

How can you add discipline-specific courses to a gen ed outcome? Other than that I agree

Students have to be able to apply knowledge or it is not useful! They should have projects in core classes that allow them to apply
what they learn.

The integration is important, but I don't think it can just be an outcome of the general education program. It has to be developed through interaction between major programs and the general education program.

I agree, but how will you assess this?

This integration in ICAP or IGEN is important, but it relies on a major or college to create a coherent program that pulls everything together. This does not and cannot occur in gen ed or even as a result of gen ed.

Integratability depends on the relevance of things learned in GenEd. If a discipline has a particular body of knowledge or standards that are vastly different than GenEd then GenEd will be forgotten.

So vague--how would one measure this?

We need more courses that are designed to integrate, not deepen specialties. As long as we don't approach a technical skills program, I agree.

A college graduate is expected to process higher level learning outcomes. Both common sense and technical knowledge are essential to success.

I really have no clear idea of what you mean by this jargon-ridden statement. It could be anything from intellectually challenging to utter nonsense.

See comment 2

I think that is a good idea, but difficult to measure.

These are general education outcomes and there fore should not rely on discipline-specific anything.

How can this outcome become realized without explicit "vertical" curricular connections in discipline-bound and professional programs? Articulating "Learning progressions" that link the structures and body of knowledge of disciplines with the development of an individual's own body of knowledge and world-view might be a necessary strategy for the outcome to grow from gen. ed. through discipline specific courses.

I am not quite comfortable with the wording of this outcome. Are responsibilities "acquired" in general education and discipline-specific courses? Rather, they might be "realized" through general education courses, etc.

This seems like a mesh of several already included outcomes.

It's an ok idea, but I would prefer NOT to have any part of the General Education curriculum dictated by the individual's major. If it is general education, it should be just that - broad and general with a nice smorgasbord of courses taken that address the basics: writing, problem solving, mathematical computation, critical thinking generally, managing information and applying relevant info technologies, a smattering of science, the arts, history and the social sciences, and language and literature. Other "specific" kinds of course don't fit general education.

It can be a goal statement but I don't see how this becomes an outcome of General Education Program. It is unclear how the General Education Program can possibly assess the student's "...ability to integrate and apply skills...and discipline-specific courses" unless there is an intent to place a discipline-specific course from each major/minor in the general education program. It seems that Outcome 4 should be moved to the disciplines/majors/minors since students wouldn't always be in General Education courses at the same time as they are in the discipline's courses and it is in the disciplines that it becomes an outcome for students to do the Integration--Application. Is the outcome for general education that the student will be prepared to demonstrate the ability to integrate and apply skills, knowledge and responsibilities acquired in general education in discipline-specific courses? I think that this rests with the disciplines and that this simply adds/makes bigger the General Education program.

9. Overall, is there any essential outcome area that we have overlooked?

Just to reiterate that intellectual and practical should be their own outcomes rather than combined.

None

See comment on (4).

I do not thing the outcomes and competencies attend to the "soft skills" that we are often shown our graduates do not have.

Ability to work cooperatively with others, especially those with different backgrounds and values.

No, but how about an overarching notion of "becoming an educated person"?

Are basic writing skills and use of written communication included somewhere? I cannot believe how many of our senior and graduate level students cannot write adequately.
I don't think so, but I do see that this is a tall order if we're really expecting to have consensus about how the objectives will be determined, and how learner outcomes will be assessed, and how the process will be reviewed.

no

The outcomes include many subtopics not specified, but the important topics have been identified - knowledge, application of information and learning, communication skills, and understanding responsibilities in society.

No

none

I feel these are very strong and encompass a wide range. I appreciate the inclusion of individual and social responsibility as a part of developing good citizens for a democratic society.

no, I think you have addressed them all.

None that I can think of.

I am a bit concerned that we are focused too strictly on gaining applicable knowledge and skills. There is something to be said for personal edification, the growth of knowledge, and the ability of a student to engage with their world on a more critical and intellectual level. This sounds a bit too utilitarian.

Nothing is said about the knowledge or skills related to the health or wellness of the individual. A state of wellness is paramount to the student's ability to be at their best in all the other areas. I think we do our students an injustice by not helping them understand more fully how important their state of wellness is to their ability to learn and carry out the tasks of their daily lives. Since the future of our country/world lie in the hands of our youth, having future leaders who value health can do nothing but make a positive impact in every aspect of life.

no

No.

Not really.

Yes. When we have outcomes that begins like "UCM graduates will demonstrate knowledge of the world in which we live by..." and "UCM graduates will demonstrate an understanding of individual and social responsibility by..." we should be ready students to experience a certain quality of life. Quality of life issues seem to be missing from the Gen Ed program. In today's world and economy-health and wellness has a major impact on quality of life. We address the "intellectual" piece well, but there is more to the student than a mind. The mind travels in a "suitcase" that needs care!!

no.

Not that I can think of.

Approaching problems with scientific and critical thinking

The problem isn't that you've overlooked any outcomes, it's that you've treated them as independent of one another. However, this is understandable when we recognize that gen ed does not function as a coherent system of interlinked courses and learning objectives.

Given the rather chaotic climate & urgency surrounding the health care plan that Congress has initiated & the varied but catastrophic impact that it will have on America, I firmly believe that provision should be made for including an outcome that would reflect primary preventive medicine & its application to the quality of life! This has been my penchant for forty-nine years.

Contemporary Literacy. The inclusion of Visual Literacy, Media Literacy, Software Literacy.

How can any of the above outcomes be measured?

I think most of us believe that and try to teach it. I worry that we are trying to measure everything. I believe in all of the elements above. I think we already do this.

Is it clear to our students that what they are learning in their general education program is useful and applicable to their personal and social life and their career? Can we incorporate opportunities for them to learn socially, to observe skills we teach in the workplace, to reflect on the value of what they are learning for themselves?

Not really.

Business sense in the form of understanding the complexities of the world whether it be culture to culture, for-profit to for-profit, non-profit to world, B2B and so on.

The committee has done a fantastic job and should be commended.

No.

I do not know.
I would like to see diversity in there explicity. I see how it is there implicity, but I think it needs to be more in the forefront given our increasing diverse society and the lack of knowledge that many of our student have about anything outside the U.S. (sometimes the state of Missouri).

Ability to express oneself articulately in writing may be overlooked for mechanical issues.

no

The nature of knowledge--both generally and as connected with specific disciplines: How do we know what we know? An essential epistemological question.

This is implied but not stated concretely. The ability to communicate articulately both in writing and in speaking is critical to the development of an educated individual.

No.

I'd like them to have more than just an "understanding" of individual and social responsibility; I'd like them to demonstrate the responsibility itself.

No, on the whole, I think you have succeeded in outlining basic competencies. The real test of this will come when individuals begin laying out courses that are supposed to include the competencies and are determined to have "something" in the mix from their field of expertise. I say "keep it simple" with not so many options.

No. I think you've covered the main items well. I just think that Competency 9, under Outcome 3, is very important-- hopefully it won't be given short shrift or simple lip-service as this process works itself out into the actual curriculum. Achieving all the other competencies will mean far less if Competency 9 is not equally strong.

Our world is being driven by technology, and well-educated responsible citizens need to be able to make wise choices as consumers and voters. Wise, thoughtful decisions will be required at the individual, regional, and international levels if we are to maintain and protect human and environmental well-being. More than being able to "use" technology, citizens need to understand the social and environmental consequences of human technological endeavors. Similarly, creative, innovative thinking has been the economic engine of America's success in the past two centuries. Students should learn to solve problems in a variety of different contexts using innovative, creative thinking. Clear written and oral communication skills are also important. These skills can be learned in the context of a student's major (also their primary interest area). They do not belong to any program or dept. on campus. Understanding and tolerance of individuals who have a different background or perspective is critically important, and I assume is embedded in these stated goals.

No.

10. Please indicate how strongly you agree that the following competency is an essential component of the Intellectual and Practical Skills Outcome: "Writing texts that respond to specific audiences and purposes, using appropriate conventions of format, structure, and documentation."

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11. Comments:

Strongly agree, but it might be difficult to find appropriate texts.

Delete the word "Text"

... but students should be able to do this before they get here.

Is this the one that is supposed to include basic writing skills? Not clear.

I think this is often overlooked, except by individual professors who dedicate themselves to assessment of writing. Departmental exceptions, in my opinion, include at the top of the list--the History Dept and the English Dept. Can we better utilize Writing Across the Curriculum?

Communication is extremely important to provide knowledge and information of one to help others.

None

Students are weak in this area, and seem not to be able to apply knowledge learned to writing in other areas.

Documents would be a better word than texts.
A bit too technical in language, but otherwise fine.
This will have to include what the International Reading Association terms as ICT’s: internet and communication technologies.
I don’t like the word texts but I have no replacement to offer
The word “texts” should be replaced to something that will have more meaning to students. It just sounds funny.
The students at UCM are POOR writers!
And discussing - ORAL competencies could be added here
We need to focus on basic writing skills with our students. I see a lot of students in upper-division courses who do not understand basic rules of grammar.
Writing and especially technical writing is a skill our students need.
Writing “texts” doesn’t make sense. Please take out the word “text.” This could be better phrased as follows: “Writing that responds to specific audiences and purposes, using appropriate conventions of format, structure, and documentation.”
Does this include writing for blogs, emails, and online publications?
Is the question about text that are associated with text messaging?
However, we must not become High School 2.0.
To communicate effectively and use information ethically—most valuable skills.
This is critical, especially in today’s converged society.
a
Texts are not as important as the qualifications of the faculty members. I think course presentation, format, assessment and reinforcement are most important.
Need a clearer definition of the word “texts”. For some disciplines this refers to books not written papers. A more general term would be "assignments" or rephrasing to state "Writing that responds to specific audiences …" Once more, this could be anything. What makes something “appropriate” or “inappropriate”? What conventions do we accept and which do we question? How does a TEXT respond to anything? I guess you mean the writer of the text. Is this saying that students should know how to write research papers? Essays?
the word "texts" should be changed to 'writing technical reports'... writing messages....
Ability to express oneself articulately in writing may be overlooked for mechanical issues.
Clear communication through writing. Writing for understanding. These two concepts should be included in this statement.
Word texts do not make sense, they are not going to publish books, they are texts... essays, papers should be used instead
I do not like the term writing texts
I’d also like them to use appropriate language conventions so that the texts are understood.
Everyone must be able to write competently - by that I mean a well-formed paragraph of sentences that are grammatically sound and clearly convey the meaning intended. It would be good if they could speak in an equally competent manner.
I do think it is important to be able to write well, or at least to be able to write properly and clearly. I do wonder where the mention of "reading" might also come in (?)
I hope that departments/majors will have some input in to how this looks.Perhaps a writing intensive course rather than multiple courses solely in one discipline.
Should reading skills be included here?

12. Please indicate how strongly you agree that the following competency is an essential component of the Intellectual and Practical Skills Outcome: “Presenting and interacting effectively in professional, group, and interpersonal settings.”

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<tr>
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<td>5</td>
<td>3.57%</td>
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<td>8</td>
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<tr>
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<td>64.29%</td>
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<tr>
<td>No opinion</td>
<td>1</td>
<td>0.71%</td>
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13. Comments:
Very important.
change interpersonal to informal

While this is a useful and desirable skill, I don't see it as essential.

I think that this competency incorporates too much stuff. Interpersonal communication is very different from presenting and working in a group. I think the committee is trying to throw all the communication information in one competency. There should be one additional competency that specifically addresses interpersonal relationship. It is a skill that needs to be learned similar to writing, math, etc. If we want to graduate well rounded individuals, it is a disservice to them to not explain and teach appropriate ways to have interpersonal relationships.

I think this is usually included, but the level at which students present and interact is so varied that I have trouble believing that we all understand/use the standards for assessment here.

Training is central to all careers today.

None

I'm not sure I understand the term "interpersonal settings".

This is too vague. I suppose it is something you would have to measure in assessment, but nonetheless, this is too vague.

Collaboration and team work now more than ever. And globally, too!

Hard to assess with a standardized paper/pencil test

Wouldn't professional and group settings be interpersonal by definition? I agree with the intent, but the phrasing is very awkward.

Depending on how the measurable outcomes are defined, how would you assess if students can present and interact effectively in professional settings unless we require all students to give a professional presentation or attend professional meetings.

May not be for everyone. Power Point is no longer a god!!

Presenting is too ambiguous - I would like to see Oral communicate

I agree with the interacting part. Not all students will be "presenting" materials.

It should be clarified that this is both virtual and in-person interactions.

How to measure?

Oral presentation and communication is a skill that is required to succeed in the real world.

Like to see "ethically" added with "effectively."

Again, it is vital that students receive this training. We address these issues in the public speaking courses I teach, and then we carry them forward (and I frequently refer to them) in other courses I teach.

A better wording might be, "Presenting and interacting effectively in public, group, and interpersonal settings." "Professional" is ambiguous, but it usually implies some type of business setting. One-to-group situations don't always occur in a business context.

The biggest challenge above is presenting oneself effectively in multiple settings. An ability to present oneself is largely a reflection of interaction. In our profit-driven, overly ambitious world, the one who cannot make him or herself understood in a public setting will be overlooked and marginalized.

Students need social skills as well as technical skills. Many students are relying too much on electronic devices and not developing social skills.

Here, again, the whole thing sort of expands, like an infinite universe, into a murky, soup. This applies, in a way, to everything. There is no more basic skill than communication. NO discipline could exist or function without it. But it is not understand and taught effectively in just any class.

This can be achieved from both live classroom and online. There are a number of software that allow students to present (audio and images) to the course instructors and classmates.

How we are going to evaluate these presentations, how one is going to do interpersonal settings

Presenting and interacting are very different activities.

If this includes the ability to speak and explain one's position on a topic in a civil discourse, terrific!

This really needs to say something about "oral communication" and also should mention something about an "audience" Students need to be able to make formal oral presentations with consistent effectiveness employing various organizational structures in a variety of communications adapting to a variety of audiences.

14. Please indicate how strongly you agree that the following competency is an essential component of the Intellectual and Practical Skills Outcome: "Solving problems, drawing inferences, and determining reasonableness by using mathematical,
computational, statistical, and/or formal reasoning (including reasoning based on principles of logic)."

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<td>97</td>
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<tr>
<td>No opinion</td>
<td>3</td>
<td>2.14%</td>
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15. Comments:

Logic should be a required class!

Very important, but students at that level should not be overloaded with data and formulas.

say drawing reasonable inferences instead of "determining reasonableness"

The idea behind this competency is sound, but the Boolean logic is not! I recommend removing the "or."

Not essential

... all students should be required to take a statistics course and a course that centers on logical empiricism.

I like the competency but am less enthusiastic about the inclusion of the mathematical and statistical components.

I think we do this well. I think having such a diverse group of faculty helps students in these areas.

Critical thinking and solving problems are requirements for all jobs even flipping hamburgers.

None

Should include the validity of qualitative research in this statement.

The parenthetical text need not be there as it is implied by the phrase "formal reasoning".

There are other methods of reasoning beyond logic. They should not be ignored.

reasoning should also be based on qualitative data beyond logic. (academic and professional publications, press releases, news, etc.)

Problem solving requires more than these purely rational abilities. Logic is a manipulation of the information at hand and does not require the decision-maker to question its validity or look for other information. If you cut out the solving problems part of the statement, the outcome is more consistent with logical processes.

That sounds like the most anti-creative thing I have heard in a while.

But since we all have different brains, maybe there are more ways to go about this than you would normally consider. Consider multiple intelligences as you define this. Making art, for example, requires lots of decisions, problem solving, reasoning, and a little math. Graphic design requires all sorts of problem solving and technical ability. Maybe those needs are being met in ways you haven't thought of.

The and/or bothers me. Does this mean that a course in logic taught in philosophy might replace a math requirement?

Higher level thinking skills are essential of all students. Students must be proficient in math and sciences, which include problem solving, to be productive citizens.

Vague, vague, vague. Ambiguous, to say the least.

This seems slanted toward math. I think LOGIC is what is essential.

Would be more comfortable if the and/or was changed to and

Nothing explicit about gathering data and transforming data into evidence-based arguments that support/challenge explanations. Nothing about experimental / quasi-experimental and other evidence-based tests of reasonableness. But, I see that there is another statement later. How / why are these separated?

16. Please indicate how strongly you agree that the following competency is an essential component of the Intellectual and Practical Skills Outcome: “Thinking creatively and critically.”

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<td>6</td>
<td>4.29%</td>
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</tbody>
</table>
Somewhat agree 25  17.86%
Strongly agree 98  70.00%
No opinion 3  2.14%

17. Comments:
Thinking critically is essential
I think this is easy to say and hard to articulate in a given class. All of our classes should have an element of thinking critically.
We have to create strong foundation for upper level classes.
I agree in principle, but I'm not sure how one goes about making people "creative." One can certainly encourage and nurture creativity, but I've always thought you were either born with the germ of it or you weren't.
I get what is being stated with this competency. However, doesn't every college course do this? Couldn't every class submit to be part of the gen ed because they fulfill this??? By including everything you have nothing???? What is the point.
Sadly, critical thinking is something that, no matter how strongly one believes in, is still a difficult thing to teach (and sometimes model if one isn't used to expecting students to do this). I don't think we encourage this in Gen Eds that don't require higher order thinking questions/style of answering/participation in classes.
Very hard to measure
None
This is vague and has no meaning--every course involves critical thinking or it shouldn't be part of the university.
Not sure what this means or how it is different than previous competencies.
For the 21st Century learner, it's definitely a stated skill that all employers are asking for, and Central needs to provide these skills as practical application for problem solving.
About what? Our students can think creatively about lunch, but is that what we want? Do we mean creative problem solving, critical thinking and engagement with texts or ideas? Too vague.
Speaks to number 14 as well.
It depends upon which classes will be designated as providing the ability to think creatively and critically. This objective is often obtained in the students' major area of study. I've looked at some of the current Gen-Ed requirements, and I wonder if a choice for a class was made to support the class rather than the student's education.
I agree with the intent, but this needs to be operationalized to convey what it means. This is fairly fuzzy and open to interpretation as stated. If UCM is going to be accountable for developing and assessing general education competencies, there has to be a common understanding of what they are.
How do you define and teach "creative" thinking?
Separate the two types of thinking - you have more than one component and they cannot be taught and measured in the same manner.
Creative thinking and problem solving are severely lacking in this generation. Also the ability to be critical in constructive ways beyond stating the obvious.
It seems to be a part of a multitude of competencies and may not need to be isolated.
I would love to graduate nothing but creative, critical thinkers. Some people do not have the brain wiring for that, but have other gifts to bring to the table. Make sure we accommodate multiple intelligences.
Inviting students to work creatively is motivational.
Creativity and critical evaluations can be taught and learned. Both are essential skills for successful individuals.
Assessing creativity may be challenging especially across disciplines. Critical thinking as more common or universal components.
Who could disagree with this? But who can know what you really mean by it? People could make things out of sticks and call it creative. Ask a hundred people to define "critical" and see what happens.
This to me is key.
I do think is is quite important, but how will we measure it?
Creatively and critically thinking, or using the word 'innovative'
I love creative included in thinking, but is it measurable?
Yes, these documents need to keep things succinct, but what does thinking creatively and critically mean? This is an especially
important question in trying to understand and promote the development of competence and expertise in novice and naive thinkers. The multi-faceted field of cognitive science provides new specific insights and details related to thinking. Where, for example, does metaphorical and analogical thinking belong?

I prefer the ability to use creative and critical thinking skills

Doesn’t this fit better with “The ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses should be included as one of the major outcomes of our general education program.”

I think this is a bit vague. Perhaps it should be separated into two competencies (critical and creative), and each could be described a bit more specifically. If it is changed, please maintain the clarity of the statement. It must be reasonable to expect an intelligent 18-year old to understand it (the current outcomes often fail at this).

Seems redundant with earlier competencies or other Outcome areas. I don’t believe that this needs to be a separate outcome.

18. Please indicate how strongly you agree that the following competency is an essential component of the Intellectual and Practical Skills Outcome: “Acquiring and managing information effectively through research and the application of current and emerging technologies.”

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<tr>
<td>No opinion</td>
<td>2</td>
<td>1.43%</td>
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19. Comments:

This is essential in the digital society in which we live.

Some of the technologies are merely fads and will be useless in a few years.

Isn’t this really two outcomes. Is effective research the same as knowing the different ways of applying current technologies today.

Again, I am thinking about teaching that does require good research skills with critical thinking, but it also requires efficient use of teaching technologies.

This is a skill mastered in upper division courses, although it might be cultivated in general education.

I know we are not a research institution, but the level of adversity that exists among students who must do research and use technology to do so is astonishing to me.

None

This is an important skill, but I hope it is implemented in the conjunction with a knowledge-based competency. Otherwise, there is no context and students will feel the skills they are learning serve no real purpose.

I wonder how this will be measured as well, since different professors have different levels of engagement and skill with current technologies, let alone emerging ones.

It’s now.

There are students with interests in research and students with interests in technologies. We should be careful not to force interests upon individuals.

I hope we will be provided the resources to make this happen if we adopt it.

The use of the word “research” is confusing/misleading in this outcome. When I think of “research,” I think of conducting original research in order to contribute to my discipline’s knowledge base (i.e., collecting & analyzing data). My assumption that the word “research” in this statement was meant to convey doing “library research” (as in accessing information that already exists ... rather than working to generate new knowledge). Please remove the word “research” to help avoid this confusion. For instance, this could be phrased more clearly as follows: “Acquiring and managing information effectively through the application of current and emerging technologies.”

Again, you have more than one component here - 1)collecting information 2)managing information 3)research skills 4)technological literacy

Students particularly need to be expert at sorting through massive quantities of information and judging the quality of the information they find.

Again I’d like to add “ethically” to the “effectively.”
We cannot thrive in the current world without those basic competencies. Most majors incorporate this into their curriculums. We should count those as the technology component for gen ed requirements, if applicable.

The world is changing. If the students don't know how to conduct research and manage the information effectively, they are going to get lost. Faculty, I would argue, need continuing education in this area; the world and technology are changing fast!

Central students are not doing enough in the area of research and application of findings. Methodology and statistical analysis need to be taught and every student should take a minimum of one course in this subject matter area. Review papers are written with no research component to them.

Does this refer to information literacy?
Could be almost anything people want it to mean.

I strongly recommend and urge the committee to consider a required, “library-led” course or lab devoted to academic-level research skills. Too many graduates, never mind undergraduates, are not "prepared to locate, evaluate, and use information in order to become an independent and continual learner” (ACRL language).

It really depends on what exactly you are talking about here. How to use the Internet 101- not really. If it is more about how do conduct research and how to evaluate the research available critically? Then yes.

This is a kind of catch-all. I want out students to be able to carry out basic research for writing that is beyond acquiring and managing information.

I see more emphasis on this in Jr./Sr. level courses.

Doesn't this fit better with "The ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses should be included as one of the major outcomes of our general education program.”

Perhaps they should do something with it and not just manage it--see #20 below.

If one has the ability to research what one does not know, one can continue one’s education independently forever as needed.

This competency seems redundant and subsumed with Competencies 1, 2, and 3. Research and application of current and emerging technologies could be demonstrated in these earlier competencies and should be included in these competencies where appropriate.

This competency and the previous one appear to be a means of establishing areas/territory for particular courses or departments in advance of the next steps in the process.

20. Is there a competency we have overlooked for the Intellectual and Practical Skills Outcome?

None

Soft skills are not addressed and it should, particularly, because many of our courses are being offered online. This is the one part of a liberal education that should be included. We can't assume that our students know how to build and maintain relationships any more than we assume that they know how to write.

It certainly appears that the sciences are on the “back burner”.

All the technologies of work need more emphasis. Workers, regardless of their field of study, should know how to use the application tools appropriately as needed. In today's world of digital literacy, should digital literacy not be included in the general education program?

I don't think so.

No

No, satisfied with the list of competencies if we could accomplish all of these.

No

No.

Have you ever considered physical health to be a practical skill outcome?

Does ethics come into play WITH intellectual skill?

no.

Able to do some basic finance. e.g. balance a bank statement, understand credit card debt, understand something about home mortgages
team work skills constructive evaluation skills life-long learning skills Verbal communication skills

Not that I can think of.
Sort them out so that each statement contains only one competency. You have most likely missed some important competencies. This survey is already too long and jumbled up. Also, your statements aren't worded as competencies or specific skills.

Ability to navigate contemporary software and respond appropriately to emerging technologies.

How about an ability to acquire and manage financial information?

"Ability to read and speak in a second language."

An ability not only to present oneself but to sell oneself and his/her own ideas. All cultures are a multiplicity of persons "selling" ideas. The committee has done a very thorough job. Thanks!

No

Yes. The ability to be precise. To understand that symbols have no meaning whatever. To understand that ambiguity allows people to agree while having totally different meanings. To know that we listen more than any other activity, teach it hardly at all, and fail miserably at it. To understand that almost all reality is symbolically constructed. We are symbol users—and misers, striving for order, and rotten with perfection (Kenneth Burke).

no

No, but please, make sure practical skills doesn't devolve into something too basic.

Research?

no

Being able to answer both the general and discipline-specific versions of the question: How do we know what we know? is a key intellectual skill.

Understanding the importance of ethical behavior in the classroom and in the workplace.

No.

What about something about practical living--family relationships, managing money. These are covered

Collaboration and teamwork skills

Where is reading and comprehension of what one reads? I assume it is covered but is definitely a necessary intellectual and practical skill.

Again-you need to be specific about the use of "oral communication" because this is such an essential skills. Students have to be able to communicate orally in front of an audience. They need to learn the skills of vocal usage.

No, it actually looks unbalanced to have five under skills, three under knowledge, one under Responsibilities and Valuing and zero under Integration-Application.

No

21. Please indicate how strongly you agree that the following competency is an essential component of the Knowledge Areas Outcome: "Applying fundamental knowledge of mathematics, the physical and natural world and the role of technology that conveys an understanding of how to approach problems through the use of inquiry, experimentation, and scientific analysis."

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<tr>
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<td>3</td>
<td>2.14%</td>
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22. Comments:

Yes, this is so important. Our society is founded on the scientific method and is essential that the students have a basic understanding of scientific inquiry.

Strong foundation again.

The word "Applying" should perhaps be changed to "Acquiring."

Dumping all of these in one "competency" will result in the math and sciences having a minimal role in the general education program. How many people on the GE committee are from the "hard sciences"? The critical issues of today ... human health, volitional evolution, poverty, violence, climate change, the destruction of biodiversity ... are best understood if one has a solid background in the sciences. Our minimal GE requirements in the sciences will ensure that many students will remain largely ignorant of the import of these issues.
Again, have we combined two outcome areas? It seems appropriate to include both mathematics and scientific analysis in a good liberal arts education.

I'm not sure how "fundamental" the knowledge of mathematics you are expecting. The word "sciences" should be included. the phrase "physical and natural world" is vague. A photography class may focus on the natural world, but that does not replace a science class. I can see someone making an argument for something that is not science be considered science because it applies knowledge of the physical and natural world

I think we are strong in this area.

None

Acquiring and applying are two uneven concepts. Both should acquire or both should apply. work on wording. between the two outcomes in Q 21 and 23.

Reading this competency, it is unclear whether students will be asked to learn material from some or all of these areas. I hope "all" is intended.

This will need to have more specific outcomes defined for assessment.

This seems to be a very garbled sentence. I really don't know what it is saying. It needs to be rewritten.

I believe that this is not only knowledge but a very neccessary competency seems a little convoluted [sorry]

Again, too much in one competency. It appears that no one ever intends to assess whether students develop these competencies. Scientific analysis as the basis of all evaluation simply gives you a lot of "safe" answers. Basic problem solving should be built upon a much broader base.

This should be at least three separate areas. One doesn't replace the other. I support the areas, not the combination into one competency.

Currently we require a mathematics course but I feel the content of the course needs to be revised. We need practical math skills and higher level thinking skills enforced.

Noone in his/her right mind could categorically disagree with this statement. But, it says everything and it says nothing.

Just a little uncertain as to the hierarchical placement / organization of intellectual skills competency (as in question # 14 above) with respect to this one.

I'd like them to actually solve them, not just be able to show they understand how to approach them. Demonstrate knowledge by using it to perform the skills mentioned in Outcome 1????

I believe "...and the role of technology that conveys an understanding of how to approach problems..." should be deleted. The sentence then becomes much more readable to an 18-year old. What the statement loses without that clause is higher-order thinking (i.e. epistemology), which seems out of place here. If that is not what is intended (i.e. if this competency is about being able to use technology), then it is equally problematic because of a lack of clarity. What's more, to me this sounds more like a critical thinking 'skill,' than 'knowledge.' If we want them to acquire knowledge about mathematics, and the physical and natural world (and we do), then it seems like we should feel comfortable just saying that.

23. Please indicate how strongly you agree that the following competency is an essential component of the Knowledge Areas Outcome: “Acquiring multi-faceted knowledge of the human experience that conveys an understanding of how to use historical perspectives, scientific analysis, critical interpretation, and standards of evidence appropriate to the social and behavioral sciences.”

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24. Comments:

Lessons learned.
Seems like a lot of info for one competency.

I think more needs to be done in this area. Our students are not competitive in using historical perspectives, critical interpretation, and standards of evidence.

confusing
None

Reading this competency, it is unclear whether students will be asked to learn material from some or all of these areas. I hope "all" is intended.

It's already been said, in many ways, but the survival of our planet and the human race depend on this disposition and ability.

This will need to have more specific outcomes defined for assessment.

Full of jargon--doesn't seem to mean much. Could mean anything!

Again, this could use some rewrite.

How are you defining "standards of evidence" for the social sciences? Mentioning scientific analysis in the same sentence indicates that you intend to blindly apply inappropriate standards from the physical sciences to the social sciences.

This is the complement to the extremes of #21?

Sounds good: how to measure competence for this goal and how to achieve it?

I agree with the areas, but I don't like the combination of so many areas into one competency.

More critical thinking interpretations with analysis and perspectives needs to be included in courses. I feel an emphasis should be placed on qualifications of faculty to courses being taught. Many higher level courses are being taught by unqualified faculty.

Ditto from #22

I think arts should be linked to human experience.

Competency 6 has them applying knowledge, but Competencies 7 and 8 have them just acquiring and cultivating it to convey an understanding. Is this appropriate?

"standards of evidence" are important in all disciplines.

History is important to have an understanding of.
see comment #22, although this one seems less problematic to me.

Critical for the world today.

25. Please indicate how strongly you agree that the following competency is an essential component of the Knowledge Areas Outcome: "Cultivating knowledge and appreciation of literature, languages, and the arts that conveys an understanding of aesthetic analysis, historical and cultural perspectives, critical interpretation, and standards for evaluation appropriate to the humanities and the arts."

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<tr>
<td>No opinion</td>
<td>5</td>
<td>3.57%</td>
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26. Comments:

This competency would seem to suggest that students should study a foreign language or be proficient in one. We are one of the few universities that does not expect graduates to be proficient in a foreign language.

Writing skills are important.

Seems like a lot of info for one competency.

... will there be a language requirement?

To me, #23 and #25 are what Gen Ed is all about. Everything else is just window dressing.

None
Reading this competency, it is unclear whether students will be asked to learn material from some or all of these areas. I hope "all" is intended.

I think the arts, literature, and humanities are more applicable to students if they are applied within their field, since these applications differ by a lot.

This sounds like a restatement of #23, but applied to the humanities and the arts as opposed to the sciences. Some of the humanities and arts classes on campus are a waste of student time and resources. Still, they are a requirement. Are we doing our students a disservice?

This will need to have more specific outcomes defined for assessment.

Rewrite.

Not that I can think of.

not my area

Why don't you just combine all of these?
impossibly broad and vague.

Too many issues in one competency.

An appreciation of the liberal arts is important and makes a "well rounded individual". I feel critical thinking skills, higher level processing skills are the most important but to be successful in today's society, a well grounded person must also display an appreciation for the arts and humanities.

One of my M.A. and doctoral minors was Letters, the study of literary criticism and aesthetic theory. I wonder how many people on the faculty would have the same definitions for the terms you use?

Competency 6 has them applying knowledge, but Competencies 7 and 8 have them just acquiring and cultivating it to convey an understanding. Is this appropriate?

27. Is there a competency we have overlooked for the Knowledge Outcome?

no, I think that there is clear appreciation of the physical/natural sciences; social sciences; and humanities/arts

None

no

I am sure there are some, but nothing in mind of importance at this time. Always methods or topics exist for improvement or new direction.

No

The competencies identified are integral to Gen Ed.

no

I don't think so.

unknown

Knowledge/Science of healthy living. It is critical to quality of life!

no.

Understand the purpose and application of knowledge

Not that I can think of.

Apply fundamental competencies in technology, arts, sciences, social sciences, and abstract theories, to multifaceted inquiry, experimentation, and critical evaluation of problems and opportunities.

No

We need to concentrate on developing thinking and personal social skills rather than electronic, computer skills. Students are using electronic devices at the expense of developing social skills. What would happen if they could not use any electronic devices for one week or even one day?

No
What is the view of knowledge suggested in the statements--universal--constructed--especially with the knowledge tied to diverse domains? What is to be done about diverse epistemologies and "core" understandings?

No.

an understanding of societal institutions, norms and practices.

I notice that all the colleges are represented except education and business. I hope they pick up an appreciation of and the ability to engage in lifelong learning as well as the basic business and economic concepts to be successful in survival.

A basic understanding of how knowledge is created is essential today. This applies to all disciplines and to personal life.

Good stuff here. However, I don't see too much about the basic but essential skill of reading well. I'd love to see the skills that are conveyed in Mortimer Adler's classic "How to Read a Book," or at least its themes and practices included in what we expect as a basic skill/competency. This skill (or lack thereof) has a large impact on all of the other things we try to accomplish through a college education. I teach a senior level class and often hear the comment from my students that "This is the first textbook I've actually read all the way through during my time in college." That scares me a little.

No

28. Please indicate how strongly you agree that the following competency is an essential component of the Responsibilities and Values Areas Outcome: "Evaluating individual actions, intercultural relationships and social alternatives within local/global frameworks using ethical reasoning, civic principles, and cultural values."

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29. Comments:

Strong foundation again.

I agree that people should have this ability, but who decides what constitutes competency in these areas? Will there be some kind of litmus-test set of values that a student must adopt to be considered competent?

Built into all teaching I would hope.

Any demonstration of individual responsibilities?

None

Social (community awareness), environmental issues and how they can be implemented in life and work

I don't believe we should force ethics upon a student. I also do not feel we can educate values into a student unless the student has an inquiring mind.

Again, I think this is a good thing to do, but you have to commit to assessing it if it is a programmatic outcome.

Must be careful. There are so many unethical faculty on this campus. Who teaches ethics, possibly an unethical person?

What about specifically addressing diversity? I realize that intercultural relationships may address that to some degree, but diversity is so much broader. I would like to see it incorporated, if possible.

Should include statement about "evaluating individual actions, intercultural relationships, and social alternatives based upon scientific principles" as well as ethics, civic principles, and cultural values. Some ethical, cultural, and civic "principles" ignore widely accepted scientific principles.

If you are jumping into this don't be shy add "moral strength" or "integrity" a utopian goal.

Too many ideas in one competency.

Central's campus is currently weak in this area. Service projects should be emphasized and required.

This is as vague and ambiguous as it gets. It's like the word "freedom." Who is against it? Who says we shouldn't like it and have plenty of it? But try to present a definition of it that everyone will agree with I honestly have no idea what you mean by this language.
I think there should be two competencies. What you have is fine, but it lumps a lot of things together. I would like a second competency which specifically addresses multi-cultural, diversity issues. The first one could be revised to focus more on civic responsibility.

Would ask similar questions re: whose ethics, whose civic principles, whose culture, etc? To what extent should the University make responses to such questions specific--keep them vague?

What could matter more than this relative to this endeavor? If we get all the other competencies down pat but then fail on this one, what have we really accomplished?

If we include "Social Responsibilities," then this is perhaps about as good as a competency can be for that.

It appears to be a catch-all and would be stronger if this were not written so as to include everything. This should be a couple of competencies.

30. Is there a competency we have overlooked for the Responsibilities and Valuing Outcome?

None

No

I like that it is there, I like that it is just one and is simple and flexible.

Where is the competency about intrapersonal information, risky behavior practices, or positive health choices addressed?

Maybe something to the effect of "valuing and appreciating for diversity in our society".

I would prefer some statement about increasing our students' awareness of difference. I do not think that evaluating individual actions and intercultural relationships is enough, because it creates the concept that our only goal is that students be able to evaluate difference, rather than explore and increase their awareness of difference. Our students need better education in the awareness of racial, ethnic, cultural, disability, gender, sexuality, class and religious difference.

Not sure.

unknown

Valuing--I am concerned about this campus' thinking regarding diversity. I do not celebrate diversity for the sake of diversity. I appreciate and value differences, but do not agree or promote certain lifestyles or images. It seems that the valuing is fine unless you value something that the mainstream doesn't like. UCM is much more closed minded that they want to appear.

no.

Take accountability of individual actions

Not that I can think of.

Objectively consider spiritual values and religious practice and their impact on community. --Teaching "social alternatives" without addressing "social tradition" is biased and dangerous.--

NO

Central's campus needs to reinforce social competencies. Too much emphasis on electronic learning is currently being highlighted. Both are essential.

No.

I covered that in my comments above!

social responsibility, green environment, sustainability.

no

I'd like to see a 1 year foreign language requirement (or equivalency test). I think this requirement would serve to enrich students' skill set AND help them come to a better understanding of what it means to be "American" in today's global economy.

I guess I just hope that we will take seriously the need to help students not just challenge their own assumptions, but also learn how to develop a coherent worldview that they can live with going forward in life. Student development theory does suggest that part of
college does involve "bursting some bubbles," but let's be sure it does not only involve that. Or, as a colleague put it, we are pretty good at carving students' previous worldviews out by exposing them to new perspectives on life, but do we help them fill back up with a newer better framework, or do we just graduate them as empty shaky-minded and spirited people? This, of course, is all part of "Student Intellectual Development Theory" and my favorite work on this is the work of William Perry (Harvard) on intellectual and epistemological maturity in college students. It is important to help students move past "dualism," but to leave them floundering in "multiplicity" rather than moving through that toward a sort of "relativism" and "commitment within relativism" is unkind and, frankly, I think harmful (Perry's work suggests that we (in higher education) don't often help college students move past "multiplicity" although we really need to). So, I just hope we're paying attention to this. I think that the word "frameworks" suggests this some in this outcome. I hope that's some of what it means.

Respect for diversity should be included in the competency. Isn't that part of our Community Creed and it seems that the General Education Program for UCM should be consistent with the creed/values of the University.

31. The last outcome addresses Integration and Application. It states: "UCM graduates will demonstrate the ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses."

Rate your level of agreement with this outcome as something UCM students should be able to do.

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</tr>
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32. Comments:

This must be hard to achieve because most students see no relationship between the gen ed courses (obstacles they have to overcome, in their view) and their majors.

I understand the idea...but how would it be housed in General Education rather than each degree program?

Integration of knowledge, skills and abilities is critical for future professionals.

Same as earlier comments about capstone courses being built into the programs, but maybe not in the general education program specifically.

Integration and application of general education in discipline specific courses is upper division content and should not be part of general education.

they should-but do they?

None

I know why you have a cumulative project but better to make it a university requirement and leave it to the department to work out the required senior cumulative project. Tying it to general education will be difficult to evaluate and monitor and deal with transfer students.

I think there needs to be a distinction between general education and discipline-specific course as this model is designed to address the purpose of competencies for general education prior to application to discipline-specific programs.

Again, integrate and apply with what, where, in what context? Do we want students to apply these skills to their professional life or their Facebook page? I think we must be more specific about integration and application.

again i quibble with the discipline-specific course requirement in a gen ed policy

I think this objective relates better to the student's major than to the Gen-Edu courses.

But this is much broader than a course. This should be done more programmatically and in collaboration with departments rather than mandated through a course.

Perhaps this is best left to our discipline-specific courses. This a lot to expect from a gen ed curriculum, but a worthy goal none-the-less.

Not sure what the phrases "responsibilities acquired in general education and discipline-specific courses" ["responsibilities" seems odd here - what are you trying to convey by including that?]

This isn't a gen ed outcome. Seriously.
If they can’t make sense of how it all fits together with what they will spend the majority of their time doing; they will disregard and forget it.

So vague that no comment is required. How could we ascertain whether or not they could do it?

Courses need to include social graces and competencies. Often Central students display no social skills. Technical skills are being taught and reinforced, but I do not think social skills are evaluated. Social skills are required of all successful individuals.

It is very important for pre-service teachers to see the connections between what they are learning in their general education courses and what they will be responsible for teaching. As an education professor (with a liberal arts background) I find this disconnect most frustrating.

What do you mean? Much education has been information based. Is this program itself going to teach people to integrate and apply knowledge from G.S. to, say Sociology? How is it going to make that happen? I don’t know.

This is what it is all about.

I agree in principal, but how are we going to demonstrate this?

Not clear on the previous appearance of the question: Please indicate how strongly you agree with the following statement: “The ability to integrate and apply skills, knowledge, and responsibilities acquired in general education and discipline-specific courses should be included as one of the major outcomes of our general education program.”

I still am not completely satisfied with the wording.

This outcome has no meaning. How will you about doing this integration? There are no competencies associated with the outcome, so how do you know that students are “on track” in this outcome?

Should there be a hyphen between general and education, or are we not referring to general-education courses?

Very important but again I reiterate that it has nothing to do with the discipline chosen, just that one is able to tie the general education competencies into whatever field he/she chooses.

I strongly agree with the statement as written, however, I just as strongly do not believe that this belongs as an outcome in the General Education Program. This outcome cannot be assessed as part of General Education. This has to be the responsibility of the disciplines and should not be included in the General Education Program. This just enlarges the program and every major/discipline should require every student to take a common course that would allow students to demonstrate this.

33. Overall, is there any essential competency that we have overlooked?

Excellent survey.

no
No
none

No.

unknown.

no.

Not that I can think of.

The ability to respond appropriately in the workplace and the community to problems and opportunities by drawing upon a body of skills and knowledge studied at the University to innovate, build, strengthen, and uplift in all things.

We take fascinating subjects and make them so academic, dry, and unrelated, that students are not fascinated.

No

How to get along with others, relate to others, and take responsibility for one's own actions.

no.

There should be competencies within this last outcome.

Noppe!

The ability to do all of this independently. I have encountered seniors here who expect to be spoon fed and have no idea of how to learn on their own.

Yes, competency understanding health and wellness. In the end, it more important than anything.
No.

These objectives would apply equally in 1950 and 2050, but there are some objectives unique to the 21st Century. These could be explored.

Please see #30 above.

No

34. Do you have any comments, opinions, or words of advice for the members of the General Education Review Committee as they move forward in this endeavor?

My concern with the process is that outcomes and competencies are so general and vague. Anything and everything fits in. Also, how do we address the question of degree of knowledge or degree of skill. When we say, for instance, "Cultivating knowledge and appreciation of literature, languages, and the arts that conveys an understanding of aesthetic analysis, historical and cultural perspectives, critical interpretation, and standards for evaluation appropriate to the humanities and the arts" how well do they need to do this? How deep does their understanding of historical and cultural perspectives have to be to meet this competency?

thank you for all your work, I know this had to take a lot of time and energy :)

Thank you.

I hate to say it, but in the past there has been a tendency to make sure "everybody gets a piece of the pie," which has led to the inclusion of courses that, in my opinion, are of questionable intellectual value.

I think the social sciences (PSY, SOC, CFD, etc.) are not represented very well in the competencies.

I think these are all really good competency areas. The difficulty, as I see it, will be how to achieve these in specific courses, or within a particular discipline.

no.

Let the turf wars begin! Odd, but we seem to inflict GE reform on ourselves during times of economic crisis (1983-84, 1991-2, and now). This means that most areas, understandably, will not want to be cut out of the GE program.

As soon as it is determined "what" students need to know, decide what the evidence of that learning will look like. Only then can we proceed with designing the learning experiences.

While I agree that all the outcomes are important; I think that the integration outcome should not be part of the general education; but instead be an outcome within each discipline. General education courses should provide the framework for future success. It is within the major/minor programs where integration would take place and we as faculty of the department should monitor this - not the general education program.

Work with the FS General Education committee if you expect them to implement this change.

I applaud this effort. There are no easy tasks for the committee. Please consider how departments can assess what they are doing and if they are doing it well.

no

No

I teach LIS 1600 and coordinate the GAs and adjuncts who teach multiple sections of this course. This course is not connected to any major area of study, but what we do in the course is reflected in just about everything mentioned on this survey. I would like to start (or continue) a dialogue about making LIS 1600 a required course for all students. Sandy Jenkins (sjenkins@ucmo.edu)

Dan Schierenbeck smells like cheese. :)

Good work

Good work so far. The dept members spoke with representatives of the committee, and we provided them with important information on foreign language proficiency (a cornerstone of the LEAP model). Since second language competency plays a role in all 4 major area outcomes, it really must be addressed by the gen ed committee. Please bear in mind as you move forward that we do not wish to have ANY required hours of language courses. It should be measured as proficiency only via assessment, and can assessed in a foreign language, computer language, mathematical language, or sign language on a university-wide basis. Please consult committee member D. Schierenbeck for details of our proposal, or contact me at 660-543-8640.

Dan Schierenbeck is a chili pepper.

Excellent overall formula for our general education program and appreciate the LEAP model.

Good luck! :)

I believe the committee has done an excellent job on the Gen Ed program outcomes document.

These competencies must be integrated in the classroom if they are to be meaningful.
I think you should hold open forums/conversations with the professionals who teach General Education courses. I know that many of the members teach Gen Ed, but in order for this process to reflect our students' needs and the demands of the curriculum, I think a public meeting (or perhaps focus groups?) comprised of Gen Ed instructors is important. Students have complete responsibility for their own state of health and wellness. Without some guidance from credible sources, most students follow peers or the media as their guides. It is imperative that they not only learn factual information, but also how to recognize and discern what is best for them personally. These skills must be developed and reinforced just as math and language skills do.

Thanks for evaluating our learning outcomes and competencies. This will help our students become successful individuals.

They should strive to develop a program that if implemented successfully will produce graduates who are literate - scientifically, culturally, etc., have developed good communication and critical thinking/problem solving skills, and are prepared for life and work in the 21st century.

The general education requirements should be completely satisfied for those students who have completed a two year associate of arts degree or a 4 year bachelor's degree from an accredited institution. We are losing students because of the fact that we require more than this or refuse to transfer classes from even Division I schools.

Is this entire process going to start over when there is a new president and provost? Are people spinning their wheels? UCM seems to want to make the "powers that be" happy--I wish we would look at the gen ed program in order to do what is right, not what is acceptable.

Thank you for your hard work!

Yes, please consider having more options with which are included in General Studies. I suggest we figure out a way to help students write better. The need to learn that a first draft is not the one to turn in.

A gen ed curriculum which ignores "sustainability" and the "cultural carrying capacity of the planet" is deficient. Perhaps UCM could become a leader in this arena and address these areas specifically in the gen ed outcomes. The campus has made great strides in sustainability of late. Why not "say the words" in our overall gen ed campus wide objectives and outcomes? Overall, great work - thanks.

Every time I have asked my graduating seniors about their gen ed experiences they say that they had wished there was more flexibility in choices. Instead of 2 composition classes (which may or may not prove useful for technical writers) perhaps encouraging compositional or technical writing to provide basic skills and then use writing intensive majors courses to hone those skills for communication within one's discipline. The math and science requirements of our general education program reflect an overall lack of support for the STEM disciplines pervasive in the Midwest and small schools.

Thanks for working on this. I'm sure it's a difficult [and thankless] job! good luck!

Start over and develop a clear purpose for gen ed before you move forward to create outcomes and competencies. It's clear that this has not happened in your process, as evidenced by the jumbled and inconsistent outcomes and competencies that weren't written as single measurable skills. If gen ed is really important, why not take your committee charge seriously? Gen ed apparently isn't important enough to do well. Seriously, you could have "created" a better set of of outcomes by simply stealing from another school that had taken the time to do it right.

Again, see #9. Wellness is a personal concern, but fortunately or unfortunately the U.S. government is attempting to extend it long arm into the realm of preventive medicine for financial reasons and supposedly humanitarian interests. The U.S. should represent the epitome of health. A healthy population is the nation's source of vitality, creativity, and wealth. Poor health drains the nation. Given the rather sad state, epidemiological speaking, higher ed. has an obligation to move the nation in a "healthy" direction.

In any effort pointed at benefiting the holistic person we must acknowledge that there are things that we can not address satisfactorily. Many "lessons" and studies must be initiated by the students themselves. We don't teach sex, religion, politics, stress and anger management, love, moderation, etc... We need to be careful where we draw the line between what we have authority to teach and what the students need to learn.

It does seem a shame that so much time is spent on this pie-in-the-sky exercise when the people on this committee could be engaged doing something productive.

Good luck! Good job so far.

Don't feel like you have to assess everything. It's general, liberal education.

This all sounds good and noble, but it is what we have always tried to achieve. This seems like more forms and tables to measure unmeasurables. I am skeptical of surveys and their results - this one included.

Design a general education program that students recognize as valuable for their success. Help them to understand how general education courses benefit them. They should be very practical. They should be designed so that as students progress through their
undergraduate degree programs, they can point back at that General Education course and say, "That's where I learned this skill. That course has helped me to be successful now.

No

I don't see that this is any improvement over the current system. Why spend the amount of time and money on this? This is ridiculous.

Best of luck! The campus needs General Education requirements to be revised and updated.

Thank you for your hard work.

Good luck with the assessment phase :)

Yes. Don't be so vague. It looks to me like you are trying to justify a watery cafeteria approach. Almost anybody, in any area, will be able to say, "Oh, yes! We agree. We do that. Our courses do it. And we'll end up with a strange hodgepodge that will allow for almost anything and everything.

Gosh, what a difficult task. Thank you for doing this.

Please keep flexibility in mind! Be more open to considering discipline-specific courses as potentially satisfying gen ed competency requirements.

I think you have all done a terrific job and spent a great deal of time, thought, and effort on what is an often thankless task. Thank you.

very nice effort, moving forward!

Bless you!

Thanks for your work.

Several years ago, we had interest groups that met and discussed how to teach the gen ed outcomes. I found those discussions to be very valuable. Furthermore, they encouraged across-campus interaction that also was extremely valuable. Please consider implementing them again. Thanks for all of your hard work!

no

Nice job. Thanks. Would be useful and important to bring out assumptions / tacit values--especially as they might impact policy.

Purpose of the list of statements--to restrict or to generate?

The core of a general education should be the liberal arts.

This committee has done an outstanding job. It would be helpful if more faculty and advisers communicated with students about these outcomes and competencies so that the students themselves understand the principles underlying the General Education program and what we want them to achieve.

I can tell that members of the committee have put a lot of effort into these outcomes. Thanks.

Keep the faculty involved as much as possible!

Wow! Great work!

Thanks for the hard work to get us thus far. Now the real fun begins!

Thanks so much for all of your good work this. I do think this is very important and you all seem to be doing a thorough job with it!

As mentioned above, please try to make these clear for students. If we are to put these on our syllabi. For example, a statement like "Employ both induction and deduction and manipulate quantitative and qualitative evidence to study relationships," (a current 'outcome') is a sentence that only an academic could love and is quite opaque to most our 18-year-olds.

I hope writing intensive courses will be considered within the disciplines and that these might become part of our General Education Program similar to what many other institutions do. We also need to be mindful of disciplines which have multiple courses as the requirements of General Education--that seems defeat the idea of a general (education) program.

The committee has done excellent work. The hard part - defining the courses - is yet to come. It is my sincere hope that the next group of people will be open minded and not eliminate certain disciplines from consideration in the general education curriculum (which has been a significant problem in the past.) I would like to see opportunities for technical writing courses instead of comp II (they could be developed in the english dept if they choose). Also, it would be helpful if students learned the citation style required by thier major. Our students come in learning MLA in English and have to relearn APA. I would think we could have writing courses dedicated for the major areas so student learning is relevant and meaningful. I would like to see the general student population enjoy the same latitude and freedom of choice that the honors students have had for some time. I, personally, am wary because of the way things have been done in the past. I was lied to, told that my discipline wasn't relevant, and then after the committee finally approved our gen ed course, the administrator in charge of the committee ruled against the committee and voted it down on his own. We were invited to meetings to explain our course, and then asked to leave during discussions by the gen ed committee (I served on the Grad Coucil and that organization discusses curricular items in the presence of the sponsoring department in a very transparent and
honest way, and the Dean of the Grad school does not force his/her opinions on the group). The general education program should provide broad opportunities for students to explore topical areas that are new and that they would otherwise not be exposed to. I am hopeful for the first time in 10 years that the gen ed program is moving in a positive and meaningful direction that will benefit students.

No