

Responses to the Faculty Survey – April 2015

The General Education Review Committee identified several areas of concern (listed in alphabetical order, below).

Area of Concern	1 st most significant		2 nd most significant		3 rd most significant		4 th most significant	
	Count	%	Count	%	Count	%	Count	%
CORE Budget	40	34.5%	34	29.3%	25	21.6%	22	19.0%
Implementation	41	35.3%	25	21.6%	24	20.7%	24	20.7%
Hour Reduction	20	17.2%	25	21.6%	30	25.9%	40	34.5%
Transferability	15	12.9%	32	27.6%	37	31.9%	30	25.9%
Total	116	100%	116	100%	116	100%	116	100%

- CORE Budget - The budget for the CORE has been reduced in order to meet university operating budget. Operating CORE within budget is an item that needs to be addressed.
- Curriculum implementation - The implementation of CORE represented a shift from menu-driven to integrative courses. But CORE's implementation has come at the expense of some disciplines (i.e., History), has never implemented others (i.e., foreign languages), and added a non-disciplinary category (cross-cultural). These curricular matters should be addressed.
- Hour Reduction/Student Debt - The cost for higher education continues to skyrocket; ACU is no exception. Reducing the number of hours for a degree, thus reducing the overall cost and student debt upon graduation should be addressed.
- Transferability - Since the implementation of CORE, the number of transfer students has decreased while the overall number of hours entering students bring in has increased. The ability to reconcile transfer issues should be addressed.

The next questions asked faculty to respond to two statements regarding the current general education outcomes, those voted on in 2007.

- ACU graduates should be able to demonstrate this outcome.
- I am confident that courses in ACU's general education menus help realize this outcome.

Outcome 1. Strong analytical, communication, quantitative, and information skills—achieved and demonstrated through learning in a range of fields, settings, and media, and through advanced studies in one or more areas of concentration.

Outcome 2. Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms—achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology).

Outcome 3. Intercultural knowledge, integrative thinking, and collaborative problem-solving skills—achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for democratic citizenship and for work.

Outcome 4. A proactive sense of responsibility for individual, civic, and social choices—achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students’ own roles and responsibilities in social and civic contexts.

Outcome 5. Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another—achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out analysis, and producing work of substantial complexity and quality.

	Outcome 1		Outcome 2		Outcome 3		Outcome 4		Outcome 5	
Response	Graduates Demonstrate	Gen Ed Courses Realize	Graduates Demonstrate	Gen Ed Courses Realize	Graduates Demonstrate	Gen Ed Courses Realize	Graduates Demonstrate	Gen Ed Courses Realize	Graduates Demonstrate	Gen Ed Courses Realize
Strongly Agree	81	17	60	9	13	62	14	44	64	9
Agree	29	51	45	45	56	40	51	54	36	47
Disagree	0	35	3	44	28	7	32	10	8	38
Strongly Disagree	1	8	0	10	11	0	7	1	0	12
Total	111	111	108	108	108	109	104	109	108	106

I would support focusing the 3-hour “general education elective” course to come from a menu of courses that emphasize historical literacy (note: the menu’s objectives would be developed in consultation with the Department of History and Global Studies).

Response	Count	Percentage
Strongly Agree	24	21.6%
Agree	52	46.8%
Disagree	26	23.4%
Strongly Disagree	9	8.1%
Total	111	100%

I would support expanding the objectives of the Communication menu (currently met by the COMS 211 course) to include a wider selection of communication classes (note: the menu’s objectives would be developed in consultation with the Department of Communication and Sociology).

Response	Count	Percentage
Strongly Agree	33	29.7%
Agree	46	41.4%
Disagree	19	17.1%
Strongly Disagree	15	13.5%
Total	113	100%

It is possible to teach CORE 210 and BCOR classes with a single teacher and still meet the course objectives, including interdisciplinary thinking.

Response	Count	Percentage
Strongly Agree	20	18.0%
Agree	44	39.6%
Disagree	32	28.8%
Strongly Disagree	14	12.6%
Total	110	100%

The university currently requires 128 hours for its baccalaureate degrees. Which of the following best represents your view of those hours?

Response	Count	Percentage
Keep them at 128	47	42.7%
Eliminate three hours, leaving 125	26	23.6%
Eliminate six hours, leaving 122	19	17.2%
Eliminate eight hours, leaving 120	18	16.3%
Total	110	100%

Should the University reduce the number of CORE hours?

Response	Count	Percentage
Yes	84	74.3%
No	29	25.7%
Total	113	100%

The Gen Ed Review Committee recommends reducing the number of CORE hours. Which of the following scenarios represents the best way to implement this reduction?

Response	Count	Percentage
Eliminate CORE 110 (Cornerstone); keeping CORE 210 and BCOR.	16	15.7%
Eliminate CORE 210; keeping Cornerstone and BCOR.	12	11.8%
Eliminate BCOR; keeping Cornerstone and CORE 210.	36	35.3%
Make CORE 110, 210, and BCOR each a 2-credit course.	10	9.8%
<i>"Other" Responses</i>		
Eliminate all of CORE	17	16.7%
Eliminate 2 hours of Kinesiology (PEAC)	3	2.9%
Eliminate CORE 210 and BCOR; keep Cornerstone	2	2.0%
Eliminate Cornerstone and CORE 210; make BCOR bible	1	1.0%
Eliminate COMS 211; enfold learning outcomes in CORE 210	1	1.0%
Make no cuts	1	1.0%
Keep CORE; reduce Literature course	1	1.0%
Make CORE optional within menus	1	1.0%
Make BCOR a dept course in faith/discipline	1	1.0%
	102	100%

If BCOR were eliminated, what would be the best use of the three hour reduction?

Response	Count	Percentage
Nothing; reduce the overall hours of an ACU degree to 125.	57	53.3%
Replace hours with a Bible course (resulting in no net reduction of hours).	16	15.0%
Add a majors-level course that integrates faith and discipline (resulting in no net reduction of hours).	16	15.0%
Develop assessable outcomes for current majors-level courses that integrates faith and the discipline (resulting in a reduction of 3 hours).	10	9.3%
<i>"Other" Responses</i>		
Don't eliminate BCOR	2	1.9%
Give it to liberal arts (history, fine arts, etc.)	2	1.9%
Eliminate Cornerstone/BCOR - replace with digital creativity	1	0.9%
Eliminate all CORE	1	0.9%
Give it unstipulated to Majors	1	0.9%
Do not cut Bible	1	0.9%
Total	107	100%

How much of CORE should continue if it is not resourced at levels appropriate to execute its objectives?

Response	Count	Percentage
All of it - we should reprioritize other academic initiatives to accomplish CORE.	17	15.3%
Only to the degree for which funds can be allocated.	40	36.0%
None of it - we should use saved funds to meet other academic initiatives.	54	48.6%
Total	111	100%