University of Northern Iowa

UNI ScholarWorks

2-7-2019

18 Update: Survey feedback 2-8-19 on drafts of mission statement and learning outcomes

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

Let us know how access to this document benefits you

Follow this and additional works at: https://scholarworks.uni.edu/gerc_documents

Part of the Higher Education Commons

Recommended Citation

Default Report

Q2 - First.....The Mission Statement   UNI's core curriculum lays the foundation for all our majors by challenging students to develop fundamental skills and knowledge across a breadth of disciplines. Students integrate multiple perspectives into thoughtful dialogue and action.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	First.....The Mission Statement UNI's core curriculum lays the foundation for all our majors by challenging students to develop fundamental skills and knowledge across a breadth of disciplines. Students integrate multiple perspectives into thoughtful dialogue and action.	1.00	4.00	2.93	0.60	0.36	259

#	Answer	%	Count
1	Hate it	2.70%	7
2	Dislike it	13.51%	35

3	Like it	71.81%	186
4	Love it	11.97%	31
	Total	100%	259

Q3 - Comments about the mission statement:

Comments about the mission statement:

I don't disagree with the two statements but the way they are written they don't flow together. It is more like two bullet points than a mission statement.

Says virtually nothing. Vague. Unactionable and uninspiring. Read it as a legislator and hate it.

I would have preferred that you would have included a 5th choice between Dislike and Like. I'm not sure that I like it but is o.k. It is extremely vague.

Very inclusive. I like the "thoughtful dialogue and action." Thanks for keeping it simple and not using a lot of jargon.

This mission statement fails because it does not say why students would want to attain these skills and knowledge or integrate perspectives.   In the LAC courses I teach, I explain to students that these courses prepare students to be informed citizens prepared to exercise thoughtful and responsible leadership in their communities and workplaces.

I don't think the 1st mission statement covers what UNI is all about.

Needs something that includes building critical thinking skills.

I like the phrases "fundamental skills and knowledge," "across a breadth of disciplines," "multiple perspectives," and "thoughtful dialogue and action". I dislike "our majors" because it connotes (at least to me) ownership by the university; perhaps "areas of study" or "career fields" instead, keeping in mind the student/parent audience.

1. Wondering the connection to the university mission statement... Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship. 2. Would we call the LAC the "core" ?

I like the foundation for all our majors. I am unsure about "thoughtful dialogue and action", but can probably get use to it.

I believe the wording in the initial statement "lays the foundation for all our majors" is very unprofessional. A better alternative for this statement would be "lays the foundation for all majors." The word "our" is used improperly.

I find this uninspiring.

lays the foundation of/for what? knowledge should be before skills---the focus on skills is shortsighted, and ultimately a fad the last sentence just seems tacked on. mission should probably be one great sentence. the whole thing is pretty boring and forgettable

The claim is false. The so called 'core curriculum' is definitely useful, even essential in some ways, but it does not lay the foundation for all majors. Don't make such absurd claims.

Awkward and vague; perhaps inevitable.

It's clear and simple. Great!

The last sentence seems like a late add-on and doesn't flow as well as the previous sentence.

First sentence makes sense. I find the second sentence problematic. Do students/people really "integrate multiple perspectives" or is it that they can use use multiple perspectives in viewing a situation. I don't think the mission is to produce thoughtful dialogue and action -- but I don't have suggestions for evidence expected from an well-educated person.

The first sentence is good. But why does "Students integrate multiple perspectives into thoughtful dialogue and action." really mean? for what? it is too vague.

I'm not sure this will work for students or parents if that's part of the audience. Changing statement by a modification such as ". . . lays the foundation for all of our majors and lifelong learning . . ." or another idea would

be helpful Not sure if you need the second sentence.

Clear and targeted! It is just the right length to remember.

Like the last sentence.

I like it fine. I think it could more strongly reference or support the UNI Mission Statement

Unless the intention of each course is to actually "integrate multiple perspectives into thoughtful dialogue and action", I think this statement is misleading. While I think exposing students to multiple perspectives is a worthy goal, I think to suggest that each course would do this is unrealistic and might actually be counterproductive.

"all of our majors" and "across a breadth of disciplines." So which is it? All or most. Just doesn't flow at all.

Instrumentalist and not at all inspiring

Change: lays to: establishes or provides Add: professional to: fundamental professional skills

I have no idea what the second sentence is supposed to mean. I also find "dialogue" to be a weak term, more therapeutic than action oriented.

First sentence seems fair enough. The second dangles like a participle off a cliff. How can this be connected to the first sentence in a meaningful way. What does "thoughtful" mean? I get a sense of purpose from the first sentence, but not from the second.

I know this was created by a committee, but the statement says nothing. What is a "fundament skill", knowing how to read? Thoughtful dialogue and "action." Are we to stand in solidarity for the Blind Cats of America?   What is it about our program that sets it apart from hundreds of others? Are we afraid to be distinctive?

Clear, meaningful and concise while remaining broad

Is the statement any better with "a breadth of" [discplines] than without those 3 words? I suspect they could be omitted without any loss of meaning. Otherwise, I support the underlying values implied.

skills should be secondary to knowledge - important but not first - vocational training focuses on skills - a liberal education focuses on knowledge, critical thinking and communication

I don't resonate with the phrase "lays the foundation" and would recommend something more concrete, such as "is the foundation for..."

I don't know if you will be asking questions about how these outcomes are delivered. Many, if not all, of the outcomes below look to me like they should be incorporated into current courses. That is, special courses for each outcome are not needed and, indeed, would be counterproductive because they would be context free. A context helps provide a framework within which students can develop and hone these skills and understanding.

Very general - What is thoughtful dialogue and action? Does this mean that action could be a class assessment? That it needs to be something out in the community such as a volunteer opportunity?

Replace "core" with "general education." Persons know what "general education" means; terms like "core" or the current "liberal arts core (LAC)" are not clear.

Boring language but clear intent

There is a big problem with the first sentence in that it implies that the general education courses will all be at a low level and lack depth.   The second sentence should be scrapped completely, because it emphasizes action rather than learning, and the those are not the same thing.

How many "multiple perspectives" and how much "thoughtful dialogue and action" will there be in fields like mathematics and natural science, or do we anticipate eliminating such subjects from the General Education curriculum? Will "multiple perspectives" such as white nationalism and fundamentalist creationism have to be incorporated into courses on history and biology (assuming that subjects like history and biology are permitted into UNI's future General Education curriculum)?

I think this is brief and encompasses the general idea of the general education requirements.

too many action words so there's no sense of direction. If I might hazard a revision: UNT's core curriculum challenges students to develop fundamental skills and knowledge that can be used in all majors. Students integrate multiple perspectives from a variety of disciplines in their quest to produce thoughtful dialog and action not only in liberal education but in life after college

The first sentence is quite solid. I'm not sure what we are trying to convey with the second sentence.

I like the first sentence. The second sentence seems like jargon.

I like that it explains the purpose of the core curriculum in general terms, the "why" not "how" of general education. I would like to affirm thoughtfulness for thoughtfulness sake (i.e. learning doesn't need to necessarily correspond to dialogue or action, but can be useful for contemplation or reflection alone), but I recognize that to the lay person the purpose of education must include measurable results, some sort of corresponding action.

It could do without this: Students integrate multiple perspectives into thoughtful dialogue and action. Or if you do keep it, maybe make it flow a little easier.

I believe the mission statement should include a specific reference to "critical thinking" and/or "problem solving".

do all integrations of perspectives necessarily lead to any dialogue or action?

neutral--I like the first sentence okay, but the second sentence doesn't really say much to me.

Replace, "lays the foundation for ..." with 'underlays'

Don't like the term 'core curriculum', I thought this was going to be called 'general education' again?

If the purpose of the mission statement is to be easily understood by students and their parents, I'm not sure this does it. Seems to me that one of the purposes of a mission statement directed to students and their parents would be to explain a little more about why the core curriculum matters to their or their student's education, and what good it will do them. This is just too basic. I know you want it to be short, but this is so short that it doesn't really say much of anything. If I were a student or a parent, my first response would be: that sounds useless. Why do I/does my student have to do this crap? If we care about the core curriculum, we'll need to sell it.

Shouldn't the mission statement articulate why this diversity of knowledge / skills / perspectives is important? The mission is to range this range of courses so that what might happen?

A university shouldn't be the place to explore the world, it should be a place to educate.

I really like "lays the foundation for all our majors by challenging students to develop fundamental skills and knowledge across a breadth of disciplines."

it is too long and not succinct.

Concise, would be easily understood by students.

I propose the following tweak: "UNI's core curriculum lays the foundation for all majors by challenging students to develop fundamental skills and knowledge across a breadth of disciplines [and encourages them to engage in thoughtful dialogue and action]." Take out "our". I think it is given we are talking about UNI's majors in particular.

It should mention critical thinking and global perspectives which is the whole point of education to provide a broad outlook.

Full of buzzwords, but does not say anything specific about what the curriculum is intended to DO.

"UNI's core curriculum lays the foundation for all our majors by developing fundamental skills and knowledge across a breadth of disciplines. Students integrate interdisciplinary knowledge synthesized from multiple perspectives into thoughtful dialogue and action." The mission should not be to "challenge" students to do something, it should accomplish something. Also "dialogue and action" are incomplete. There should be more focus on knowledge, understanding, awareness, synthesis, forecasting, etc. as a means to demonstrate a learned awareness of the world which is critical prior to a dialogue or action.

My take on a mission statement is that it serves as a beacon for the institution and its people. This seems to be

conceived a bit more like a marketing slogan for external constituencies. As a result, this mission statement doesn't do either job in a convincing way. My advice is to worry about marketing language (designed to connect to external stakeholders like students, families, citizens, legislators) later, and to address this mission to staff and (especially) faculty. For me that means including language about the PURPOSE of gen ed: why does it matter?

The last sentence stands out: "Students integrate multiple perspectives into thoughtful dialogue and action." I like the attention to both thought and action.

UNI's core curriculum lays the foundation for all (remove our) majors by challenging students to develop fundamental skills and knowledge across a breadth of disciplines.   I think the first sentence takes care of the last (dialogue seems to reflect knowledge and actions seems to reflect skills). The last sentence just seems kind of 'thrown in there.'

Consider adding the word 'common' to emphasize the shared nature of core curriculum. i.e. instead of "lays the foundation", maybe use "lays a common foundation"

Questions more than comments: Are we now calling it the "core curriculum" rather than the "general education curriculum"? What is the purpose of "and action" at the end? Is that a way of saying that some kind of action (beyond the classroom activities) is going to be required?   Comment: I don't mind the "lays the foundation for all our majors" part as long as it is understood that there are majors on campus that cannot do the core curriculum first and the major afterward. Students in my department end up sprinkling their general education courses throughout the four years, because the major courses are sequential and need to be started early in the academic career.

I'm not sure what is meant by integrating "multiple perspectives into thoughtful dialogue." Dialogue may be the way to integrate multiple perspectives, but it is unclear what it would be as a result of integration. Maybe you mean that the integration promotes better dialogue? You might want to iron that phrase out.

Much better than all of the previous alternatives proposed, in my opinion. I'm a bit unsure about what the second sentence actually means, but it sounds good!

Suggest removal of the word "our" and have it read "foundation for all majors". It isn't necessary to define who owns the majors because of the way you started the sentence.

Really doesn't say anything at all ... just a lot of buzzwords with no details or specifics

I think some people will not understand this is about general education. If it is about general education - say so. Causes less confusion amongst parents and students. General education is a well known term - use it. If the Mission Statement is to be understood by those outside UNI, as you say - use terms they will understand. They will not understand "core curriculum."

Needs to be more major specific like Iowa State

"fundamental" begs for definition, but I like the "skills and knowledge across a breadth of disciplines" and "integrate multiple perspectives into thoughtful dialogue and action."

I don't like the phrase "fundamental skills." The term "fundamental" to me has the connotation of rudimentary, basic, and functional. Including the term "skills," without a modifier like critical thinking, analysis, or evaluation, seems misleading to the audience. The use of the term "skills" in the mission statement is not accurate, in my opinion, in terms of how a parent or student would understand that word.

I like the idea of general education building a broad foundation from across multiple disciplines. But I also hope the new gen ed is narrow enough that I know what skills students should have when they enter my major. There are some skills that should be universal for every student at UNI.

The last sentence comes out of nowhere. Maybe add "learn to" before "integrate".

A bit jargon heavy but also seems convincing to its intended audience of students and their parents. Clear.

I believe there are other reasons for the core curriculum beyond laying the foundation for majors.

actually I am pretty neutral about this. Don't dislike what it says, but it doesn't say much. Doesn'st explain why we are doing this.

Is this "core curriculum" or part of the Liberal Arts Core?

This is really good. Don't change it.

Too ambiguous. Could be stated in one sentence UNI's core curriculum challenges student to development fundamental skills and knowledge to integrate multiple perspectives into thoughtful dialogue and action.

I like it. Simple and gets to the point

identify "fundamental skills" ... such as, to communicate clearly, think critically and globally, identify and analyze problems, ... in addition to knowledge students should acquire appreciation of the human spirit, the power of creative expression, and the complex interactions of peoples and cultures, etc.

It would be helpful to clarify what "thoughtful dialogue and action" are *about* (e.g., about the sorts of things we deal with as citizens, employees, employers, etc.).

Sounds okay. Have you looked at UI and ISU to see if their sounds more compelling/engaging?

I think it conveys the purpose of the general education curriculum very well.

I would like the first phrase to read "foundation for all OF our majors"

I generally like the first sentence (everything except the phrase "core curriculum", which can also be used in majors and I think will be confusing. I don't particularly like the second half of the second sentence "into thoughtful dialogue and action" as I think that may happen in parts of the gen ed curriculum but not all of it.

It says what we do!

"Challenging" should be replaced by "preparing."

Q5 - Outcome 1: Write effectively.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 1: Write effectively.	1.00	3.00	1.08	0.37	0.13	258
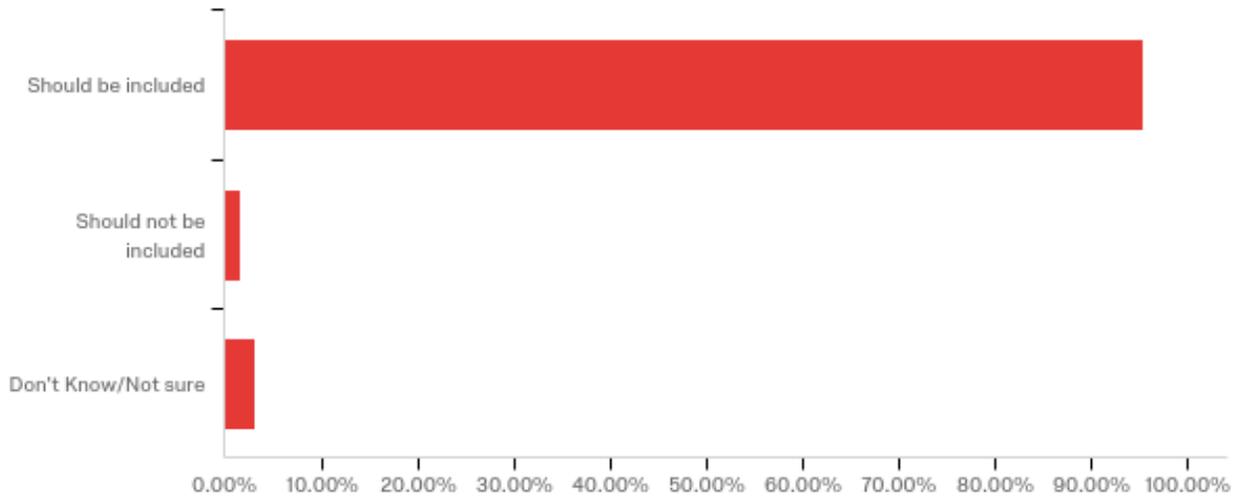
#	Answer	%	Count
1	Should be included	95.35%	246
2	Should not be included	1.55%	4
3	Don't Know/Not sure	3.10%	8
	Total	100%	258

Q6 - Comments on Outcome 1:

Comments on Outcome 1:

The part, "for specific purposes and for different audiences," seems unnecessary. You could just end before this. (In other words, OF COURSE there will be specific purposes and different audiences. That is inherent in the act of communication.)

I don't like the wording of this statement.

Not very effectively written. Rephrase it. What exactly is 'effectively'. Very lame phrase. Usual administrative jargon when you don't have the imagination to be more creative, lear, or precise. Make it more 'measurable kind'.

Include Reading as an outcome--this is essential for writing, speaking, and thinking critically.

Most definitely keep. Our students are not the best of writers and need multiple experiences to develop this skill.

Somehow students have lost the ability to put two sentences together or to make a complete thought. It seems that the world of texting is starting to take a toll on our ability to communicate effectively. This outcome will take vast amounts of time and effort (across all disciplines) over the four years a student is here if it is to be accomplished and should be a priority.

needed

Incredibly important.

By reading, writing, speaking, and listening, students will communicate meaningful ideas with clarity, focus, organization, and originality.   Eliminate the rest of the sentence.

Duh

Are there "meaningless" ideas? Perhaps you mean "students will make meaning through reading, writing, speaking, and listening that is clear, focused, organized, and original." This is really crucial. The ideas are neither meaningful nor meaningless. We all create meaning through communication. It may succeed or not succeed, depending upon context, form, or focus, but it always means something. Just look our Provost's weather announcement.

So should reading and listening, otherwise 50% of the goal is not recognized or assessed.

What does "write effectively" mean?

What it means to write effectively needs to be clarified, and indicators defined. That is also true for the rest of these indicators, so I'll just express it this once and not again for the remainder.

If students are communicating meaningful ideas in writing with clarity, focus, organization, and originality for specific purposes and for different audiences, it would not be necessary to add.

We can develop expectations for courses that would meet this outcome. Many of our first year courses might accomplish this one. Should we require a lower level and upper level course? Upper level courses, likely in the major, could be very effective at building on the initial experience and hone advanced writing skills.

I really like that it says ideas should be clear, focused, organized, and original. These are important skills to learn in communication.

I think it's also important to add a third (measurable) Outcome: "Demonstrate comprehension of complex written documents."

should be include but it is incomplete. reference to reading might be needed since reading is mentioned in the description. also, if some reference to the process could be made. That is, students produce final products that are effect in communicating via writing.

I like the statement as written. "Effectively" would be difficult to operationalize.

YES.

What is effective writing? What skills should students have in order to be a good writer across a variety of genres and purposes?

This statement is kind of clunky--the word "organization" doesn't quite fit where its currently placed.

We should be tying writing directly to critical thinking skills

Included, but I think "effectively" is very vague

Classes can't be too large with this outcome.

Proposed addition to the over-arching statement on Communication: "students will communicate AND INTERPRET meaningful ideas..."

I don't see the role of technology in communication represented here. Considering the incredible impact technology has had on communication in the world in recent years, it is a mistake to not address it in the general education learning outcomes.

Like it. Be sure to remove oxford comma in the lists as using it is against UNI brand standards.

The way that this is phrased makes it seem like communications is all about proficiency in reading, writing, speaking and listening. It is also about fully understanding an idea through reading and listening and being able to fully communicate ideas through speaking and writing.

A must have, no doubt. When it gets down to structure, I think courses outside of the traditional disciplines (English, Phil & Rel, etc.) should be able to satisfy this outcome. For instance, our General Chemistry I and II courses focus a LOT on effective writing about experimental results.

First, it's too vague to be useful, but focusing on communication methodology (especially in the context of "effectiveness" turns the communication goal into mechanical expertise (i.e. "able to use Microsoft Word to create documents.) Silly and and pedagogically dangerous.

Many cannot write or pass the Praxis because of it.

Writing effectively should definitely be included! I wish that there was a greater emphasis at the University on building writing skills in a progressive way throughout students' programs.

Reword "Communication" : By reading, writing, speaking, and listening, students will communicate meaningful ideas, for specific purposes and for different audiences, with clarity, focus, organization, and originality.   How do we measure "effectively?"

The new program needs to teach students broad, foundational writing skills, and not just "writing for your major." If there needs to be a major-specific writing class, that should happen within the major and NOT in the general education program.

This question is unclear. I like the original language and do not want to amend it with either of the suggested additions.

How will students communicate by reading? How will students communicate by listening?

Why are reading and listening not identified as outcomes and therefore measured for this area?

Don't think it needs 'and for different audiences'

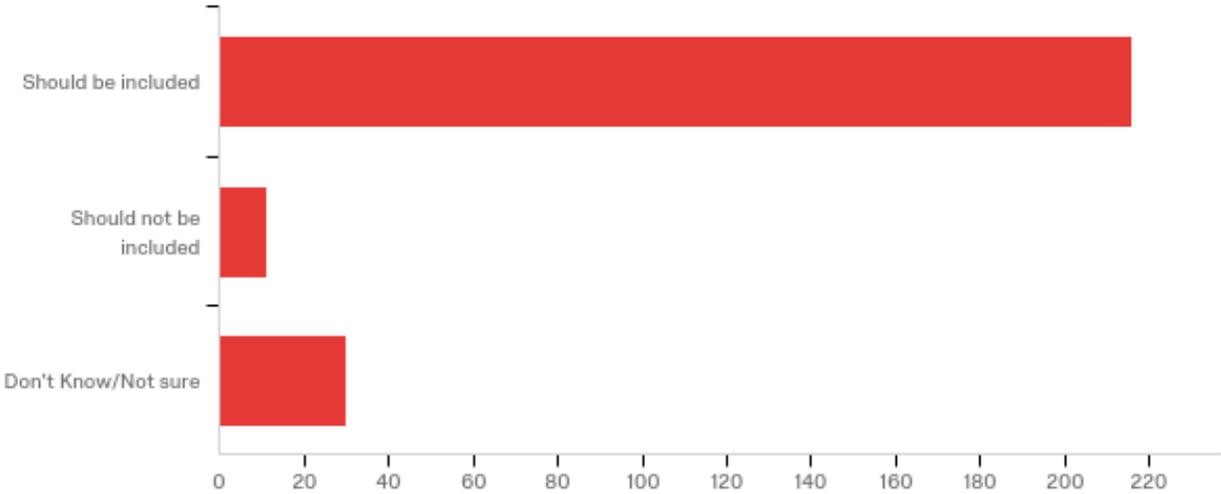Effective writing is an important component of communication, but so is *reading* (both for immediate content, but also with an eye to arguments and assumptions).

Who would teach these competencies? Hopefully faculty in the discipline.

short but effective - can easily be expanded upon in a variety of classes

This is also what we do!

Q7 - Outcome 2: Speak effectively.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 2: Speak effectively.	1.00	3.00	1.28	0.66	0.43	257

#	Answer	%	Count
1	Should be included	84.05%	216
2	Should not be included	4.28%	11
3	Don't Know/Not sure	11.67%	30
	Total	100%	257

Q8 - Comments on Outcome 2:

Comments on Outcome 2:

I don't like the wording of this statement.

Allows for more classes to meet this outcome

Exactly the same comments as for Outcome 1.

This is an important skill, but in my opinion not as important as writing well

Students seem intimidated to talk to each other in person or by phone and will only communicate through texting. Again you are facing a outcome that will take vast amounts of time and effort (across all disciplines) over the four years a student is here if it is to be accomplished and should be a priority.

Anyone who can write the ideas will learn to speak them... so not sure if it needs to be stated... but I am OK with it included

Seems redundant.

Probably, but I feel that more to the point, professional electronic communications (email, text, conference call, zoom, Skype) are quickly becoming standard communication methods and current students don't seem well versed in these.

Speaking effectively is nice enough— but being able to write is hallmark of liberal arts/educated person. Writing above speaking ability.

Why single out speaking? And what do we mean by it? Is it just phonetic clarity? That is a very low and dangerous bar (see Duke's director of graduate programs on speaking Chinese). And what about writing, visual communication, or communication media? I would only support this if the others were included.

So should reading and listening, otherwise 50% of the goal is not recognized or assessed.

What does "speak effectively" mean?

These appear to be individual-level communication outcomes and, if so, are not enough. Increasingly, our students might communicate adequately one-on-one, but are ineffective at group-level interactions (which require completely independent skills AND knowledge. Group-level communication should be added to this, or I fear our students will be increasingly ill-prepared to navigate an organizational society.

If students are communicating meaningful ideas through speaking with clarity, focus, organization, and originality for specific purposes and for different audiences, it would not be necessary to add.

There may be courses or other out-of-class opportunities for this. What, exactly, are the expectations of the course and the students? For example, would preparing and delivering a research poster satisfy this outcome? Students would need to prepare and then effectively interact with passerby to explain their project. Or, is a formal course in public speaking the only way to satisfy this outcome effectively?

Isn't this the same as outcome 1? Speaking clearly, focused, organized, and originally? Otherwise, maybe effectively needs to be added to outcome 1.

I think it's also important to add a third (measurable) Outcome: "Demonstrate comprehension of complex written documents."

Speak effective means different things in different contexts

Not everyone is comfortable with public speaking. Will shy students be penalized, remediated, or even denied graduation?

the same issue here with adding listening to the goal of speaking effectively. As I look at the overall description of this goal, it doesn't make sense to speak of listening as being something you do with clarity, etc. perhaps create two

sentences, one about convey words through speech and writing and one sentence of the reception of words (and ideas) by reading and listening.

I like the statement as written. "Effectively" would be difficult to operationalize.

YES.

What is effective speaking? What skills should students have in order to be a good public speaker?

What does it mean to "speak effectively"? I mean, on one level, a person could say Donald Trump speaks "effectively" if all it means is to pronounce (most) words correctly. That's not the standard we're going for here, is it?

"Speak" is a weird verb here... does it simply mean verbal communication? Does speaking just mean to actually speak clearly? That seems really narrow and somewhat dismissive. Other forms of communication should also be included as outcomes.

Included, but again, vague

Only if class sizes are sufficiently small.

I see writing and speaking, but where did the skills of listening and reading go when outcomes were created for this area?

While brevity is generally good, I believe these two outcomes overdo it. And the two outcomes do not represent the full breadth of what's addressed in the umbrella statement for communication.

Same as comment on Outcome 1

Another must have. This is another one where it's possible there are courses outside of the traditional Oral Comm that could satisfy this outcome.

Same problem as above. How would you even come up with different effectiveness measures, expect by focusing on delivery mechanisms? Such a trivial educational goal isn't worth our time.

Key outcome!!!

ummm so no outcome on listening? then why include? Is listening/can listening be measured by "showing empathy"/repeating back/paraphrasing?

I think this is an important professional skill, and will also help build students' confidence.

How do we measure "effectively?"

Good. I hope we are teaching them to listen, too. I hope the new gen ed develops some general speaking sills for all of our students that can then be developed more specifically within their majors.

This question is unclear. I like the original language and do not want to amend it with either of the suggested additions.

Why are reading and listening not identified as outcomes and therefore measured for this area?

I think speaking effectively ranges for all people and cultures. Maybe, be able to orally communicate across different people and cultures or something like that. This would not be good for our Deaf students though so it might need some work.

shoujld be an integral objective of all courses

Effective speaking is an important component of communication, but so is *reading* (both for immediate content, but also with an eye to arguments and assumptions).

short but effective - can easily be expanded upon in a variety of classes

Q10 - Outcome 3: Recognize the significance of human differences.
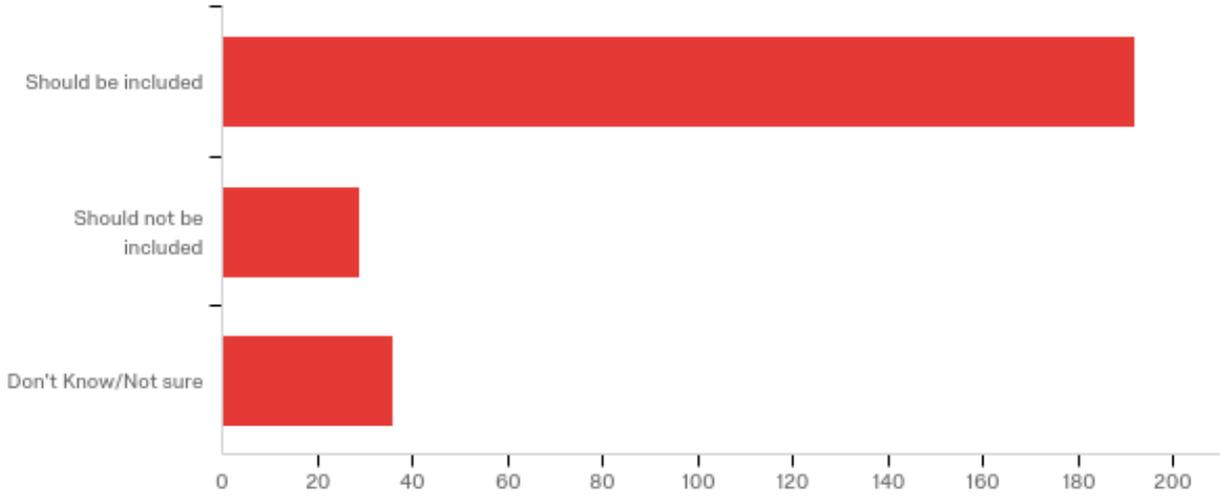
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 3: Recognize the significance of human differences.	1.00	3.00	1.39	0.72	0.52	257

#	Answer	%	Count
1	Should be included	74.71%	192
2	Should not be included	11.28%	29
3	Don't Know/Not sure	14.01%	36
	Total	100%	257

Q11 - Comments on Outcome 3:

Comments on Outcome 3:

So we can't say or celebrate diversity. Again aiming low and vague.

A bit vague.

I like this statement.

"Recognize" or "appreciate" or other verb? I would also appreciate more detail here about what we mean by "human differences".

This is a worrisome to me - how do we ensure that we do not move down a biological essentialism path? I think the wording may lead to that.

I like the goal, but not the outcome. Sounds like students will demonstrate ways to stereotype people, which I'm sure is not the intent. For example, David Reich from Harvard recently touched off a firestorm for suggesting genetic differences between races could be at the heart of different performances on intelligence tests. What human differences are we talking about here?

High priority.

Modify outcome 3 to put due emphasis on similarities as well Don't encourage exclusiveness, Teach humanity - human experience with all complexity, differences as well as common things.Emphasise common things not differences. How will you measure what you have written?

Human health, well-being. and sustainability are missing.

If it only listed cultures I would include it

Should the focus be on differences or on commonalities?

There's more critical things students need to learn in the time they have here. Make the educational hours count for more than diversity. When they can't make a critical decision; they can't cross the street without a signal; they can't balance a checkbook or cope with any type of setback in their life; it seems there's a lot of other things we need to be teaching them to be successful in life.

Would go with 5 over 3. This one is fine, just worried about having too many.

What exactly does this mean?

I suggest rewording: Explore the nature of human difference.   As it reads now, the word "significance" has an odd, negative connotation.

Seems similar to # 5. I think the wording of Outcome # 5 is better for including cultural and historical contexts.

Can human commonalities be included as well?

I feel like this is a good place to talk about bias, which is good for students to learn about.

Outcome #3 should be included, but to what extent? Currently, it seems like UNI has 18 required credits dedicated to this topic when you include LAC 2A, LAC 2B, LAC 5A, LAC 5B & LAC 5C. This is WAY too many credits dedicated to this topic.

differences and similarities? It seems divisive to think that only differences matter.

of human's multilayered/ intersectional identities

Could be worded better. Differences, diversity, complexity all have different connotations and valences. And, recognize is a low bar. Why not appreciate? Value? Embrace? Also, this can reduce differences to purely individual identities. Will you make sure systemic institutionalizations of difference will be studied?

I guess, though "the significance" seems overly vague. I am not sure what an assessment of this would even ask.

What does recognizing the significance of human differences look like? How does a student do this at a mastery level vs a novice level? What is significance? This seams like half an outcome. Recognize the significance of human differences in/for/that result in....? in the development of human identities, communities, and cultures??? Where is the "so what?"

Would change to significance of human differences and commonalities

Some of our current LAC courses would clearly accomplish this, but new courses could also be developed. There may also be other courses, not included in LAC, that would be effective for this outcome.

I'm fine with including an emphasis on human differences, but only if there is also an emphasis on cross-cultural similarities. A "diversity" outcome is important, but similarities are equally important.

Understanding human differences is surely crucial for understanding the human world, but so is recognizing the significance of *what we share in common.* I tend to think that this could be included in Outcome 3. A (perhaps too) "fancy" formulation might be this: "Recognize the significance of the dynamic interplay between human differences and human commonalities."

exploring is understanding nor valuing. Verbage needs to be stronger if the intent is diversity

The number of learning outcomes in the general education curriculum should be small, get rid of this one. A manageable, reasonable sized general education curriculum will not be achieved unless there is some serious pruning down of the list of learning outcomes.

I would prefer the word importance over significance but this is an okay phrasing as is. This is an important outcome especially considering the climate of the world we live in today.

could perhaps "and similarities" be added at the end?

I'm not sure what this means, exactly. People have different group identities, and they intersect differently for each person. I think this statement is about that information, but the statement doesn't include any of that, so it's difficult to know what information this statement is supposed to convey.

I appreciate the emphasis on human difference. As a professor in the humanities, I'm not sure I want to evaluate whether or not students properly recognize *the significance* of human difference. And, I"m not sure I want "recognition" to be what's being measured.

For outcomes, these are not very specific or measurable.

Not to get overly picky, but what does "significance" mean here?

I don't know what this means. It could mean almost anything.

It's an excellent idea, but I fear it may be hijacked for political purposes.

This is a costly learning experience (paying tuition for these classes) for students who already have these experiences other ways and also may not need to work with social issues within their future roles.

"as well as recognize the significance of commonalities amongst human beings."

This is not relevant to giving a student the requisite career knowledge and skills. Leave the social engineering to the politicians.

I think the statement in the human world should also include "ideas" or "perspectives". I see this is an area below, but the human world does in fact include a range of diverse ideas worth considering as well.

And the significance of human commonalities.

This outcome, or somewhere in the plan, should include the Global perspective.

Sounds exclusive. Should it be inclusive?

I am not sure what this means. Each of us is different from all others. Is there significance to that? Is that something that can be taught, assessed? Quite honestly, this could be taken as a racist-sounding outcome.

Too vague and trivial to guide meaningful education.

What does "significance: here mean? Clearer word choice? Acknowledge how different experiences shapes individual existential perspective/worldview?

I wouldn't necessarily say this should be included in every Gen Ed course, but it does seem to be an important element of Gen Ed as a whole.

Is this our diversity requirement? We should probably have one.

This question is unclear. I like the original language and do not want to amend it with either of the suggested additions.

what does this mean? Context? What differences? Difference between cultures? Between individuals? between humans and non-humans?

This could be part of Outcomes 4 and 5, see below.

This category seems to include everything; unfortunately statements that include everything tell us nothing.

Title should be "The Human World and its Representations" (through film, literature, arts, media,...). Change wording of outcome 3; For example: Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures.

Human differences are certainly important dimensions of the human world, but so are human *commonalities*. Perhaps something like this would be better: "Recognize the significance of what human beings have in common and [of] how they differ."

Outcome needs greater clarity

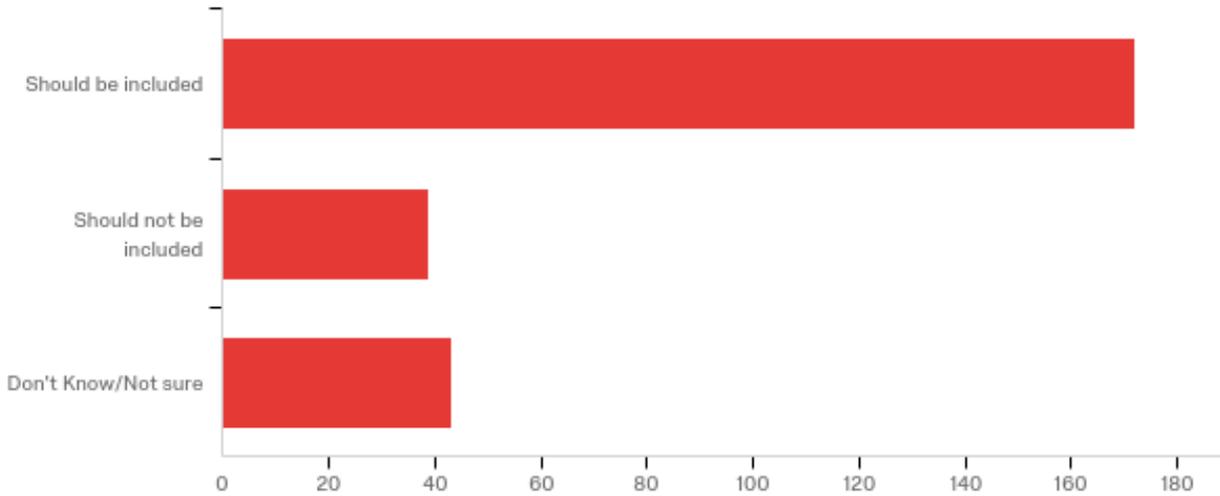maybe include similarities, instead of focusing on differences

"recognize" seems pretty weak

This is part of our diversity plan.

Q12 - Outcome 4: Demonstrate an ability to work with others in inclusive settings.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 4: Demonstrate an ability to work with others in inclusive settings.	1.00	3.00	1.49	0.77	0.59	254

#	Answer	%	Count
1	Should be included	67.72%	172
2	Should not be included	15.35%	39
3	Don't Know/Not sure	16.93%	43
	Total	100%	254

Q13 - Comments on Outcome 4:

Comments on Outcome 4:

My favorite so far

I am not opposed to the purpose of this category but it is extremely vague and as written I am concerned about how this could be taught and graded. It should be rewritten.

To whom do we demonstrate the ability? And, more importantly, what exactly do we mean by inclusive settings, and can we provide inclusive settings to enable this to happen? (That is, do we need diverse groups to make this happen? That would be great, but it also means we need to be way more diverse in our student population!)

"Inclusive" is a very vague term.   Inclusive of what?   Not excluding what? I get "work with others" but not the rest of this.

How will the team measure this statement?

would be very difficult to measure

this would be hard to measure -- and one could argue that Iowa, in general, is not a diverse or inclusive enough population to give adequate number of opportunities to measure this or make it truly meaningful.

Easy to demonstrate in many settings.

though the word 'inclusive' is charged and tired, and will sound dated in a short time i predict...could simply say "a variety of settings"

Delete it unless you can measure it in a meaningful way.

this belongs under communication

These are important, but I'm not sure if a class on this topic is the way to go. For one reason, it would be misinterpreted by those on the far right and used as a reason to defund UNI even further.

How will you have them demonstrate this/show this/or have them practice this??? It's a nice goal - but it seems a hard one to actually put as an outcome.

Not sure if all audiences will understand this -- if you're talking about diversity or multicultural issues you need to be more specific.

I am not clear on what this means.....inclusive settings? Too broad? Does this mean setting that include all?

Essential.... not sure inclusive setting means... we need to work with others in all settings.

Nearly everything the world is done in teams now. Students need to know how to work effectively in teams.

Interestingly, this can run counter to inclusivity. There are learning disabilities and emotional problems that make it difficult for some students to work in groups. I recall a student who needed accommodations because he so frequently became a lightening rod in class. He seemed to be on the autism spectrum. The university offered online coursework and alternate assignments.

Depends on how one is thinking about what an inclusive setting is and if we feel confident that there are enough such settings in our courses to make it possible to actually demonstrate this

This is by far the clearest statement I have read so far.

Inclusive?   Are we interested in education or simply appearing to be up on current jargon?

Students could demonstrate this at novice through expert levels as they transition from freshman to senior and student to student leader.

Hard to know how this would be demonstrated in the Cedar Valley

I'm not sure how this outcome will be assessed or what amount of interaction would be required for a course to meet this outcome. It seems vague, but is clearly a value we hold. Indeed, our majors are expected to develop this skill and teams are incorporated into many courses.

I'm not clear on what Outcome 4 means.

This is needed, but I wonder how you can measure this - will it need to be a performance based assessment? That could be tricky in various courses/majors.

If "The Human World" involves exploration, I take this largely to encompass understanding. Teamwork in inclusive settings is a laudable goal, but I don't see how it fits within the overall learning area of the human world.

Verbage needs to be stronger if the intent is diversity

This will be incredibly onerous to assess in a meaningful way. What on earth does "inclusive settings" mean? - using ill-defined and hard to define wording in the learning outcomes will make it very difficult to decide what course structure will meet the learning outcome requirements.

Should not be a core outcome.

I feel like there are too many connotations for the word inclusive - perhaps a different word?

How, exactly, would this be assessed (since assessment is an obsession these days)? How will students be remediated or punished for not demonstrating this?

I would prefer the wording. Demonstrate an ability to work with others and create an inclusive setting, but I think as it stands is okay

the wording sounds like children are being taught, like "use your words, kids." Perhaps wording like this could be used: understand sources of conflict in settings where cooperation is essential.

I would like our students to have this ability, but do not think this is the role of the core courses.

I support students developing this ability. I'm not sure we should be asking professors in the core curriculum to be evaluating this in their classes. AND, technically speaking, nothing about this outcome reflects an exploration of a range of human identities. Students can be learning the range of human identities, etc. without working with others in an inclusive setting. And working with others in an inclusive setting doesn't necessarily mean that student are exploring the *range* of identities, etc.

I struggle to see how this one would be measured.

For outcomes, these are not very specific or measurable.

Choosing "should not be included" only because I'm not sure why it's included in this category in particular. Don't students also do this when they're working in a chemistry lab or in a music ensemble?

how do you evaluate this objectively?

In practice, I'm not sure this is something undergraduate students can truly achieve. This is a professional-level skill.

I think it is good to learn the ability to work with others, but putting the 'inclusive' in this makes it sound more like social justice which I do not believe the university should try to indoctrinate into our students from a singular perspective (which it currently does).

Take this a step further to say students should create inclusive settings and respect / develop empathy toward diverse populations, and not just work within inclusive settings.

This is not relevant to giving a student the requisite career knowledge and skills. Leave the social engineering to the politicians.

If this is included, how is it assessed? Is this a whole class, or an aspect of multiple classes?

I think the goal is worthy. I have NO idea how to measure our effectiveness at that.

"Demonstrate an ability to work inclusively with others in a variety of settings." The importance of inclusion is on individuals not necessarily the settings.

Not clear what work means, if you mean group work on projects, then it is fine.

This cannot be controlled and cannot be assessed. The concept is good, but in a class setting it will prove difficult to put into practice.

This feels like a communication- based outcome (group work).

This is so hard to do well and assess.

Develop a deeper understanding.

Delete "in inclusive settings". Demonstrate an ability to work with others. Period. The way it currently stands, what happens if the class that is supposed to satisfy this turns out not to be "inclusive" in the intended way? In the public schools, "inclusive" means something different than I suspect is meant here. If we're going to require some sort of "inclusive setting", that puts quite a burden on students who we think need to be "included". If the Outcome is just "Demonstrate an ability to work with others," then pretty much any course that includes significant group work can be used to meet this outcome. When "in inclusive settings" is added in, I am not at all sure what kind of courses might meet that outcome.

Why "inclusive" instead of "diverse"? Is there a different nuance with respect to this particular outcome?

It's probably a good idea to include this, but it seems both peripheral and a little bit political.

So the outcome is working with others? Does this dictate what assignments happen in the class?

What is an inclusive setting? Would identical triplets collaborating in the CME meet this outcome?

This question is unclear. I like the original language and do not want to amend it with either of the suggested additions.

lame. Also the goal itself is poorly conceived. "The Human world" is an old fashioned, problematic concept.

You can drop the "in inclusive settings"... not every situation requires a focus on inclusion. Good for education, HR, and Poli Sci... not really needed in a turf management degree.

It seems like outcome 3 falls under this outcome.

This statement seems appropriate for a field experience or internship. But I can't figure out where it leads academically. The problem with this kind of outcome driven field is that it seeks to impart a skill without stating how teaching that skill will be grounded in knowledge.

Maybe talk about creating inclusive settings. Not everyone will be able to work in an inclusive setting.

should be an integral part of all courses

do our classrooms constitute "inclusive settings"? language doesn't parallel the other outcomes so far - ditch the "demonstrate an ability" part

Q14 - Outcome 5: Analyze identities, structures, and institutions in a range of historical and cultural contexts.
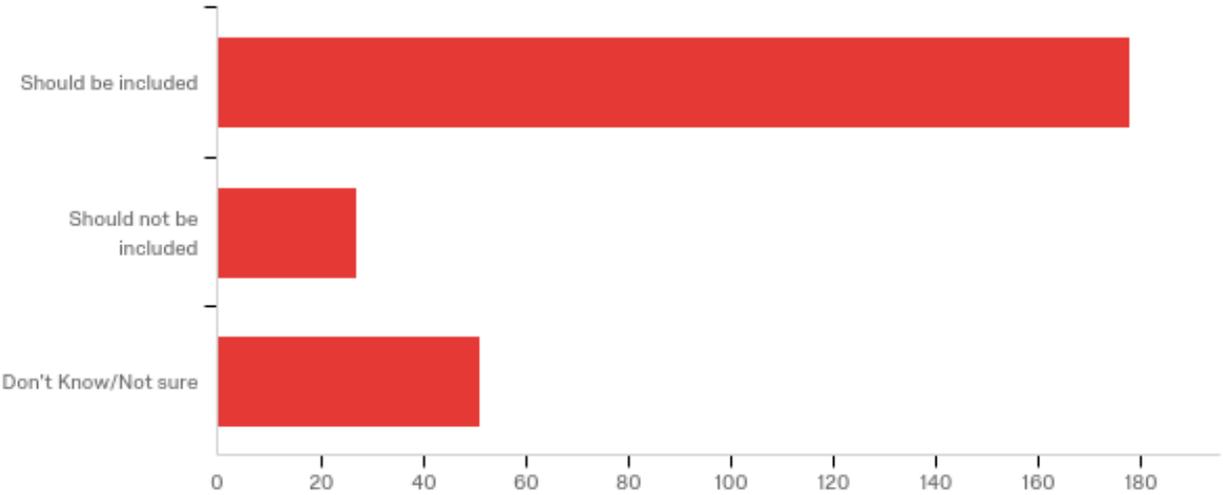
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 5: Analyze identities, structures, and institutions in a range of historical and cultural contexts.	1.00	3.00	1.50	0.81	0.65	256

#	Answer	%	Count
1	Should be included	69.53%	178
2	Should not be included	10.55%	27
3	Don't Know/Not sure	19.92%	51
	Total	100%	256

Q15 - Comments on Outcome 5:

Comments on Outcome 5:

Actually strategies and tactics to achieve 3 +4

Interesting

I really like this outcome.

The meaning of this statement is not clear to an outsider (or at least not to me).

Very vague. Too much emphasis on the 'past'.

relationship of humanity to the larger world and universe are missing.

??? For what purpose?

I am not sure what this means.

Essential

As with my previous comment, I feel as thought UNI currently has way too much of this built into its current LAC.

Students could demonstrate this. It would also be valuable to do this for various religions in a religions of the world LAC course and also for the American Education System in Teaching courses, or for stakeholders in conservation issues for environmental students, etc.

This will assure that students gain some knowledge of history and culture, regardless of their major.

Does this mean that all students have to take a history class? I like the idea, but I'm not sure how exactly this outcome is met.

This must be included. Until recently, the study of history was core to ALL general education curriculums, usually via a Western Civilizations or World Civilizations course sequence.

Crucially, I think this outcome should add "conceptions of the human condition," to read Analyze identities, structures, institutions, *and conceptions of the human condition," in a range of historical and cultural contexts. Such conceptions are integral facets of the human world.   The term "conceptions of the human condition," I think, importantly avoids problematic implications of such terms as "human nature," "what it means to be human," even "the humanities," etc., which have so often been used to define "us" as human and "them" as inhuman(e).

The number of learning outcomes in the general education curriculum should be small, get rid of this one. A manageable, reasonable sized general education curriculum will not be achieved unless there is some serious pruning down of the list of learning outcomes.

This is way too broad. Why is "identities" list in two outcomes? What is meant by "structures"? I really am not sure what this outcome is about-sorry.

I think either historical and cultural context should be removed - or the list should be added to, to cover better these contexts, like "...historical, geographical, and cultural contexts." No one wants to be left out.

What in the world does this mean?

not sure what 'identities' refers to. If it refers to human beings, it seems that is covered in outcome 3. perhaps reword the statement to something like this: examine a range of historical and cultural contexts to analyze the interactions between social forces and identities, structures and institutions.

I like the phrase "a range of historical and cultural contexts", but not the opening of the sentence.

YES. Analysis is key. I think "identify" and "describe" should be other outcomes in order to scaffold students to this learning goal. Students can't reach analysis before they are able to identify and describe.

This is the only one of the outcomes for this category that clearly belongs to the category

If this is talking about history types of classes, then yes, not sure if that is what is meant by this outcome.

Could we articulate the importance of historical empathy as well? "Analyze" seems like only part of the goal here... what about understand, synthesize, appreciate, etc?

This is not relevant to giving a student the requisite career knowledge and skills. Leave the social engineering to the politicians.

I'm not sure I know what this means exactly

I would say social structures and institutions

I really like the "cultural contexts" part. We need more of that.

This is the only outcome that I feel like I know what it means. I suppose this means that I am aware of our current courses that focus on this outcome. But certainly this is an important outcome, to understand human constructs (in the broadest sense) from a variety of perspectives.

I believe the contexts of Outcome 5 are too narrowly focused on history and culture, and should include five other essential contexts: "economical, environmental, political, social, and technological" contexts. These five, along with historical and cultural, make up a more inclusive list of contexts for analyzing identities, structures, and institutions in the Human World. Also, the term "identities" is misused at one or the other levels: Isn't it inappropriate to use the same term as a descriptor for both an Area and an Outcome?

This is fine as far as it goes, although the language seems drawn much more from the social sciences than from the humanities. What about ideas/philosophies? Some of these are relevant to the "Creativity" category below, of course, but it should find a place here, as well.

Not even sure what that includes

Not a clue what it's supposed to mean.

nice.

Same comment as for #4.

This should be split into 2 outcomes. Analyze identities, structures, and institutions in a range of historical contexts. and Analyze identities, structures, and institutions in a range of cultural contexts.

I feel you are equating identity with persons and that connection is not as strong as it would seem. Are there other constructs of gender, ethnicity, and personhood that identity is not representing?

There are better words than "analyze", which can come across privileging certain academic methodologies over others. How about, "Critically engage with...". This would also include aspects of Outcome 3. Consequently, Outcome 3 can be blended into 4 and 5.

Reads like written by committee. Is this outcome grounded in history, politics, sociology? To me, "identities" and "structures/institutions" are two different things, so I can't see folding them into the same category.

I am not sure what this would entail - but historical and cultural perspectives - from the study of history - yes, I think this is very important.

What is the purpose of having institutions in the outcome? Maybe foundations?

Identities, structures, and institutions are important dimensions of human cultures, but so are *ideas* (philosophical, religious, etc.): what it is to be human, what makes an action or someone's life good, etc. We could use the term "ideologies," but that has come to have a negative connotation, and also tends to downplay the fact that there are good reasons to criticize certain ideologies. For this reason, "ideas" or "conceptions" of humanity and

the good life are probably the most appropriate terms to use here.

Tourism approach would be counter productive. This seems an essential area of education. Not sure we have thought this through sufficiently but I believe it should be included.

seems ok I guess - this is not really my area so I don't know if there is something better

Q17 - Outcome 6: Engage in effective, meaningful critical inquiry to address complex topics.
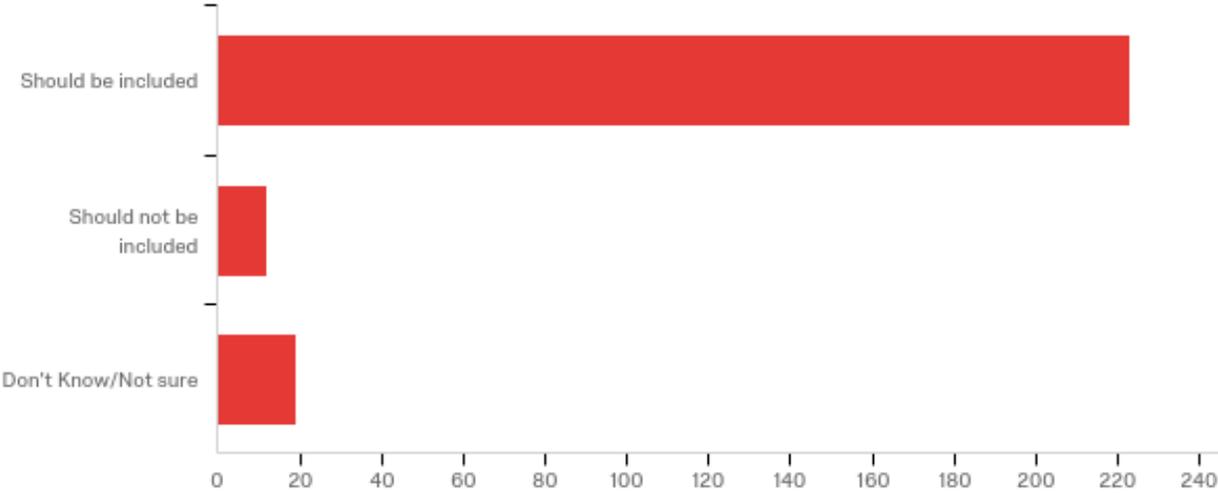
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 6: Engage in effective, meaningful critical inquiry to address complex topics.	1.00	3.00	1.20	0.55	0.31	254

#	Answer	%	Count
1	Should be included	87.80%	223
2	Should not be included	4.72%	12
3	Don't Know/Not sure	7.48%	19
	Total	100%	254

Q18 - Comments on Outcome 6:

Comments on Outcome 6:

New favorite.

Good description of critical thinking since most first year students in surveys do not know what it is.

This statement develops skills.

Unclear if information literacy is included here. I consider that a separate set of outcomes (per national guiding documents from professional associations), but don't see it explicitly included here or elsewhere in this list. A significant gap, in my opinion.

Although we want our student to think critically, this should be interwoven throughout all we do, not a separate entity of the LAC.

good for smaller class size sections

I think an easier thing to measure would be the second part of the goal: collection and analysis of evidence, before accepting or formulating an opinion or conclusion.

High priority

The idea is OK but the statement is not great.

YES - Please!!! This would be amazing and extremely beneficial - How will this happen in a 14week class? Week one is intro, week seven is midterm, week 14 is finals -so you have 11 weeks to accomplish this very important and massive feat. Can this be carried over a couple of classes in a students major? Or in required gen-ed classes and preferably as a freshman so they can use it through their four years?

essential

Defining how you assess critical thinking in General Education will be a challenge. Calling it critical inquiry doesn't change anything...

Too much

Research on confirmation bias indicates this is not enough. Instead, the ability to think as the other about the evidence is essential.

Let's stop using "meaningful" on the grounds that it is a tautology when put into outcome statements. Who decides meaning? The faculty. How do we measure "meaningful"? It's what we, the faculty, think it is. This is just sloppy reasoning and I don't think we should make outcomes based on that.

Good.

Critical Thinking is packed with a lot of expectations for this single outcome. Seems like there could be an exploration (what is already known), an evidence/analysis, and a developing conclusions outcome? How is "meaningful critical inquiry" assessed? What does it look like novice to expert?

This is the most important of all learning outcomes. However, doing this as an individual is different from doing the same thing in a group. In an organizational society, students must learn frameworks and strategies for elevating critical thinking both individually and collectively.

This could be highly overlapping with the scientific inquiry item below. Outcome 6 is also worded in a way that could be overly subjective in assessment.

Isn't this an expansion of outcome 5 if culture were added to it? It could easily say exploration and analysis of...

General comment on the description of the learning area "Critical Thinking": what's mentioned in the current

wording seems largely accurate, but leaves out something crucial: the evaluation of the logical strength of arguments. Perhaps the area could be described along these lines: Students will develop habits of mind characterized by thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence *and an evaluation of [logical?] arguments* [or: an evaluation of argumentation], before accepting or formulating an opinion or conclusion.

I would hope that every course in the new GE program would strive for this outcome.

Would like to add the language of "change over time" to the list of what students will think critically about.

How will this be assessed?

This is an important outcome especially considering the climate of the world we live in today.

wording issues: I'm not sure we can expect a 'thorough' exploration. I'd suggest replace with "intelligent and imaginative" exploration......also, replace 'before' with "in pursuit of".....

I'm not sure that we need Outcome 6 if we have Outcomes 7, 8, and 9. What does 6 include that is not included in 7, 8, and 9?

Seems vague.

Yes

objective exploration of issues....

Replace, "develop habits of mind characterized by..." with: 'thoroughly master'

This is very important to include

The phrase, "including the collection and analysis of evidence" doesn't fit well with the rest of the sentence. And, it privileges the ways that the sciences and social sciences do research and collect evidence. Other fields/disciplines analyze evidence, too.

Written, verbal, and other forms of communication should be linked with critical thinking outcomes.

Comments on the learning goal itself -- add: "Students will be acquainted with logical reasoning, and argumentation to be able to reason effectively."

I keep reading this and cannot determine what it would be or mean (I'm sure there are classes in mind for this?)

First define "meaningful critical inquiry". Programs will attempt to meet this outcome so prior to including it, we should know what will be considered appropriate.

Yes, the list of nouns is long in your statement about Critical Thinking, but you might consider adding "actions." With the exception of "artifacts", everything else on the list is an abstract noun, something held in the mind.

This outcome, while important, has wording that does not sound like the other outcomes. It is both lay-sounding "habits of mind" and academic jargon, "artifacts."

How will we assess this outcome?

This is a must have, but a tough one to assess. I also think we can expand the idea of what can satisfy this outcome. For instance, undergraduate research is great exercise in critical thinking. The student must thoroughly explore the ideas, artifacts, and theories before formulating a conclusion about the phenomenon under observation.

Seems kind of wordy to reach the outcome stated.

I like the sentiment, but seems very unmeasurable as written. What would constitute effective meaningful inquiry? Or a complex topic?

I see this as the heart and soul of Gen Ed and I think it should definitely be included.

Analyze complex topics using principles of critical inquiry.

This is really important, but maybe could be included with the communication outcomes. Learning to listen to lots of ideas and determine what is good evidence seem like communication tasks.

too vague - should learn critical thinking in more than one discipline.

Complex topics? Are we talking about Fortnite, jazz dance, mechanical engineering, Godfather Part 2?

There are so many ways to "think critically", not all of which are quantitative or scientific. My preference would be to have outcome 6 be broad, and develop numerous alternative courses for students to "think critically", which could be through scientific, quantitative, aesthetic, social justice, etc.

Very important to teach basic critical thinking skills. This will likely need to be done through reasonably size classes.

Not quite sure what the critical thinking statement is trying to say

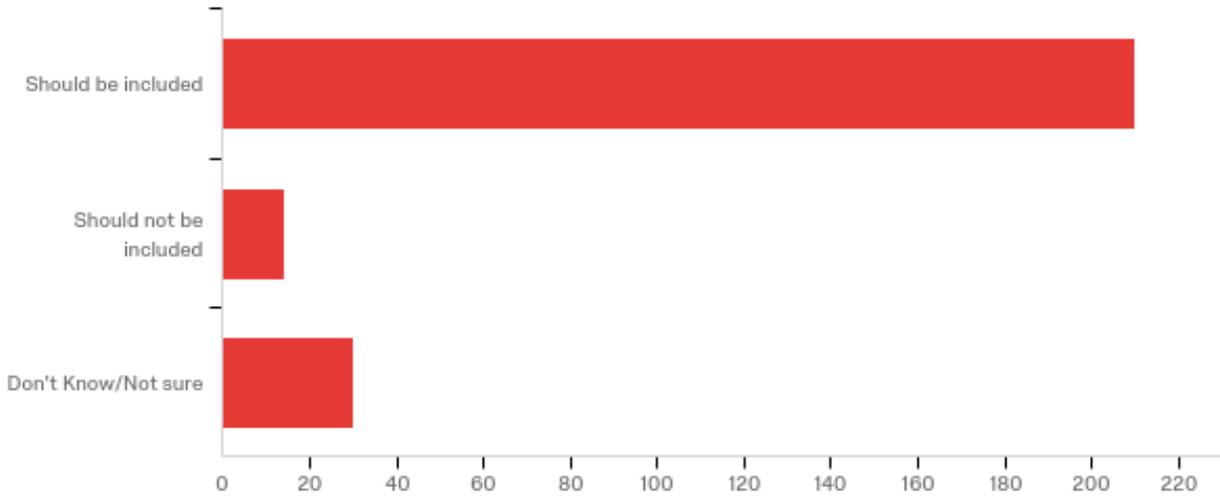engaging in meaningful inquiry..."it would be nice to address civility or respect for others but I am not sure here is the place

why is "engage in" necessary? How about critically address complex topics through effective, meaningful inquiry?

Q20 - Outcome 7: Apply quantitative reasoning to investigate and solve problems.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 7: Apply quantitative reasoning to investigate and solve problems.	1.00	3.00	1.29	0.67	0.44	254

#	Answer	%	Count
1	Should be included	82.68%	210
2	Should not be included	5.51%	14
3	Don't Know/Not sure	11.81%	30
	Total	100%	254

Q21 - Comments on Outcome 7:

Comments on Outcome 7:

This statement develops skills.

I think this limits us. Perhaps it is simply reasoning and then having "inductive and deductive reasoning."

Sounds a lot like Scientific Inquiry

not sure about the word 'examine'....seems passive, not active

OK

seems to be similar to scientific inquiry and can be included under it.

YES - Please! Student's often ask me where my office is despite the fact it's right there on my signature - they seem unable to figure the simplest things out on their own (despite the google world we live in)! and any type of reasoning is gone with so many of these students.

We need to encourage students to look at data to make reasoned thoughts about the world.

What about qualitative reasoning? Could revise: Apply quantitative and qualitative reasoning to investigate and solve problems. Or, create a stand-alone qualitative outcome.

Sure this has been my way of thinking, but I am not sure it is essential!

Why is quantitative information being prioritized over qualitative? Include both? Not necessary at all?

Except the definition of "quantitative reasoning" for an outcome on "quantitative reasoning" is left unstated. It's like saying "In outcome x, students will use x." Does x have a value? At least give us a set to work with.

That would be refreshing!

Quantitative Reasoning is a part of critical thinking? Outcome 7 could be a part of Critical Thinking section.

Again, the scientific inquiry accomplishes this. Science data can be both quantitative and qualitative.

can the concept be described without using the word that names the concept. except for the heading, replace "quantitative reasoning" with terms like "statistical," mathematical, etc.

Being able to apply seems more meaningful that examining.

I support the outcome, but why is this just not part of critical thinking?

This is another critical outcome that should be included

Privileges quantitative research over qualitative research. You should include both in the statement.

Instead of using the word "quantitative," I would recommend the world "analytical." Common language today in terms of understanding data revolves around the term analytical. Analyzing data and information is also a key trait employers are seeking. Why not align with modern day terminology?

Suggested addition: sometimes quantitative information/reasoning might be critical to FRAMING or DEFINING a problem, not just investigating and solving it.

Is qualitative reasoning included anywhere? Quantitative reasoning only provides one part of the story.

Is there a way to combine the language outcomes 6 & 7 (everybody loves even numbers): "Apply quantitative information and reasoning to draw meaningful conclusions and solve problems."

A must have. This is a requirement to be able to do any critical thinking about almost any topic.

Again, I like the sentiment, but what is "meaningful"? This word seems to actually extract all meaning from the outcome.

This is also critical for being able to take part in a democratic citizenry. How can someone evaluate arguments in the newspaper, for example, about climate change if they cannot interpret numerical information fluently?

Everyone should have a basic foundational math course.

Could also expand to include other reasoning (e.g, qualitative, content analysis)

why is quantitative reasoning still being privileged here - as opposed to other types of reasoning

What about qualitative reasoning?

language doesn't really mirror some of the earlier outcomes - how about investigate and solve problems with quantitative reasoning

Q23 - Outcome 8: Synthesize observations, predictions, and data to generate a scientific argument.
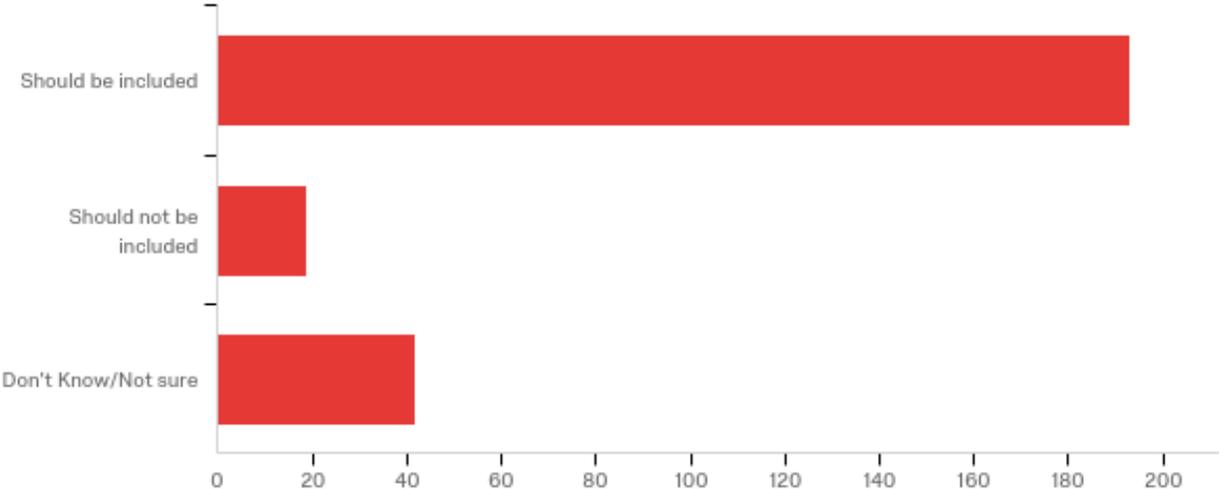
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 8: Synthesize observations, predictions, and data to generate a scientific argument.	1.00	3.00	1.41	0.76	0.57	254

#	Answer	%	Count
1	Should be included	75.98%	193
2	Should not be included	7.48%	19
3	Don't Know/Not sure	16.54%	42
	Total	100%	254

Q24 - Comments on Outcome 8:

Comments on Outcome 8:

"Synthesis" seems to be a rather advanced skill.   Given the scientific illiteracy of most of our students, even after their required LAC science classes, just understanding what a scientific argument is and how to describe it in their own words would be quite the achievement.

This statement develops skills.

instead of "argument" I would use the word claim. We should encourage evidence supported claims.

The science components could be summarized in one - not 2.

MAke sure scientific inquiry is broad enough to include positions beyond post-positivism

This is so cliche of scientific inquiry -- they get this drilled in them since grade school and it looses meaning. Plus the experimental method is not the only way science is done. Why not do something useful like understanding the difference between scientific and psuedoscience thinking?

Needs a better statement.

Seems like critical inquiry should include the scientific method as well. I believe too many learning outcomes for critical thinking.

essential

Corny

I like this. It is specific in what students will do and has a clear objective: scientific argument (as opposed to an aesthetic, rhetorical, or other kinds of argument).

Outcomes 3-9 could be organized under Critical Thinking and again under Creativity... This statement is awkward at best in representing what science is. All data is an observation (some data is collected with our eyes, some with instruments in our labs, some with satellites, but it is all observed). A prediction is one type of scientific argument (given this data, this outcome is likely...now let's wait and see if it actually happens/validation). Why are observations, predictions, and data (more observations) included but not hypothesis, MODELS, or body of knowledge/literature review left out?   I am not sure how to rewrite this statement but I am very uncomfortable with how it is written currently.

Asking of questions is too important to scientific inquiry to be omitted here.

I would hope that most of our first year science courses make this an emphasis. If not, they should!

I'm a bit skeptical about this way of formulating this outcome. *Doing* science is surely an important skill, but having a basic *understanding* of important scientific theories is at least as important.

The number of learning outcomes in the general education curriculum should be small, get rid of this one. A manageable, reasonable sized general education curriculum will not be achieved unless there is some serious pruning down of the list of learning outcomes.

This area is extremely important! The description, however, is insufficient. "lens" of scientific inquiry? I don't see the word "experiment" in the outcome. Why not? Students should not just read about science; they should practice it. OK, looks like it is in outcome 9.

I like this idea but wonder if there is a way to say this that uses rational instead of scientific. I just think as written this limits the spectrum of topic discussed and don't know how this would come across to incoming students and their families. Makes me think of the scientific method....which I think may lose students interest.

the same issue here that is in the prior goal don't explain 'scientific inquiry' by saying it involves scientific inquiry. I

think more specific wording can be used without it pointing to specific programs and courses.

I'm not sure why this is "scientific" specifically and/or why this language isn't used for the human world above. When studying human culture we also synthesize observations, predictions, and data to generate an argument. So, it seems this could be an opportunity for aligning outcomes across goals.

not sure if both 8 & 9 are needed - maybe one outcome for science?

Is all subject matter equally suited for exploration via "scientific inquiry"? What about music? Art? Literature?

I don't know what a "scientific argument" is.

I don't like the last part of it--what exactly is a "scientific argument" (and this is coming from a scientist). I also don't know about synthesizing observations (what, your own testimonials?) and predictions (we don't really synthesize those). Maybe something like Obtain and evaluate scientific data relevant to different issues (that's not great either--but what we want is for them to understand how scientific thinking works and to know how to evaluate information they read about--since most of them won't actually be scientists themselves).

If this is specifically about experience in a lab, I think it could be included, but might be better if it were an option, say with Outcome 9 below.

Depending on the depth of this, I'm not sure that non-science majors need to be able to do this as much as Outcome 9. However, see my comments about that below.

I would say something like evidence-based research to cover the social sciences.

After a series of learning outcomes that are grounded or posited as skills, this one is suggesting that a disciplinary approach is an outcome in itself. I don't agree. I am in favor of insuring that we graduate students with an appreciation for scientific literacy, but not as an end in itself. What is the "So what?" that lies behind the need for this literacy? THAT is the outcome, not the discipline itself.

I would remove the word "predictions", because you could predict anything you want, but it doesn't necessarily connect to the data. For chemistry lab we use this course objective: "Analyze experimentally obtained data and effectively communicate the results as support for a scientific claim", which is similar to what you are saying, if "predictions" was removed. Having read my share of pre-labs in this lifetime, let me just say that student predictions are often WAY off the mark...

Using "scientific inquiry" in the definition/further explanation of the outcome seems kind of like using a word to define itself. Maybe replace "scientific inquiry" with "scientific method"?

A must have. Regardless of scientific background, each of us can make observations and predictions about what will happen in the future. The data part is where most people lapse in scientific and critical thinking. Humans are notoriously bad about allowing data to challenge their preconceptions. Science classes, and labs in particular, teach students to back up their claims with data.

Here too-- there's a word for what you want and I think it's not a lens, but a method. Ie: the scientific method.

Similar to my response to #7, so much of current decision making rests on scientific argumentation, that students need to be fluent in this area to be able to interpret information and participate actively in decision-making.
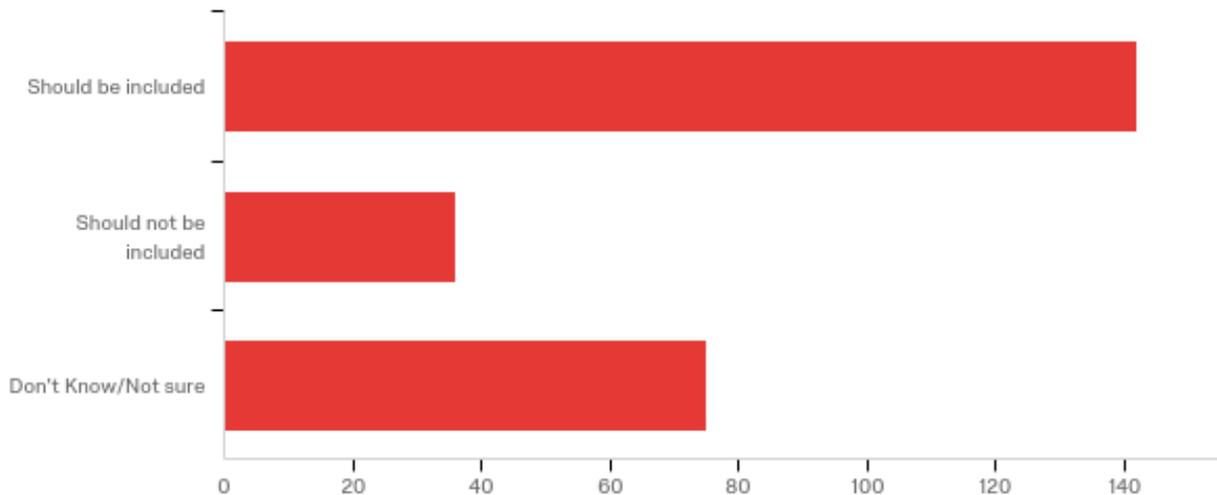
So they have to "do" science?

I don't like the scientific part, can it stay more general so it's not construed to be related to the common definition of science. Perhaps a collaborative argument? A highly constructed argument?

Q25 - Outcome 9: Engage in scientific inquiry to critique a claim regarding a significant challenge.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 9: Engage in scientific inquiry to critique a claim regarding a significant challenge.	1.00	3.00	1.74	0.89	0.79	253

#	Answer	%	Count
1	Should be included	56.13%	142
2	Should not be included	14.23%	36
3	Don't Know/Not sure	29.64%	75
	Total	100%	253

Q26 - Comments on Outcome 9:

Comments on Outcome 9:

This statement is not clear to me. What is a "significant challenge?" I like the idea of engaging in scientific inquiry, but the second half of the statement is too vague.

This statement develops skills.

Pluralize "significant challenge"?

Sounds a lot like Critical Thinking section - and would be better included there since scientific inquiry is a form of critical thinking. Scientific Inquiry could be more application based -- have students take principles learned in class and (1) identify them in out of class settings and (2) apply them to explain every happenings. These are critical thinking skills that are useful across majors/disciplines and the natural sciences lend themselves this very well. Many employers say college students know concepts, but don't recognize when they could uses them in their job to solve job issues.

High priority

Needs a better statement. This entire 'Quantitative Reasoning section seems to ignore or downplay the fact that we are in an 'information and digital age'. Reading the whole document suggests that UNI does not realize or does not care for the fact that the 'coming days', even the contemporary times, are highly digital. Looks like UNI is hesitant to embrace the information and digital revolution. Very old fashioned folks.

ambiguous challenge?

There's so much science out there to learn.... How about they learn things instead of spending time critiquing claims? They have little idea how their body works, they have little idea how food is grown, little idea how medicine works - there is so much they could learn instead that would be helpful to know

Seems like critical inquiry should include the scientific method as well. I believe too many learning outcomes for critical thinking. I believe scientific inquiry MEETS the first two objectives without needed additional objectives.

How is this different that Outcome 8? What is "a significant challenge?"

"examine" or "explore" instead of critique--critique seems to narrow

This one seems more narrow. It is captured more broadly in Outcome # 6.

Not sure if this should be required of everyone... surly science students will learn this, maybe!

Could 8 & 9 be combined?

Outcomes 8-10 are very similar in general. I think they could all function as one outcome. In fact 7 seems rather close as well. I understand there is likely some professional nuance to them, but as a quick surface reading they feel very related.

Horribly written

Compared to the others, this seems very specific, does it belong in the outcomes for general education? While "significant challenge" is broad, engaging in inquiry for the purpose of critiquing a claim seems odd. Unless this is a veiled attempt to say something about teaching students interpret scientific findings so that they can critique those who deny anthropogenic climate change. This is how it reads to me

As in debunking popular misconceptions? If so, yes, but does this necessitate "scientific inquiry"? How might this be different from "researching secondary sources"? Do you mean "scientific experimentation"?

Needs to be rewritten.   This says what?

It would be wonderful if every student on campus could do inquiry about the natural world.

Include Outcome 9 if possible, and perhaps in an advanced-level course(s).

I'm not sure what this outcome expects of the student. What is a "significant challenge". Is the expectation that this will be a critical examination that is discipline-specific? If so, that would allow majors to explore issues of data validity and procedural validity more deeply. However, not all majors will develop inquiries quite this way. Will they need a course that addresses this type of critique, but with topics accessible to majors who are not in data/process areas on inquiry?

The number of learning outcomes in the general education curriculum should be small, get rid of this one. A manageable, reasonable sized general education curriculum will not be achieved unless there is some serious pruning down of the list of learning outcomes.

So long as this outcome could apply to humanities classes as well as "hard" sciences, then I'm in favor of it. Students should be able to critique claims on "the human world" and not just scientific data.

not sure if both 8 & 9 are needed - maybe one outcome for science?

Again, scientific inquiry is important, but not all issues, questions, or problems can be articulated or solved in purely quantifiable terms.

Why aren't these outcomes making students test hypotheses? I see an outcome about making a "scientific outcome" and one about "critiquing a claim". What about actually doing science, i.e., forming and testing hypotheses? That's what scientific inquiry is. If we're not teaching our students to do it, then we're not teaching them scientific inquiry.

"Significant challenge" is not the right phrase. Maybe "significant issue?"

Define "significant"

The IDEA I like. But what is "a significant challenge"? I know these are hard to write. What if you just ended after "claim"?

"... a claim regarding a significant challenge. " is not clear. Poor phrasing.

For 8 and 9, these don't seem like they're about transferrable, bigger picture abilities gained from engaging in scientific inquiry. 9 is closer to that than 8, but it doesn't seem quite there yet.

I'm not totally sure what is mean by the last 1/2 of the sentence "regarding a significant challenge"

It would seem that the previous outcome 8 would include this, so I think this is not necessary to break out.

I think this could be included, but might be better if it were an option, say with Outcome 8 above. Either a lab course or a non-lab science course.

Perhaps "criticize" rather than "critique."

But a critical piece of this is being able to SUPPORT the claim with scientific EVIDENCE.

Seems a bit wordy. I think it could be stated more clearly.

I don't know what this means. If it was "engage in scientific inquiry to critique a claim" it would make sense to me...but I am unsure as to what "regarding a significant challenge" means. I would need more info, but I like the first part of the statement.

8 & 9 are on similar topics, and between the two I think 8 is more measurable and teachable

I'm am not sure what this means, specifically "critique a claim regarding a significant challenge." Sounds a lot like it belongs in the critical thinking objective. I suggest "Engage in scientific inquiry to investigate physical and biological systems."

Outcomes 6 and 8 would seem to cover this without necessitating its own category, in my opinion.

Have read this 7 or 8 times and still not sure it states a clear outcome. Maybe it's just my interpretation of the way it is worded. Does it mean: Using knowledge of science to evaluate someone else's claim that something isn't true? Hmmm

Not clear what this one means.

so vague. What's a significant challenge??

Same reason as for #8.

A challenge to what, exactly? It seems this could be made more specific and measurable. Perhaps "Critique (or analyze, assess, evaluate) a claim using scientific inquiry regarding a significant challenge to . . . "

challenge?

awkward outcome. seems too specific.

combine 8 and 9 to "generate and critique"

In the same domain as Outcome 8; but 8 is stated more clearly.

Again, not a fan of the scientific inquiry, find a different word for it, but I can't tell what this outcome is meaning by scientific inquiry.
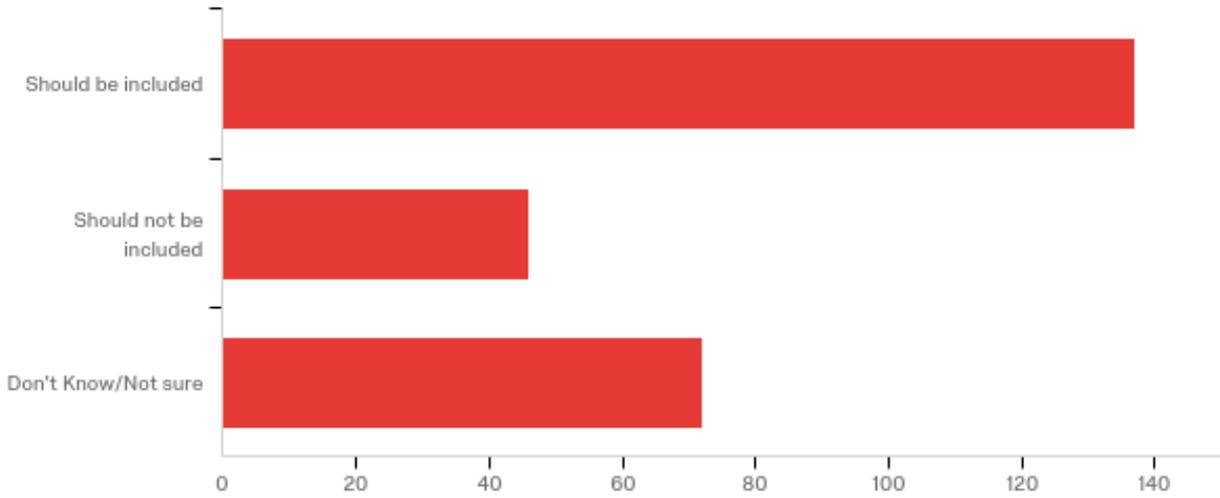
should be pursued within different majors

Seems to refer to critical thinking

not crazy about the wording - start with "critique a claim"?

Q28 - Outcome 10: Create original, artful expression.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 10: Create original, artful expression.	1.00	3.00	1.75	0.87	0.75	255

#	Answer	%	Count
1	Should be included	53.73%	137
2	Should not be included	18.04%	46
3	Don't Know/Not sure	28.24%	72
	Total	100%	255

Q29 - Comments on Outcome 10:

Comments on Outcome 10:

Seems that the older goal of studying art in order to appreciate artistic expression as a fundamental feature of human existence would be enough.

This statement develops skills.

Would observation be sufficient to attain Outcome 10? Could the student be the consumer/interact with an object of expression but not necessarily be the creator?

I think this wording is almost too concise. I believe that better wording might be the following "create original, artful products." The word "expression" in this instance may be confusing to students as expressions do not correlate to products or pieces of creative nature and design.

"Original" is tough to define -- especially when working with a Gen Ed population. How about "expereince artful expression" -- this could include creating it, observing, listening, reading, or engaging in it, and appreciating it.

Needs rewriting. "Expression" of what? Does creativity have to be artful?

Use the term creativity rather than imagination

Very important to include

The arts are important. They have been lost from the K-12 world, and should not be lost from UNI

Get back to the hard basics and let them explore their creative side on their own - this is so incredibly broad a topic you will never adequately cover this to make an impact on students because they are so very diverse in expressing themselves. There seems to have been far too much emphasis on students learning to express themselves the past decade already.

Vague -- what do you mean?

It is only through creative, original thought that NEW ideas are stimulated.

Like it.

In my opinion, if this outcome is going to be included, it must include graphic design, CAD design, metal casting, and interior design. Painting and drawing are no longer the only ways to create original, artful expression.

As long as this expression can take a variety of forms including things like digital production and the like, it seems a good outcome

Poor wording. Expression is not created.

Yes. I support this.

We currently work quite hard to make sure our students are not presented with original ideas... unless, of course, they are appropriate original ideas. Would we, for example, bring a Nazi on campus to talk about the benefits of eugenics?

What is the definition of "the world"? Can students explore a community or human identity or religion through the lens of imagination and original ideas and meet this? Creativity and art seem to be used an synonyms in this outcome. Creativity is a skill important to all fields and all human expression, not only the arts.

Must it only be artful expression? Might original mathematic, scientific, or social scientific expression be equally valuable and more appropriately developmental for some of our students?

To be honest, I would love this. What quality of original, artful expression are you requiring, however? What quality is too poor to meet expectations?

The term "artful" is too vague. Is it just the visual arts? Are written texts included?

We need to include creativity!

I tend to think that producing art (in a broad sense) is a necessary condition of a general education. Some students might come to develop an understanding and critical appreciation of art much more effectively by learning about it (through studying, e.g., literature, history of art, history of ideas) instead of trying to make it. I could conceive going this route potentially leading to frustration, and "turn people off" to artistic creativity in general.

Creative thinking is not a foundational skill, it is a skill that is best developed once students have a substantial body of knowledge and skills that they can be synthesize and make connections between. Thus it should not be included in the general education requirements, instead it is something that is best developed within majors and minors. Creative thinking as a generic skill is also difficult to assess.

While creativity is very important, as is art, are they really appropriate in a reduced GE program? No.

And if they're not the artistic/poetic/musical sort of personality?

I think this outcome is very important and is the needed complement to Outcome 11. I'd like to see references to process here as in the communications goal. Here, something like "the student practices the skills that can lead to original, artful artifacts."

I'm in favor of a creative arts outcome, but I am not sure how it relates or doesn't relate to Communication above.

Can we really help every student do this? Will this be an outcome we say we have but then fail miserably in the implementation?

I find it interesting that here we're expecting students to create art, but in science we're just expecting them to "argue" and "critique," not to do science.

don't use "artful" - imagination can also be lacking any "artful" nature.

There is no way I would be able to create original artful anything. I am a singer, but nothing I do is really original. I sing other people's songs. What about people who are not artistic is any way? Can't sing, draw, play an instrument, etc. I don't think this is necessary.

This is another expensive class to take for those who are not artistically talented and not interested in this type of expression.

Yes, please. Could we please give students who aren't fine arts majors opportunities to explore their creativity by DOING art, music, etc.?

Subjective, depends too much on individual predisposition

I think we should have either Outcome 10 OR Outcome 11 depending on individual student interest.

I'm not sure that required art creation is necessary for core curriculum

Although I like Outcome 11, I don't think we should require students to create. This in constraining and will likely create resource challenges.

By original do we mean "not plagiarized"? Or do we mean wholly original, b/c many would argue there is no such thing. I do think pushing creativity and artful expression is really important though!

Imagination and original ideas are not a lens, but rather a way of engaging and shaping experience. I think it is odd to set this aside as an outcome, unless you are thinking of creativity as a sort of mindset. Outcome 10, as written, is vague in the extreme. If the suggestion is that gen ed classes can be expected to transform students from novices into original artists, I don't think that is realistic. Neither do I think that the point is to cultivate dilettantes. I think the opportunity to display creativity and originality is probably greater in the major curricula, although not exclusively so. Outcome 11 strikes me as more appropriate for gen ed, and perhaps it could be scaffolded towards original creation in some contexts.

This is an impractical requirement, tantamount to requiring every student to produce art, or be in a music ensemble, or be in a play, or do creative writing, or... These activities are all time consuming to do and to teach, and I doubt we

have the capacity to require this of all students. And who will judge if it's original and artful?

"artful" seems problematic. Not all students have artistic talent.

this "through the lens of" is getting old. There a more clear ways of defining a goal.

Although I really like this outcome, I'm not sure that it should be part of Gen Ed for everyone. It seems specific to certain disciplines.

what is "Artful"? - this seems to suggest that creativity only exists in the fine arts.

Not regarding Outcome 10, but the Creativity subheading itself: I think there could be better wording for this Outcome. This brings to my mind the image of Gene Wilder singing "pure imagination...". I like the idea, but the "lens of imagination" sounds a bit wishy-washy. Creativity is about more than daydreaming and artistic expression (and I'm a musician, who absolutely values both of those, but mainly because they stimulate a creative approach to other aspects of life, from scientific inquiry to social inequality). Not sure what a better wording would be off hand, but could it somehow encapsulate the wider importance of Creativity?

Similar to Outcome 11 but the latter seems clearer.

Aesthetic awareness should be a high priority and would best be taught by investigating some of the best artifacts of human imagination and craft. What outcome specifications would best capture this objective? There is something about the proposed wording that is unsettling but this objective should be given high priority given the challenges the next generation will confront and the need for innovative, creative solutions.
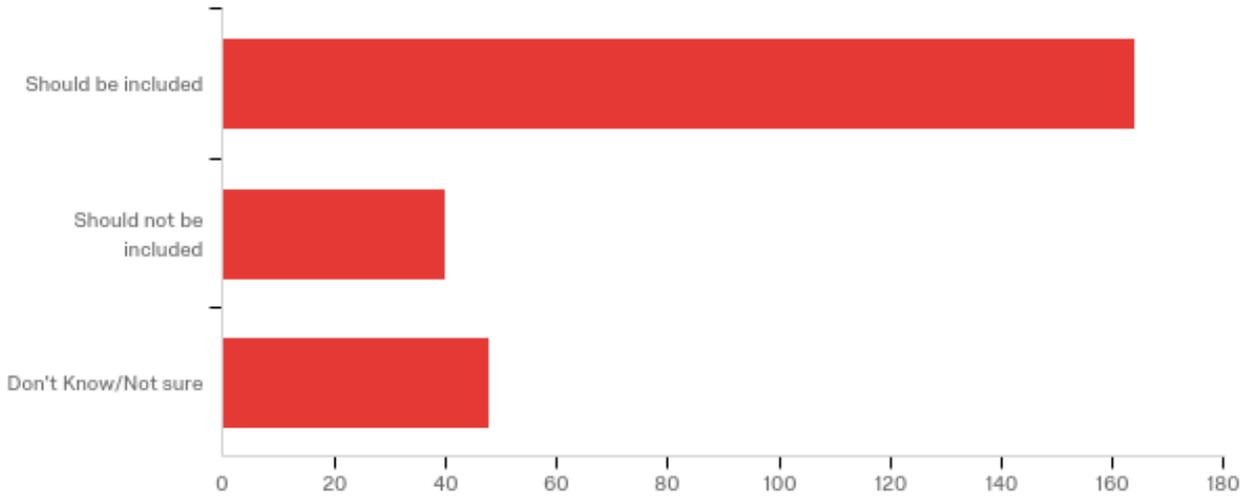
Not everyone is creative through art. Creativity should be expanded to ideas, proposals and point of view

what is the difference between artful and artistic? I assume there is one

Q30 - Outcome 11: Analyze creative work in a range of historical and cultural contexts.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 11: Analyze creative work in a range of historical and cultural contexts.	1.00	3.00	1.54	0.79	0.63	252

#	Answer	%	Count
1	Should be included	65.08%	164
2	Should not be included	15.87%	40
3	Don't Know/Not sure	19.05%	48
	Total	100%	252

Q31 - Comments on Outcome 11:

Comments on Outcome 11:

Human beings are born able to do that. We do not need to make undergrads scholars. We need to help them understand their reaction not teach methodology.

This statement develops skills.

seems redundant of above.

I do think this statement is well constructed and can be presented in a wide variety of courses and produce specific products.

I would like to see emphasis on creative problem solving than on what is stated as Outcome 11. Give students the tools to help them develop creativity. Passive study of creativity is worthless.

analysis speaks to scientific method how abut inductive approaches to learning?

Also very important

A good idea. Keep if there is space.

How do we analyze creative work?

Overall 13 outcomes??? Too many.

Not sure everyone needs this, but obviously artists do

In my opinion, this outcome should be optional instead of required. A Liberal Arts education has changed rapidly over the last two decades. Students are not being taught to investigate, think, and engage as much at the high school level and this must become the burden of UNI. These are life skills - analyzing creative work in a range of historical and cultural contexts do not seem to me to be on the same level of importance.

Good.

So, given this outcome, would a student be able to submit a detailed analysis of the Archimedes Screw? It's origins, it's use in by various cultures, it's use today? If so, then I like this one. If not, then it needs work.

Is it okay for this to overlap with Outcome 5? One course should be able to accomplish both these outcomes.

What is creative work? Do students have to take an art class to meet this?

This must be included. Until recently, the analysis of written texts and works of art was core to ALL general education curriculums, usually via a Western Civilizations or Great Books course sequence.

I think this Outcome is important, but also that it would be helpful to indicate that "creative work" should be understood in a broad sense, including institutions (religious, political, etc.) and articulations of conceptions of the human condition.

Creative thinking is not a foundational skill, it is a skill that is best developed once students have a substantial body of knowledge and skills that they can be synthesize and make connections between. Thus it should not be included in the general education requirements, instead it is something that is best developed within majors and minors. Creative thinking as a generic skill is also difficult to assess.

Not appropriate.

Why always historical and cultural? Add geographic - place matters and greatly influences creativity and art.

Students should analyze creative work, but for the sake of alignment I'm not sure why "critique" isn't included here but it is included above. Similarly, I'm not sure why "perspectives" isn't also included as a part of the "range" in

which students should analyze creative work.

Critically analyze creative work.......

Is creative work going to be analyzed through "scientific inquiry" also? How?

The creativity statement is great: "Students will explore the world through the lens of imagination and original ideas." The two possible outcomes (10 and 11) seem too reductive.

I think we should have either Outcome 10 OR Outcome 11 depending on individual student interest.

for what it's worth, the language is similar to 5, but I see that they are about two different areas: culture and creativity

This is something that people can understand and we have the capacity to do and to assess. When it gets down to structure, I think that certain activities that would apply to outcome 10 above could apply to outcome 11. For instance, if a student is in a music ensemble performing a variety of repertoire, they will learn something of the historical and cultural contexts of that repertoire.

Again, I believe the contexts of Outcome 11 are too narrowly focused on history and culture, and should include five other essential contexts: "economical, environmental, political, social, and technological" contexts. These five, along with historical and cultural, make up a more inclusive list of contexts for creative expression in the Human World.

This outcome is essential, although grouping it with the "production" of creative work is to me problematic.

This seems to be part of basic cultural literacy.

Is there another option for this area?

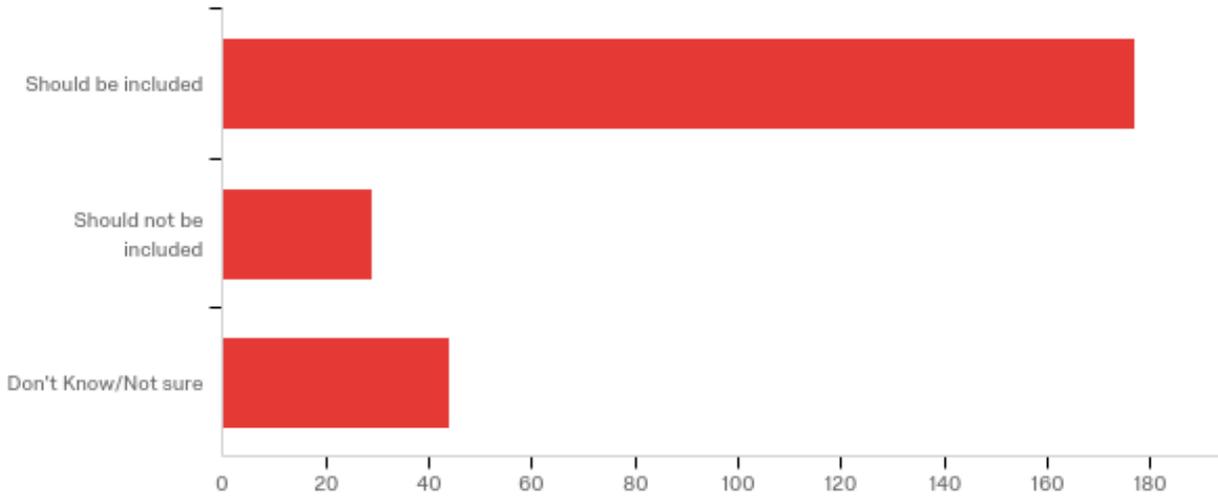this seems really narrow. What about creating original work in the humanities?

I feel like this type of statement has been made in a different outcome, outcome 6 maybe? Seems redundant

probably ok, but outside my area of expertise

Q33 - Outcome 12: Assess personal values.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 12: Assess personal values.	1.00	3.00	1.47	0.78	0.60	250

#	Answer	%	Count
1	Should be included	70.80%	177
2	Should not be included	11.60%	29
3	Don't Know/Not sure	17.60%	44
	Total	100%	250

Q34 - Comments on Outcome 12:

Comments on Outcome 12:

Really.

Sounds kind of judgemental.

rather vague--could be rewritten.

Before assessing values, one needs to discover the values one has and to reflect on how these values came to be important to one, what and why competing values were set aside, etc.

This statement develops skills.

don't think they need to assess their own values as a direct learning outcome (i.e., I think it's a secondary, not a primary, outcome)

Assess who's personal values? Self reflection is important but how does an instructor assess a students personal values without bias and do we want students to conform to a set of personal values they see the instructor wants to hear.

Interwoven - not separated out.

This is important I just don't think it is connected to ethical reasoning.

Don't like the part "their understanding" in the 'Ethical Reasoning' statement. If my understanding of the world is skewed (for example, if I think the world owes a debt to my race or religion) my "ethical reasoning" would be different. Give some thought to it.

assess? personal values? vague and lacking in clarity,but difficult to put into outcome language

By who's ethical reasoning will they decide what their personal and civic responsibilities are?

Only by assessing personal values can we understand the role they play in our interactions and we can mitigate negative aspects to this.

Absolutely essential

I am not sure what this means or how it would be operationalized or measured.

I'm concerned about what might be meant by "assess" in this context. Unless we're going to introduce them to the philosophy of aesthetics, I'm not sure we should teach undergraduate students (especially ours) to assess someone's personal values. I think it is significantly over the head of most of our students.

College is often the time in a person's life where they are most interested in, and most need to, assess personal values.

I'd suggest: "Critically assess personal values by employing ethical reasoning." (I think it's important to stress the importance of ethical *reasoning* here.) Making this explicit can alleviate a misunderstanding that this component of General Education is aimed primarily at encouraging students to maintain or reject their current ethical values; rather, it's to *reflect* on them critically.

Ethical reasoning is not a foundational skill. It is a skill that is only meaningful when it builds upon a extensive knowledge of philosophy, logic, theology and history.   Courses in this topic could too easily degenerate into faculty pushing one particular political ideology of what is "ethical".

This seems to wishy washy and introspective. Should it REALLY be in a reduced-hour GE program?

I like this idea but feel that it needs expanded on - what is this supposed to mean? Not clear.

I only have a comment about the wording of the Goal - "understanding of the world" seems too general. Ethics is a human behavior and so we are developing our understanding of ethical human behavior and to the development of actions that are ethical.

Social values should also be included. I'm not sure why we are prioritizing the individual and/or associating values with persons and not also communities/nations, especially since "civic" is mentioned specifically in the learning area.

The wording seems vague.

I don't know what this means

Who is going to determine right and wrong for our students?

no, not something that can be objectively assessed.

Personal values are just that, personal. It is not the job of the university to indoctrinate our students with values that they believe to be better than other value that a student may already have.

Yes, please. Our students currently do very little of this in an academic context, unless they take very specific courses. Frankly, we've given this away to the religious organizations ringing the campus. I have no objection to students pursuing their religious beliefs, but they should also have opportunities to have these kinds of conversations in academic contexts. Our students want to have these kinds of conversations.

Does this imply reflection and personal growth, or the development of empathy? Should it?

Suggested clarification: "Assess one's guiding values to engage in critical reflection, and modification of conduct where necessary."

Personal values should not be institutionalized, look at the Nazi regime convinced a whole population to follow theirs.

State/articulate personal values (in a meaningful way) within an accepted moral framework.

I don't think Outcome 13 can happen without Outcome 12. As such, de they need to be different?

Included, however... how are one's personal values assessed?

This can effectively be included in Outcome 13.

"...and how they align with one's work and the world

This one feels like it will be problematic and easily abused.

Shouldn't this be qualified with some words that imply rigor? "Assess the origins, consequences, and challenges of personal values"?

Students need to do more than just assess personal values. They need to be able to be able to recognize differences between people in personal values and beliefs and respect others regardless of those differences.

Again - how in the world can we asses this without infringing on personal ideologies? Can we asesss that people have personal values? How do we not assess the value of those values in the process?

How will you assess whether a student has assessed their personal values? I think this can be an activity as part of outcome 13 below.

What about this is not covered by Outcome 13? (I.e. Analyze positions on ethical issues, including one's own.)

Although I hope that students would be exposed to a variety of ways of thinking about ethics and not subject to any sort of indoctrination about what they should and should not be thinking and feeling, I believe it is important for students to examine their own values, ethics, and morals.

Why is this different from 13?

What if your personal values are abhorrent but you like them? I see the value in self-reflection, but I don't think it's relevant to gen ed.

seems vague. unclear - which values, for what purpose - link to ethics?
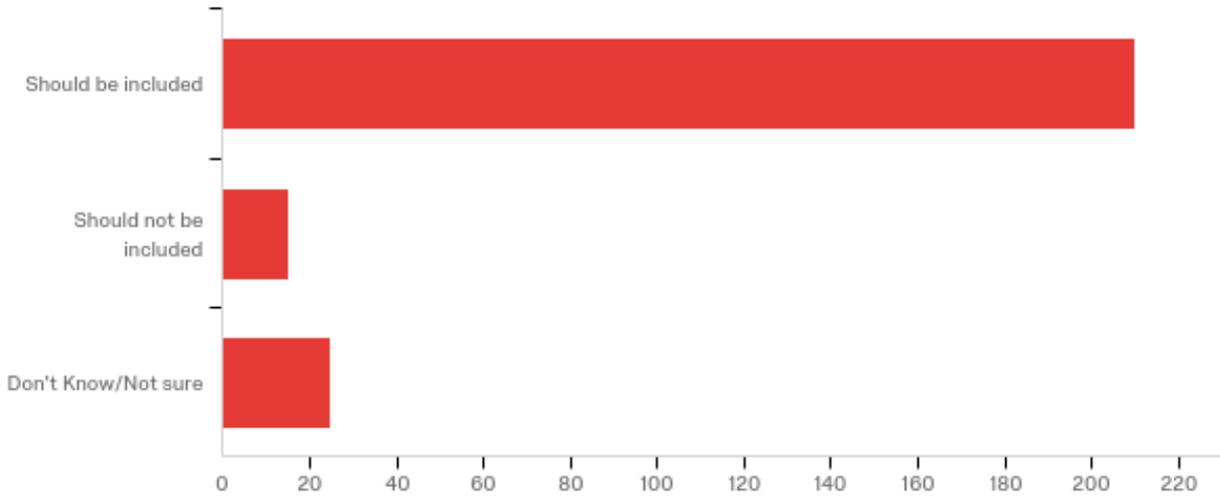
Not sure what this means. Not clear what you are measuring

I think this could turn into a hot topic...but that's just me

this seems like it could cause trouble without some additional explanation - could be misinterpreted as conform/change

Q35 - Outcome 13: Analyze positions on ethical issues.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Outcome 13: Analyze positions on ethical issues.	1.00	3.00	1.26	0.63	0.39	250

#	Answer	%	Count
1	Should be included	84.00%	210
2	Should not be included	6.00%	15
3	Don't Know/Not sure	10.00%	25
	Total	100%	250

Q36 - Comments on Outcome 13:

Comments on Outcome 13:

This statement develops skills.

I much prefer this outcome than assessing personal values.

Interwoven, not a separate entity.

Understand open-ended problems facing the world

Emphasise acting ethically. Provide student with tools for making ethical choices in various fields of life.

Get back to the hard basics of education and let them discuss ethical issues on their own from the critical thinking skills they learned.

Absolutely essential

Again, what does it mean to analyze a position?

Moreso than outcome 11 since this one necessarily entails the other.

Combine with Outcome 12! It makes sense and it is one less thing we have to measure.

This would be the second most important outcome to include, and is closely related (but still independent) to critical thinking.

In this day an age, we need to equip students with tools to analyze stated positions. This might be incorporated in courses that also meet some of the other outcomes above.

I'd suggest: "Critically assess personal values by employing ethical reasoning." (Again, I think it's important to stress the importance of ethical *reasoning* here.)

Ethical reasoning is not a foundational skill. It is a skill that is only meaningful when it builds upon a extensive knowledge of philosophy, logic, theology and history.   Courses in this topic could too easily degenerate into faculty pushing one particular political ideology of what is "ethical".

Same comment as for outcome 12.

aware but not analyze

Meaning what?

I like the statement as written and do not think this adds to it.

The wording seems vague.

A class on basic ethics would be helpful/useful, however it is difficult to unbundle from religious/moral/personal beliefs, so I have similar concerns as outcome 12.

Ethics could be part of a broader topic of civic and social responsibility.

Students need to be able to not only analyze positions on ethical issues. They need to also learn how to have respectful dialogue concerning the differences of positions on ethical issues.

One can learn about the continuum of ethics (from completely ethical to completely non-ethical), and analyze where a position falls on that continuum, but I think that assessing one's own personal values is an important part of analyzing one's own and others' positions on ethical issues. I don't think that assessing personal values deserves its own outcome. While students will probably learn something about their personal values while at college, I don't

think that we can consider it an outcome of the general education program (or core curriculum).

As long as it's fair and balanced

This is very much in keeping with my comments on #12. to a university education, I think students should be exposed to a variety of ways of thinking about ethical conduct, so that they can choose their own path.

Why is this different from 12?

also should explore historical and cultural contexts of and changes in ethical positions over time and place.

Again, there must be something better than "analyze".

Important to explore all perspectives

very important

Q37 - Any other additional comments on the student learning outcomes:

Any other additional comments on the student learning outcomes:

N/A

No mention of healthy lifestyles to address one of the major issues adults face.

Many can be combined (science). Several don't need accentuating as separate outcomes, but interwoven into all outcomes.

Very disappointed. Too many vague things. Did not get the impression that UNI is serious on preparing students for the future/immediate future. There appears to be no awareness that the age of artificial intelligence, robots, personalized medicine, etc. is already here. Backward looking rather than forward looking.

This seems like a lot -- do we need all of these?

Where does learning about the place of humans in the natural world, and our relationship with the planet enter into the curriculum?

Overall these feel very strong. I would love to see these woven together to have a really strong and exciting core curriculum.

Outcomes #1 & #2 can easily be combined. Students should be able to effectively communicate - whether that is speaking or writing, the outcome should be to communicate. Additionally, outcome #8 & #9 are basically the same outcome, just reworded. Synthesizing observations, predictions, and data is engaging in scientific inquiry. I feel as these could easily be combined to form one outcome. If outcome #10 & #11 are going to be included, they need to include modern, present day, creative courses.

Drop the tautological use of "meaningful" and define terms. I think the communication ones are still to focused on abstractable skills when research shows that communication makes the meaning, it does not simply hold it like a container. Revise communication outcomes and goals to reflect this. It is a standard viewpoint in comm, English, philosophy, sciences, and social sciences.

Just one... are our learning outcomes written in such way to imply that instructors learn ya, or that students must take the responsibility of learning?

I think the Human World should include "global" in its description. Now no outcomes have included the "global" component, which I think it's critical at the current world that is fundamentally shaped by "globalization". I think it's the best to include some clear descriptions of "global" into this outcome. I also feel "sustainability" should be included somehow in the LAC outcomes, which is lacking at the current version. But isn't sustainability part of the core value in the university's strategic plan?

I don't think the arts are well represented here as they seem to fall into "creativity".   I think critical thinking and a creativity could be overarching themes with everything else under/within them and communication could be integrated into all.

I think you have the right ones here. Importantly, I hope we do not bypass the opportunity to force students into some activities across the GE curriculum that would enable them to see connections among the things they are learning. Recognizing, for example, the specific ways in which complexity science teaches us that human diversity (specific elements) improves the ability of collectives to make well-functioning decisions, including the construction of institutions, would better prepare our students to function well in the world of the future. It would also put them light-years ahead of the mindset of most of our current graduates (and some of our faculty and administrators).

As you can tell from my comments, I am in favor of having some courses that meet more than one outcome. Students would be required to meet the outcomes, but their route would not be the same. Some major courses would meet these requirements as well as courses created to give a multi-outcome learning experience.

I didn't see space devoted to commenting on the descriptions of the learning goals as such, but I think that it's important to be open to changes in these descriptions. Here are some comments on these descriptions: 1. "The

Human World": Crucially, I think this outcome should add "conceptions of the human condition," to read Analyze identities, structures, institutions, *and conceptions of the human condition," in a range of historical and cultural contexts. Such conceptions are integral facets of the human world. The term "conceptions of the human condition," I think, importantly avoids problematic implications of such terms as "human nature," "what it means to be human," even "the humanities," etc., which have so often been used to define "us" as human and "them" as inhuman(e). 2. General comment on the description of the learning area "Critical Thinking": what's mentioned in the current wording seems largely accurate, but leaves out something crucial to genuine critical thinking: the evaluation of the logical strength of arguments. Perhaps the area could be described along these lines: Students will develop habits of mind characterized by thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence *and a logical evaluation of arguments* [or, perhaps: *and an evaluation of argumentation*], before accepting or formulating an opinion or conclusion.

The 13 outcomes listed are far too many. No progress appears to be happening in the important process of prioritizing and pruning the list of outcomes to a manageable number. A manageable, reasonable sized general education curriculum will not be achieved unless this important but unpopular task of pruning down of the list of learning outcomes is done. There should be only 4-6 learning outcomes. The large number of proposed learning outcomes will perpetuate the major problems of the current Liberal Arts Core - it has too many courses and is too broad and shallow - all except 1 course (Capstone) are at the freshman level.   Too many of these learning outcomes appear designed to force students to take courses in lots of different disciplines, rather than to ensure the students learn fundamentally important skills and then develop those skills beyond the basic level.

I really don't see much about learning about how the Earth and its systems function. With climate changing more rapidly every day and dominating news weekly, there should be an outcome about learning about the natural world. If we don't understand it, we are likely to make more tragic mistakes. This is far more important than outcomes on creativitiy

I am wondering to what end we are creating the learning outcomes. Some have it but these do not: The Human World, Scientific Inquiry, and Creativity. In other words what is the why? The others include to... I really appreciate the time and work that is being put into this venture. Thank you all for your time.

the only 'content' area seems to be the Human World, and the others are mental or rational strategies, and that seems awkward. Seems one could group the areas that refer to thinking (reasoning, inquiry, thinking, reasoning). that would be the human world. then perhaps historical area, as in philosophy of history for science and the arts and humanities and human society and non-human phenomena. Communication still seems to be something that can still be its own entity. If this LAC or Gen Ed program is to be something that is a selling point for UNI, this configuration still seems to be less than visionary (which I think is a legitimate criteria, critical in our day). I've tried to think of the LAC as adult education that college provides, helping students get adult understanding of adult ideas we teach them in childhood. This adult formation is going to help them whether they stay in the academy or go out into the 'secular' world. At it would help those who do stay in the academy. In that light, we might then speak of these courses as fundamental to adult thinking. we then would say that we don't want you to get this courses out of the way but 'into your system,' your intellectual body or body of assumptions.

There seems to be opportunity for better alignment and consistency across the learning areas. I'm not sure why we are not mirroring language found across learning areas. For instance, "critique" only seems to happen in "scientific" inquiry when it is central to the kind of analysis scholars do in ethical issues, creative work, and the human world as well.

The outcomes should state or imply that the skill or content knowledge can be measured and verified.

I applaud this effort. Please don't interpret my comments as being critical or snarky. There is no perfect system or wording that will satisfy all interested parties.

These would be so much more powerful if the language was more vivid, joyful, and student-friendly. Would most students read these outcomes and have a sense of excitement about the general education program? I'm not sure, but I don't think so. And I think that's tragic. All of these areas and broader goals are important, valuable, and, most importantly, fascinating.   If the outcome language is crafted with the student audience in mind. the outcomes themselves could be one way to persuade students of the value and joy of a broad, liberal arts education.

Thanks for all your work on this!

These are great. I think a few tweaks need to be made, but all are relevant and necessary. Students will understand these as well, which is most important.

A theme of sustainability could cut across all the disciplines represented as a uniting theme. I'd like to see a mention of human rights with ethics and a global perspective somewhere.

I think the topic 'Natural World' should be added back as a complement to Human World. Many of the issues Gen Z and the next will face are related to the systems and processes of the planet. Opposition to addressing challenges in climate, pollution, energy, species extinction, etc., grows in a lack of knowledge. Scientific inquiry is great, but does not explicitly address the big challenges of the future. Environmental sustainability, global perspectives, personal/social/workplace interaction with technology, social civility, and economic stability all seem like critical topics for the next few generations. Although courses on those topics could meet these outcomes incidentally, should the critical topics of the future not be more explicitly addressed?

Perhaps the ability to embrace change needs to be addressed in learning outcomes. Also, information literacy and the use of technology is important. Particularly ethical use of technology is becoming increasingly more of a concern.

Be sure not to use the oxford comma in lists :)

Thanks to the committee for all your hard work on an essentially impossible task--pleasing everyone. I appreciate the opportunity to provide feedback.

WHY ALL UNI STUDENTS NEED TO KNOW MORE ABOUT TECHNOLOGY: Technological Literacy as a UNI General Education Outcome By Douglas R. Hotek, D.I.T. Department of Technology January 14, 2019 At the heart of our institution's general education curriculum lies an unacknowledged paradox. Although our modern society is increasingly defined by and dependent upon technology and is adopting new technologies at an incredible pace, our students are ill prepared to make well-informed decisions or to think critically about technology. Most are not even fully aware of or conversant with the technologies they use every day. In short, most if not all of our students are deprived of a key liberal arts experience because of their lack of technological literacy. At its best, technology has become so user friendly it goes largely unnoticed. Our students use technology with a minimal comprehension of how or why it works or the implications of its use or even where it comes from. They drive high-tech cars, but most know little more than how to operate the steering wheel, gas pedal, and brake pedal. They purchase and consume highly processed foods but are largely oblivious of their content, or how they are developed, grown, packaged, or delivered. With a mere touch of their iPhone dial pad, they transmit data over thousands of miles without understanding how this is possible or who might have access to the information. Thus the paradox: Even as technology has become increasingly important in our students' lives, it has receded from consciousness. As members of the upper 25 percent of the population with college degrees and leaders of society, our students will need to deal with issues relating to technology. To take full advantage of the benefits and to recognize, address, or even avoid some of the pitfalls of technology, we as educators must become better stewards of technological change. This paper represents a mandate—an urgent call for technological literacy as a general education student learning outcome at UNI. What Is Technology? In its broadest sense, technology is the process by which we modify nature to meet our needs and wants. However, most people think of technology only in terms of its artifacts: computers and software, aircraft, pesticides, water-treatment plants, birth-control pills, and microwave ovens, to name a few. But technology is more than its tangible products. An equally important aspect of technology is the knowledge and processes necessary to create and operate those products, such as research and development know-how, manufacturing expertise, various technical skills, and so on. Technology also includes the entire infrastructure necessary for the design, manufacture, operation, and repair of technological artifacts, from corporate headquarters and technical schools to manufacturing plants and maintenance facilities. What Is Technological Literacy? Technological literacy encompasses three equally dependent competencies: (1) knowledge—as in the understanding of the nature and history of technology, (2) ways of thinking and acting—as in the ability to think critically and make responsible decisions about the development and use of technology, and (3) capabilities—as in basic psychomotor abilities related to technology. These interdependent competencies are essential for students to live and work in our modern world. Like literacy in reading, history, science, or mathematics, the outcome of technological literacy is to provide students with the tools to participate intelligently and thoughtfully in the world around them. The technologically literate student also realizes that society shapes technology as much as technology shapes society. Technological literacy is not the same as technical competency. A technological literate student will not necessarily require extensive technical skills. Technological literacy is more a capacity to understand

the broader technological world rather than ability to work with specific pieces of it. Benefits of Technological Literacy Students at UNI would benefit greatly from a higher level of technological literacy. For one thing, they would be better prepared to make well-informed consumer/citizen decisions on matters that affect, or are affected by, technology. For example, as consumers they must routinely decide whether or not to buy particular merchandise and how to use them. Those who are technologically literate would be able to make better critical assessments of products and, therefore, more informed decisions. As citizens in a democratic society, students will also be asked to help make technological choices for the country as a whole or for some part of it. Is genetic engineering an environmentally sound way to increase food production? Do human-made technological activities threaten to change the global climate? Or, do environmentalists overstate their case? Technological literacy would not govern a student's opinion but would ensure that it would be well informed. Technological literacy is especially important for those students who will make or influence decisions that affect many others, sometimes our entire country. Future leaders in government, business, and the media would benefit from a comprehensive understanding of the nature of technology—recognition, for example, that all technology involves trade-offs and can result in unintended consequences. From a philosophical point of view, democratic principles imply that decisions affecting many people or an entire country should be made with as much public involvement as possible. As students gain confidence in their ability to ask questions and think critically about technological developments, they are likely to participate more in making decisions. Increased citizen participation would add legitimacy to decisions about technology and make it more likely that the public would accept those decisions. Citizen participation would also give policy makers and technical experts a better understanding of citizens' hopes and fears about technology. Context for Technological Literacy Most of our students have very few direct, hands-on connections to technology, except as finished consumer goods. They do not build the devices they use, tinker with them to improve their performance, or repair them when they break. Because of this lack of engagement, students today learn relatively little about technologies through direct experience. Thus they rarely develop the kind of practical, intuitive feel for technology that marked the relationships between earlier generations and their technologies. The lack of familiarity with technology has given rise to a number of misconceptions. For example, most people think that technology is little more than the application of science to solve practical problems. They are not aware that modern technology is the fruit of a complex interplay between science, engineering, politics, ethics, law, and other factors. Students who operate under this misconception have a limited ability to think critically about technology—to guide the development and use of a technology to ensure that it provides the greatest benefit for the greatest number of citizens. Another common misconception is that technology is either all good or all bad rather than what people and society make it. They misunderstand that the purpose for which we use a technology may be good or bad, but not the technology itself. Realistically, every technology will be more advantageous for some people, animals, plants, generations, or purposes than for others. We have almost no reliable data about the level of technological literacy among UNI students. Given the relatively poor showing of U.S. students in international tests in science and math, however, and given that many other Western countries teach more about technology than we do, it seems logical to assume that UNI students are not as technologically literate as their international counterparts. A 2002 and 2004 Gallup poll and other data on the adult population reveal that adults are very interested in but relatively poorly informed about technology (Rose & Dugger, 2002; Rose, Gallup, Dugger, & Starkweather, 2004). Recommendation As educators committed to providing a strong liberal arts curriculum, we can better align our frameworks and student assessments in the life and physical sciences, mathematics, history, social science, the arts, and language arts, by stressing the connections between these subjects and technology. In short, a "capstone," or "cornerstone" experience in technological literacy should be an integral student learning outcome of the UNI general education curriculum.

References Rose, L.C., & Dugger, W.E., (03/01/2002). ITEA/Gallup Poll reveals what Americans think about technology: A report of the survey conducted by the Gallup organization for the International Technology Education Association. ITEA: Reston, VA. On-line, https://www.iteea.org/File.aspx?id=49479 downloaded 01/14/2019. Rose, L.C., Gallup, A.M., Dugger, W.E., & Starkweather, K.N. (09/01/2004). A Report of the Second Survey Conducted by the Gallup Organization for the International Technology Education Association. ITEEA: Reston, VA. On-line, https://www.iteea.org/File.aspx?id=50140 downloaded 01/14/2019. Bibliography Garmire, E. & Pearson, G. (Eds.). (2006). Tech tally: Approaches to assessing technological literacy. Washington, DC: National Academies Press. International Technology Education Association. (2006). Technological literacy for all. Reston, VA: Author. International Technology Education Association. (2000/2002/2007). Standards for technological literacy: Content for the study of technology. Reston, VA: Author. National Academy of Sciences, National Academy

of Engineering, Institute of Medicine (Committee on Prospering in the Global Economy of the 21st Century). (2007). Rising above the gathering storm: Energizing and employing America for a brighter economic future. Washington, DC: National Academies Press. Pearson, G. & Young, T.A. (Eds.) (2002). Technically speaking: Why all Americans need to know more about technology. Washington, DC: National Academy of Engineering.

For the most part these look very good, although the "Human World" and "Creativity" categories are still rather fuzzy in my opinion.

Overall, they seem very well-thought-out.

I like the idea of "foundational skills" that are general and then can be developed in a more specific way within the major. I really hope these outcomes lead students to take classes outside of their major.

The Human World category is troubling in its split between humans and nature. It also seems like a catch-all category that should be split into at least 2. i.e. Historical thinking and Cultural Analysis

A huge shopping list of outcomes.

My only concern is that the "LAC" committee seems to be full of individuals who would be negatively impacted by a decrease in LAC requirements. This would appear to be a huge conflict of interest because the faculty most affected by the changes are the ones who are in charge of implementing them. While I am sure many people value diversity of thought and the liberal arts thinking, it would appear that this committee is making suggestions about the "general education" that are more to protect their positions and less about the students learning experience. Why does precalculus not count towards LAC... MATH1140 is far more advanced than MATH1100. Is it because the MATH1100 instructor is concerned about their position, more than the quality of learning the student is receiving? How about the SOCFUND 3119 for the Teacher Licensure requirement... why does this not satisfy LAC 5A? At what point do we start to think about the financial strain of higher education on our students more than keeping our colleagues employed? Why are there 6 credits needed for Category 3, and 9 for Category 2. My students dont need a liberal arts degree, they need to get out in the world and start working because Iowa needs more teachers. Let's get some clarification about who's on the committee, is it a bunch of LAC course instructors or program coordinators who have nothing but headaches when it comes to advising there students through this LAC swamp.

The email accompanying this survey indicated that there were 13 outcomes within six content areas. But aren't there seven content areas: 1. Communication, 2. The Human World, 3. Critical Thinking, 4. Quantitative Reasoning, 5. Scientific Inquiry, 6. Creativity, and 7. Ethical Reasoning?

I didn't see room for comment on the general category "The human world." The category would become much deeper and more inclusive by reading "Students will explore a range of human identities, communities, cultures, *and conceptions of the human condition*."

Although all 13 sound reasonable, I tried to endorse those I felt were most critical in the event this needs to be streamlined.

You seem to embed a lot of analysis!

has come a long way - thanks for the hard work