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11 Update: Copy of the Online Input Survey (sent to faculty and staff, October 15th)

University of Northern Iowa. General Education Re-envisioning Committee.

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UNI GenEd Mission and Outcomes

Start of Block: Default Question Block

Introduction This survey asks for your opinions and preferences about the mission statement and learning areas/outcomes for a revised UNI general education program. Your responses are completely confidential.

Gen Ed Mission Statements

Click on the mission statement you prefer:

- Students in UNI's General Education Program will participate in remarkable experiences that foster engaged and meaningful lives.

 - UNI's General Education Program is our foundational curriculum that informs all of our majors. In their encounters with diverse disciplines, our students develop fundamental skills, cultivate an appreciation for multiple perspectives, and integrate them all in thoughtful dialogue and action. We take pride in preparing students for fulfilling personal, professional, and civic lives.
-

If you wish, use the text box below to comment on the mission statements:

Gen Ed Learning Areas and Outcomes

With an eye toward keeping the number of learning areas manageable, please rate the priority level for the following areas in UNI's Gen Ed Program. Later, we will ask whether you think some of the areas could be combined.

Much of the outcome wording in this document was inspired by or borrowed from (at times *in part* and other times *in whole*) from the . The Information Literacy outcome is borrowed from the National Forum on Information Literacy.

Communication: Students will express themselves effectively in speech and writing, and will listen and read with care and comprehension. Upon completion of UNI's general education curriculum, students will be able to:

Adapt a message to the context, audience, and purpose of a communication task

Follow expectations appropriate to a communication task for basic organization, content, and presentation

Use appropriate, credible and relevant sources to support ideas that are appropriate for the genre of communication

Use language effectively to convey meaning with grammatical precision and syntactic clarity

Prepare and deliver a purposeful well-organized and well-delivered oral presentation Engage in active listening in a variety of communication contexts

- Not a Priority
 - Low Priority
 - Medium Priority
 - High Priority
 - Essential
-

If you wish, use the text box below to comment on the Communication area and learning outcomes:

Creative Thinking: Creative thinking is the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Upon completion of UNI's general education curriculum, students will be able to:

Demonstrate basic strategies and skills within a domain

Make connections and synthesize ideas within a particular domain

Transform ideas and/or develop observations and/or solutions in innovative and well-reasoned ways

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Creative Thinking area and learning outcomes:

Critical Thinking: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, theories, and events and includes the collection and analysis of evidence before accepting or formulating an opinion or conclusion. Upon completion of UNI's general education curriculum, students will be able to:

Identify a complex issue or problem within a given domain

Break complex topics or issues into relevant parts

Analyze and interpret relevant theories, concepts, evidence and data

Consider multiple perspectives before establishing a position, perspective or thesis/hypothesis

Draw logical conclusion(s) that recognize implications and consequences

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Critical Thinking area and learning outcomes:

Diversity: Recognizing diversity prepares students to navigate the complexities of living and working in a diverse and increasingly interconnected world. Students will explore identity as it relates to power, privilege and access leading to the recognition of inclusion as a central virtue of responsible citizenship. Upon completion of UNI's general education curriculum, students will be able to:

Describe cultural differences

Discuss and illustrate key concepts of diversity, including the social construction of identity as related to power, privilege, and access

Demonstrate the ability to engage multiple perspectives on questions of diversity Interact and build relationships with individuals and groups across differences

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Diversity area and learning outcomes:

Ethics: Ethical reasoning leads to observations about right and wrong human conduct. Students will think rigorously about the ethical questions that arise in their personal and public lives, and demonstrate awareness of their roles and responsibilities. Upon completion of UNI's general education curriculum, students will be able to:

Assess their own ethical values and the social context of problems

Describe and analyze positions on ethical issues in a variety of settings

Apply different ethical perspectives to ethical dilemmas

Consider the ramifications of alternative actions

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Ethics area and learning outcomes:

Information Literacy: Information literacy is characterized by the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Upon completion of UNI's general education curriculum, students will be able to:

Determine what information is needed to understand a problem

Access the needed information

Evaluate information and its sources critically

Use information effectively to accomplish a specific purpose

Access and use information ethically and legally

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Information Literacy area and learning outcomes:

Mathematical Reasoning: Mathematical reasoning involves applying mathematics to solve real-world problems. Upon completion of UNI's general education curriculum, students will be able to:

Explain information presented in mathematical forms

Represent and manipulate quantitative information, using standard mathematical conventions, to clarify meaning

Draw logical conclusions from quantitative information and construct valid arguments to justify them

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Mathematical Reasoning area and learning outcomes:

Problem solving: Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal. Upon completion of UNI's general education curriculum, students will be able to:

Define a problem within a specific domain

Identify multiple strategies to approach the problem

Propose solution(s) that indicate understanding of the problem and context

Evaluate potential solutions

Implement solution(s)

Evaluate outcomes

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Problem Solving area and learning outcomes:

The Human World: Students will gain insight into a range of human experiences and dynamics, including the creation of systems, institutions, and artifacts, as well as the processes and products of making meaning. Upon completion of UNI's general education curriculum, students will be able to:

Analyze identities and roles, including their own, through engaging diverse historical and contemporary human experiences

Explain the functioning of key structures and institutions of power, privilege, and influence, from local to global

Analyze and respond to a diverse selection of creative work that seeks to articulate dimensions of meaning in the human experience

Produce creative work that seeks to articulate dimensions of meaning in the human experience

Interact, build relationships, and solve problems with individuals and groups across differences

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the The Human World area and learning outcomes:

The Natural World: By studying the natural world, students gain an understanding of the theories, principles, and practices of the natural sciences and address the relationship of science to the material world. Upon completion of UNI's general education curriculum, students will be able to:

Describe how scientific concepts and principles apply to the natural world
Recognize that scientific knowledge is durable but subject to change

Conduct observations, make predictions, collect data and/or organize results

Identify situations that illustrate how science can impact the everyday life of individuals, society, and/or the environment

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the The Natural World area and learning outcomes:

Engaged Learning: Engaged learning allows students to adapt and apply skills, abilities, theories, and/or methodologies mastered inside the classroom to applied out-of-classroom experience. Upon completion of UNI's general education curriculum, students will be able to:
Connect academic knowledge to applied experience
Synthesize in-class learning and out-of-class experience through reflection
Relate the experience of engaged learning to intellectual, personal, professional, and civic development

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Engaged Learning area and learning outcomes:

Teamwork and Leadership: Students will gain the tools to lead, follow, and work with others effectively. These tools include organizing and inspiring others, interpreting and clarifying directions, giving and receiving effective feedback, interacting with others, and evaluating the quantity and quality of contributions they make to discussions. Upon completion of UNI's general education curriculum, students will be able to:

Describe personal skills and styles

Model ethical behavior

Articulate a group vision, mission and set meaningful goals

Manage processes and execution

Contribute, within and outside of the group, to advance the group's work

Respond to conflict and disagreement by remaining engaged and redirecting focus to common ground/purpose

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Teamwork and Leadership area and learning outcomes:

Personal and Social Responsibility: Students will demonstrate a commitment to personal, civic and environmental well-being. Upon completion of UNI's general education curriculum, students will be able to:

Describe individual and socio-cultural influences that affect personal behaviors

Recognize community assets and needs

Appreciate the impact of personal and civic actions on the world

Design and utilize strategies that address issues related to civic responsibility

- Not a Priority
- Low Priority
- Medium Priority
- High Priority
- Essential

If you wish, use the text box below to comment on the Personal and Civic Responsibility area and learning outcomes:

If you think that some of the learning areas could be combined or grouped, drag and drop them into groupings that make sense to you.

Grouping 1	Grouping 2	Grouping 3	Grouping 4
_____ Communication	_____ Communication	_____ Communication	_____ Communication
_____ Creative Thinking	_____ Creative Thinking	_____ Creative Thinking	_____ Creative Thinking
_____ Critical	_____ Critical	_____ Critical	_____ Critical

Thinking	Thinking	Thinking	Thinking
_____ Diversity	_____ Diversity	_____ Diversity	_____ Diversity
_____ Ethics	_____ Ethics	_____ Ethics	_____ Ethics
_____ Information Literacy	_____ Information Literacy	_____ Information Literacy	_____ Information Literacy
_____ Mathematical Reasoning	_____ Mathematical Reasoning	_____ Mathematical Reasoning	_____ Mathematical Reasoning
_____ Problem Solving	_____ Problem Solving	_____ Problem Solving	_____ Problem Solving
_____ The Human World	_____ The Human World	_____ The Human World	_____ The Human World
_____ The Natural World	_____ The Natural World	_____ The Natural World	_____ The Natural World
_____ Engaged Learning	_____ Engaged Learning	_____ Engaged Learning	_____ Engaged Learning
_____ Teamwork and Leadership	_____ Teamwork and Leadership	_____ Teamwork and Leadership	_____ Teamwork and Leadership
_____ Personal and Civic Responsibility	_____ Personal and Civic Responsibility	_____ Personal and Civic Responsibility	_____ Personal and Civic Responsibility

If you wish, use the text box below to comment on learning area groupings:

What is your UNI affiliation?

- Business
- Education
- Humanities, Arts, and Sciences
- Library
- Social and Behavioral Sciences
- Student Affairs
- Other

End of Block: Default Question Block
