GERC Poll

1. SECTION 1: General Education credits Current Board of Regents Regulation 10.04.040 (http://www.alaska.edu/bor/policy-regulations/) mandates that the Baccalaureate General Education—however satisfied—requires at least 34 credits. The current UAF Baccalaureate Core requires 38 - 39 credits. Do you think the number of required General Education credits should be:

		Response Percent	Response Count
a. Increased to 40 or more		7.3%	18
b. Kept the same (38-			
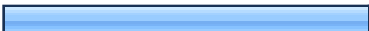
2. SECTION 2: Satisfying the new Learning Outcomes Learning Outcome 1 states that students should "Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World" through study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts. Do you think Learning Outcome 1 could best be addressed:

		Response Percent	Response Count
a. By the current Core Curriculum		22.6%	57
b. By a different list of specific courses (i.e. similar structure to the Core but different sets of prescribed courses)		15.1%	38
c. By a broader, more flexible selection of courses		**59.5%**	**150**
d. In some other way		2.8%	7
		Comments	66

answered question	**252**
skipped question	**0**

3. Learning Outcome 2 states that students should "Develop Intellectual and Practical Skills across the Curriculum" including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning. Do you think Learning Outcome 2 could best be addressed:

	Response Percent	Response Count
a.a.a.		

4. Learning Outcome 3 states that students should "Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues." Do you think Learning Outcome 3 could best be addressed:

		Response Percent	Response Count
a. By the current Core Curriculum		17.7%	44
b. By a different list of specific courses (i.e. similar structure to the Core but different sets of prescribed courses)		16.1%	40
c. By a broader, more flexible selection of courses		**54.8%**	**136**
d. In some other way		11.3%	28
		Comments	62

answered question	**248**
skipped question	**4**

5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

		Response Percent	Response Count
a. The department of the student's major		**34.0%**	**85**
b. The college of the student's major department		30.8%	77

6. Learning Outcome 4 states that students should "Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting

7. What is the best method for students in your major to demonstrate synthesis? Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

	Response Percent	Response Count
a. The department of the student's major	**64.8%**	**160**
b. The college of the student's major department	21.5%	53
c. A university-wide body, committee or administrator	10.1%	25
d. Other	3.6%	9
	Comments	37

8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator). The current Writing Intensive course requirement makes an effective contribution to training students to write at the level expected of college graduates.

		Response Percent	Response Count
a. I strongly agree		18.7%	45
b. I agree		**34.0%**	**82**
c. I partially agree		29.0%	70
d. I disagree		11.6%	28
e. I strongly disagree		6.6%	16
		Comments	73

answered question	**241**
skipped question	**11**
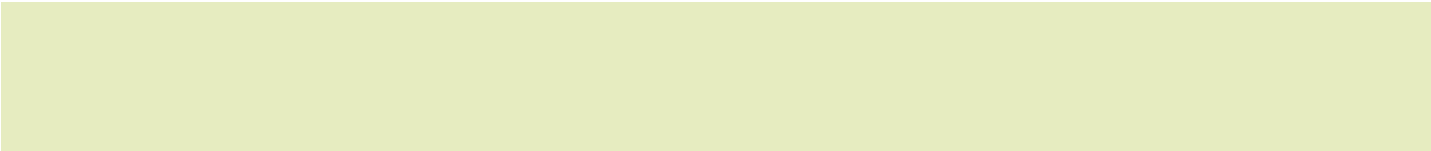
10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

11. SECTION 3: Demographics

12. My current UAF faculty rank is:

14. Have you ever taught a Core course at UAF?

		Response Percent	Response Count
a. Yes		49.4%	122
b. No		**50.6%**	**125**
	answered question		247
	skipped question		5

15. How long have you taught at UAF?

		Response Percent	Response Count
a. 0-5 years		34.7%	86
b. 6-10 years		21.8%	54
c. More than 10 years		**43.5%**	**108**
	answered question		248
	skipped question		4

16. Have you taught for at least one year at another accredited college or university?

		Response Percent	Response Count
a. Yes		**57.2%**	**143**
b. No		42.8%	107
	answered question		250
	skipped question		2

	make the mistake we (the precious "Core Curriculum Committee" made.	
11	This reduction will keep us more competitive with other universities and MAUs.	Oct 25, 2012 12:43 PM
12	more than 36 to me would be a little too overwhelming..	Oct 25, 2012 7:30 AM
13	Do not drop math, English or science courses. Perhaps some module style, 1 credit courses in arts could be available.	Oct 24, 2012 4:22 PM
14	I also feel strongly about having these courses taught by our best faculty. Dept. Heads just need to get tough on this issue. If we want our students to really be prepared for the "breakout" and moving from our core into minor and major courses, then these classes need to updated and presented by strong faculty.	Oct 24, 2012 12:08 PM
15	There is no need to change anything	Oct 24, 2012 11:20 AM
16		

	degree program.	
25	Requirements might be weighted according to majors so that student can get more breadth; i.e. less math and science GE for students in those majors, less humanities and social science GE for students in those majors.	Oct 22, 2012 1:27 PM
26	I don't have strong opinions.	Oct 22, 2012 12:17 PM
27	There should be more consistency among UA. Ease of movement among the institutions is a major concern of students. The costs to students for the additional 4-6 credits should be taken into consideration.	Oct 22, 2012 11:33 AM
28	the minimum is plenty	Oct 21, 2012 11:13 PM
29	UAF students are not required to take enough skills-building writing classes. Just about every study shows the direct connection between solid writing skills and college success. Current requirements of one skills-building writing course as a freshman and one as a sophomore are not nearly enough.	Oct 21, 2012 8:45 PM
30	Leads to more well rounded students ready to face the world.	Oct 19, 2012 11:12 AM
31	How many credits ought to be required depends somewhat on what the options are for courses.	Oct 19, 2012 8:46 AM
32	Before you can determine the number of credits - you must first determine what those Gen Eds are. Identify Gen Eds then determine number of credits. This question should be at the end. How do you know how many credits there should be if you aren't sure what you plan to offer?	Oct 19, 2012 8:08 AM
33	My answer really would depend on what courses/options would be in the core and the goal 0 0 pould1 0 0 1 56.4How many cre 574 102.18 uits.e seem21, 201Gen Ed6n1 56.4How many c./tw 1 0	

| 37 | Perceptions of rigor vs. real rigor vs. graduation rates seem to be where the locus of the current discussion is, but I think we need to really ask how much "real estate" any core ought to claim within a degree program. How much time do we need to carry out the objectives and outcomes, and what is most integrative for students working in specialized degree programs? | Oct 18, 2012 11:.d degre5Ayt disc Cu 39 cremin spminimrograwiol h |

Q2. SECTION 2: Satisfying the new Learning Outcomes
Learning Outcome 1 states that students should "Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World" through study of the natural and social sciences, technologies, mathematics, humanities, historie...

1	The current core does a far better job of covering natural and social sciences, math, humanities, language/culture, history than any proposed alternative I've heard of. The sole exception is technology, for which a simple fix would be altering one of the perspectives' courses.	Nov 2, 2012 11:42 AM
2	I'd go for broader, more flexible selection of courses over anything similar to the	

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frustrate students and faculty alike. So I'd also like to see a list of options that allows some students (those in need of more support, for example) to meet a given requirement at the 100- or 200- level but for others to choose a more advanced course to meet the same requirement.

Q2. SECTION 2: Satisfying the new Learning Outcomes
 Learning Outcome 1 states that students should "Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World" through study of the natural and social sciences, technologies, mathematics, humanities, historie...

19	Include ESL courses.	Oct 24, 2012 10:09 AM
20	Not sure what this says or means for that matter, Definitions are in order for this.	Oct 24, 2012 9:41 AM
21	I think that core requirements should require students to take courses in the categories listed by Learning Outcome 1, but not specifically require any particular course. Learning Outcome 1 is stated generally, and the university's policy should reflect that generality. Furthermore, giving students some additional freedom to choose their courses, allows them to create a curriculum more applicable to their lives, and inspires more diversity in the spectrum of ideas students can be exposed to. Some of the core requirements can already be satisfied by any one of a list of courses; I think that this structure should be replicated for all of the requirements.	Oct 24, 2012 9:38 AM
22	The arts would be better served with discipline specific survey courses rather than attempting to convey a massive amount of information in one semester.	Oct 24, 2012 9:15 AM
23	The current CORE is not sufficient for meeting this outcome.	Oct 24, 2012 5:18 AM
24	I think this is bet met by either expanding the options or by focusing it down to just 1 or 2 focused core classes that are specifically designed to achieve this outcome (such as Portland State University has). Because we have a lot of non-traditional and transfer students, I don't think the focused core class method works well. Therefore, I would suggest giving students the freedom of a broad range of classes. This is best accomplished by having better advising for students, to identify courses that would be challenging for each particular student and broaden their knowledge in ways they are missing.	

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	limits choices. I am a firm believer in cross-curicula studies.	
30	The current core is not far off from covering this learning outcome, but greater flexibility is warranted.	Oct 23, 2012 1:07 PM
31	This outcome is so broad that justification could be found to include a wide array of courses. This calls for a menu approach: a list from social sciences, a list from humanities, a list from natural sciences; leaving the choice of specific classes to the students.	Oct 22, 2012 1:27 PM
32	yes!!!! flexible!!!	Oct 21, 2012 11:13 PM
33		

prescrij4 ve1 in 1 2012st frof 1:07s!!!! flexible!!!
yes shnces, a s; owe

	also need to reflect a new core philosophy, and incorporate more "in context" and/or "applied"/multidisciplinary outcomes	
65	I think more flexibility in course selection can be helpful to both our current students and transfer students as long as (and this caveat must be emphasized) the overall thrust of the selections maintains the breath of knowledge mandated by our current core. More specifically, students of all majors should be required to take courses in the humanities, histories, languages and the arts even if a student is majoring in a STEM discipline. Moreover, while intersections between types of knowledge should be strongly encouraged, no type of knowledge should be privileged over any other.	Oct 16, 2012 6:50 PM
66	I think if students prove they have these skills through work experience they could earn the credits.	Oct 16, 2012 5:51 PM

Q3. Learning Outcome 2 states that students should "Develop Intellectual and Practical Skills across the Curriculum" including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

1	There may be a problem with this learning outcome. The LEAP objectives naturally apply more easily to liberal arts colleges than to state universities.	Nov 2, 2012 11:42 AM
2	Same thought as above.	Oct 31, 2012 12:55 PM
3	Include foreign language requirement	Oct 30, 2012 10:02 PM
4	Where are students currently learning technological competence? Is it integrated into the coursework for (some) core courses?? What evidence is there to measure collaborative learning??	Oct 30, 2012 2:15 PM
5	please see above...	Oct 30, 2012 1:39 PM
6	More so than with question 2, I'm having trouble seeing how these concerns are not taken up in courses that focus on the specific subject areas listed under Learning Outcome 1. So I'm choosing b for this question as well as for #2, and wish the committee the best in figuring out a way of implementing this objective. It seems that these objectives could be embedded in courses in most disciplines.	Oct 29, 2012 11:32 PM
7	Same comment as for #2: The Oral and Writing Intensive designations for many of the current Core courses are meaningless. This aspect of the Core definitely needs revision.	Oct 29, 2012 11:49 AM
8	I think students would be best served by taking their second writing course as juniors or seniors, once they have declared their major.	Oct 29, 2012 11:01 AM
9	Same comment as previous.	Oct 27, 2012 10:55 PM
10	Any time you require ALL students to take the same course, you get lower and lower standards. The real problem is entrance standards (or lack thereof). With a choice of courses at least some conscientious students and those with effective advising will get a solid core background.	Oct 27, 2012 7:51 PM
11	Developing some, if not most, of these skills should be an integral part of each course that the students take. Separate classes do not need to be offered to address these skills.	Oct 25, 2012 1:12 PM
12	A specific body of classes will stay true to the purpose of Core and outcome 2.	Oct 25, 2012 12:43 PM
13	See comments in question 10	Oct 24, 2012 4:22 PM
14	Not all courses address critical thinking skills which can certainly be incorporated into the curriculum. Since students already multi-task with the aid of cell phones, iPads, etc, they have some skills in researching topics important to their world. Students need opportunities to research topics as appropriate for content areas as this is a life-long skill.	Oct 24, 2012 3:57 PM
15 wohe722		

	Q3. Learning Outcome 2 states that students should "Develop Intellectual and Practical Skills across the Curriculum" including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...	
29	Some way needs to be found to stop kicking the problem down the road. Too many students pass their English Comp requirements and still can't write. Faculty teaching upper division classes should be able to assume that students have the basic skills so they can focus on concepts, content and advanced skills.	Oct 22, 2012 1:27 PM
30	Need a Gen Ed "Critical Thinking" course that can be satisfied by Philosophy (current logic course), Psychology course & Communication (Argumentation & Debate) course	Oct 19, 2012 8:08 AM
31	Again, I don't think the course selection is the issue here. All of these intellectual and practical skills can be incorporated into the existing courses or a list of new ones. The important thing is that the curriculum of the courses have more oversight.	Oct 18, 2012 2:21 PM
32	These topics should be included in every degree. In many degrees these are covered through O and W courses designed into the degree program so that students can review these important academic skills in the context of their chosen field.	Oct 18, 2012 1:57 PM
33	The other "problem" with specific courses is the problem of transfer students, both in and out of the institution. The rigidity of the current core should deter any student when choosing a college for their education.	Oct 18, 2012 12:43 PM
34	Technological literacy is not adequately served by LS 101. It seems likely that with the increase in distance ed courses by on-campus students, we'd do well to require a FIRST SEMESTER course that goes into detail for the distance ed technologies and related technologies. Sort of an "Introduction to eLearning" segment. This could even be a virtual segment, pre-req for other courses. Something is needed to get ALL students up to speed in a relevant manner.	Oct 18, 2012 12:13 PM
35	This is going to be tough to do especially when it seems like our new core reform efforts are still Cartesian and Newtonian in basis though we seem to be looking to a new worldview for some of our ideals. Can we achieve these new ideals while contextually situating a core in old methods of thinking and teaching?	Oct 18, 2012 11:26 AM
36	1) The core curriculum should within the same set of courses not only ensure the substantive breadth outlined in LO1 but AT THE SAME TIME build the analytic skills desired in LO2. For example, all core humanities and social sciences courses should also be writing intensive course, while the core math and science courses should meet standards for quantitative reasoning and laboratory experience.	Oct 17, 2012 3:56 PM
37	LS101 could be dropped or changed, since it focuses on the requirements for CLA majors only.	Oct 17, 2012 12:37 PM
38	Again, writing capacities are low, and should be increased with a wider selection of writing courses, especially technical writing.	Oct 17, 2012 11:50 AM
39	The current menu of core course options does not address this at all. This should be a common expectation of every degree recipient whether Associate level, baccaluareate, masters or doctorate.	Oct 17, 2012 11:11 AM

Q3. Learning Outcome 2 states that students should "Develop Intellectual and Practical Skills across the Curriculum" including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

40	Identical to my comments for the previous section!	Oct 17, 2012 11:03 AM
41	See comment above. However, I don't think students are being challenged in	

Q3. Learning Outcome 2 states that students should "Develop Intellectual and Practical Skills across the Curriculum" including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learn...

	depth.	
53	These outcomes can easily be achieved within the student's major.	Oct 16, 2012 9:10 PM
54	Some sort of project-based discipline specific teamwork course sounds like the best way to satisfy this requirement.	Oct 16, 2012 7:55 PM
55	Same as above. We need the Graduate Attributes list first, then a look at what classes conform to these.	Oct 16, 2012 7:47 PM
56	I think if students prove they have these skills through work experience they could earn the credits.	Oct 16, 2012 5:51 PM
57	These skills could—and should—be included in MANY courses, or perhaps even ALL courses. Maybe we could institute an addition to the syllabus requirements in which the faculty member checks which of these skills are addressed in the course and provides examples of the methods employed.	Oct 16, 2012 4:12 PM
58	Remove the COMM classes	Oct 16, 2012 4:05 PM

Q4. Learning Outcome 3 states that students should "Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues."

Do you think Learning Outcome 3 could best be addressed:

1	The learning outcome is broad and ambiguous and covers a multitude of meanings.	Nov 2, 2012 11:42 AM
2	I think it would be good if the departments were able to utilize existing or develop new courses that address this learning outcome in ways that are specifically relevant to their degree.	Oct 31, 2012 12:55 PM
3	Foreign languages fit perfectly with "Global Contexts and Intercultural Competence"	Oct 30, 2012 10:02 PM
4	The current Core courses already address these issues, but I think that student engagement would improve with more choices in how to study them. At the same time, I think that students should NOT be given free range to pick from all of our courses in a random fashion (e.g. pick any biology course, any math course, any humanities course, any social science course in the entire catalog), but rather should be given a list of broadly-based courses that meet learning outcomes that fit the principles of a coherent general education program. This program should require that eligible courses expose students broadly to material from multiple cultures and traditions of thought, and should NOT simply allow students to pick courses from pre-existing interests (that's what the major and the general electives are for!) but rather nudge them into exploring new areas of study and even encountering material about populations and parts of the world that may seem unfamiliar and scary. A strength of UAF's current Core is that it insists that students look through the lenses of different peoples and different disciplines, but a weakness is that the lack of choice within certain of the disciplines (those in which only one or two courses are the only options) creates resentment in students and decreases motivation. The current system also forces students with different levels of preparation together. Since I teach a 200-level Core course regularly, I see how this one-size-fits-all approach can frustrate students and faculty alike. So I'd also like to see a list of options that allows some students (those in need of more support, for example) to meet a given requirement at the 100- or 200- level but for others to choose a more advanced course to meet the same requirement.	Oct 29, 2012 11:32 PM
5	See previous comments about ENGL 200X	Oct 29, 2012 11:01 AM
6	A course geared specifically to actual civic engagement would be helpful. Core classes for Alaska Native studies already exist. Practical application of outcome 3's principals waits until after graduation--when no mentors are usually available. Learning in a classroom is one thing, practical experience is needed to master.	Oct 28, 2012 7:56 PM
7	I would like to see more National contexts as well as Global and local cultural contexts. The University should represent all civic levels within its course requirements.	Oct 27, 2012 10:55 PM
8	I'm not enthusiastic about this as a requirement for ALL students. To effectively achieve this outcome would require more courses than a student has time for.	Oct 27, 2012 7:51 PM
9	Such a worthwhile outcome for our UAF students!	Oct 25, 2012 12:43 PM

Q4. Learning Outcome 3 states that students should "Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues."

Do you think Learning Outcome 3 could best be addressed:

22	I really don't know the current core curriculum that well but there was no option to select 'I lack adequate knowledge to decide'.	Oct 23, 2012 4:06 PM
23	I am unsure of my support for Outcome 3, and opt to not answer question 4.	Oct 23, 2012 3:57 PM
24	I believe the local/Alaska and Alaskan issues can be addressed through life experience, reading, etc and demonstrated through current coursework.	Oct 23, 2012 2:49 PM
25	There is a great deal of room here for thinking "outside academic box". We should give or waive credit for legislative internship, study abroad, involvement in political campaigns, etc.	Oct 23, 2012 1:07 PM
26	Any General Education curriculum should have a strong component in political literacy. Students should have working knowledge--through classes and/or experience--of the political systems that affect their lives (local, national and global).	Oct 22, 2012 1:27 PM
27	I think that learning outcome 3 is stupid.	Oct 21, 2012 11:13 PM
28	Look to Global Studies minor, a greater internship program, develop closer ties the community writ-large	Oct 19, 2012 8:08 AM
29	To me, this is the outcome that is most critical for UAF graduates who will be living and working in this very unique state. Yet, I feel it is the one that gets the least attention in the curriculum overall.	Oct 19, 2012 7:23 AM
30	I don't think that teaching ethical reasoning and intercultural competence should be a core goal of college. We are teaching adults, after all. These are subgoals of individual departments, in the context of specific fields of study. Knowledge of issues (both local and global) should also be obtained through one's working knowledge of their field.	Oct 18, 2012 7:46 PM
31	same as above.	Oct 18, 2012 2:21 PM
32	Though "intercultural competence" and "knowledge of AK and AK issues" aren't specifically addressed by any course titles within the core, I'd bet students acquire these skills through the current Communication and Perspectives on the Human Condition requirements	Oct 18, 2012 2:19 PM
33	Again, these concepts can/should be built into the major or minor. There has been discussion of capstone courses or freshman seminars, which could also contain these elements. There are also some parts of these concepts in our current core, such as the 300-level ethics classes or the intercultural emphasis of ANTH 100X, HIST 100X, and ENGL/FL 200x.	Oct 18, 2012 1:57 PM
34	What does it mean to effectively engaged civically in local through global contexts? I have no idea what is hoped for with this one. I think people should have some basic familiarity with the history and cultures of the state, and how that history has been impacted by global influences. I think they should know what branches of government or civic life they should redress their grievances to	Oct 18, 2012 12:27 PM

Q4. Learning Outcome 3 states that students should "Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues."

Do you think Learning Outcome 3 could best be addressed:

if they should find need. I think they should have some idea about what methods are most likely to succeed. Is that what this is about?

Q4. Learning Outcome 3 states that students should "Acquire Tools for Effective Civic Engagement in Local through Global Contexts, including Ethical Reasoning, Intercultural Competence, and Knowledge of Alaska and Alaskan Issues."

Do you think Learning Outcome 3 could best be addressed:

	Alaska and Alaskan Issues. I have students who are taking 400 level courses whose knowledge of really important pieces of legislation like the Alaska Native Claims Settlement Act is zero. Four students in a 400 level course could not identify the Alaska Congressional delegation. Many are unaware that there are Alaskans whose first language is other than English. I'm not sure that a broader selection of courses would address this. Adding a required course that everyone had to take that really covered these issues would be a good start.	
44	Someof this can be integrated across the curriculum (see psychology), but I'd like to see more organized opportunities for students to become engaged with a variety of communities.	Oct 17, 2012 10:50 AM
45	This requirement can be met through various disciplines and would open up more choice for students.	Oct 17, 2012 10:44 AM
46	revised core courses designed specifically to meet the objectives	Oct 17, 2012 10:42 AM
47	This outcome can be achieved without courses, such as through life experiences	Oct 17, 2012 9:25 AM
48	Civic engagement is broad for the state of Alaska	Oct 17, 2012 9:00 AM
49	Could also encourage community engagement through asking students to work in the community for credit.	Oct 17, 2012 8:13 AM
50	See #2 above. These outcomes could be met through courses in the core or in the student's major- preferably both.	Oct 17, 2012 8:08 AM
51	Again, first teach them to think and to write in a way that reflects coherent thought, then and only then seek to "engage" them in these endeavors which seem bent on getting something out of students before putting something into them.	Oct 17, 2012 7:58 AM
52	Current core does not address the last part of Learning Outcome 3: "Knowledge of Alaska and Alaskan Issues."	Oct 17, 2012 7:49 AM
53	Require public service.	Oct 17, 2012 7:36 AM
54	Again by broader it is not meant that the student has a choice of course A or B, but possibly a choice of either course A THROUGH course M.	Oct 17, 2012 7:18 AM
55	Very few schools offer Ethics in the upper division. Many do offer specific types of ethics, e.g. business ethics, in the upper division, but most philosophy departments offer a basic, general ethics courses as a lower division course. The Core should be able to be satisfied in two years and at two year schools, so transfer students coming from feeder community colleges can come to UAF and start working on their degree program.	Oct 17, 2012 6:38 AM
56	See above comment	Oct 16, 2012 10:23 PM
57	Either c or d. Ethical reasoning and knowledge of Alaska and Alaskan issues	Oct 16, 2012 9:10 PM

	Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:	
1	Alternatives to the department don't work very well at UAF.	Nov 2, 2012 11:42 AM
2	This topic warrants more discussion. Could it be assessed with a capstone project? Either the department or the college working with the student would be more informed about the variety of ways that students could demonstrate Learning Outcome 3.	Oct 30, 2012 2:15 PM
3	I'm not sure why I'm being asked to answer this question about Learning Outcome 3 but not 1 or 2. In any case, I selected d--other--because I think that asking students to take and pass courses from a list (courses that are NOT in the student's major area) is a sufficient way of administering and assessing satisfaction of this and all outcomes. Option c would also be fine, but administratively more cumbersome. (I'm not sure if c is suggesting the herculean and time-sucking task of assessing all courses for this outcome by committee, or by an administrator, but if so, I'm not for it.) Most importantly, I do NOT think that the college or department of the student's major should be able to decide this: by definition, general education asks students to range outside their disciplines and so other colleges and departments need to be involved. In other words: these competencies are needed by everyone who is a part of society and Gen Ed is for everyone. No college or department should be given the opportunity to give their students an exemption.	Oct 29, 2012 11:32 PM
4	I would argue that by passing the required courses in a particular area the students will have satisfied the outcome.	Oct 29, 2012 11:01 AM
5	These courses should be admistered under a public affairs, political sciences, economic geograpghy context.	Oct 27, 2012 10:55 PM
6	Some departments are good at this, some are mediocre and most stink, but lets insure at least some students get decent advising.	Oct 27, 2012 7:51 PM
7	These should be addressed in a context appropriate to the student's major area of study.	Oct 25, 2012 7:54 AM
8	depends what the students major is. If this is not not part of the major it needs to be part of the core (flexible choice of courses)	Oct 24, 2012 5:04 PM
9	I think a university-wide body should approve the courses and then the Department/College advisors should track student completion of the requirement	Oct 24, 2012 4:22 PM
10	There should be a university wide common denominators that all colleges adhere. Each college should then come up with common denominators relevant to all departments. Each department can certainly add it's own requirements.	Oct 24, 2012 3:57 PM
11	This is all TOP-DOWN thinking. Lets do this with student input. Again, we have missed significant opportunity in not having our students totally involved in these processes.	Oct 24, 2012 12:08 PM
12	Have no clue	Oct 24, 2012 9:41 AM
13		

	interdisciplinary and exposes students to problems that are not traditionally included in their major. I suspect that college administrators may have the best understanding of how students within their college will need to understand and engage issues that are outside the normal scope of their studies.	
14	There needs to be a university wide set of criteria for the rubrics to be met by students for this rubric. Without a top-down approach, variance across units would be too high and students would not be getting the same experience or exposure to what we, as a community, feel is appropriate multi-disciplinary civic engagement.	Oct 24, 2012 5:18 AM
15	This is a difficult question - I think actually that the College level might be best - they know their own student's knowledge and life goals the best and LO 3 should not be a "token" class they take that is completely separate from the rest of their e585.64 Tm (Tvd l 110n - is co)Tj 1 0 0 1iTvd lyrbEst of their5eir	

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

24	departments: Ethical reasoning c0ePhilosophy (possibly Psychology); Intercultural competence to Anthropology or Cross-Cultural Studies; Knowledge of Alaska to History, Northern Studies, Political Science.	Oct 19, 2012 8:46 AM
25	Advising should be accomplished within the dept. Faculty know their own goals. DO AWAY with college level or higher advising.	Oct 19, 2012 8:08 AM
26	The idea that the university can teach "Ethical Reasoning" is laughable. Individual departments can do this through issues revealed in their own departments. But it's insulting c0ethe students.	Oct 18, 2012 7:46 PM
27	Why should the college of XYZ determine the competence of someone's knowledge of "Alaskan Issues?" The definition of this term has c0ebe defined outside of the interests of one college or major.	Oct 18, 2012 12:43 PM
28	A university wide body or committee. I don't think administra ors alone can be entrusted with decision making authority over something so central c0ethe matters as humanly possible.	Oct 18, 2012 12:27 PM
29	A faculty member, through regular coursework. For example if a student is they could identify a particular assignment they submit that is suitable for Outcome 3 (and Outcome 1, for that matter). This would simply be an enhanced scope or content.	Oct 18, 2012 12:13 PM
30	We've made great strides in Undergradua e Research and in the Honors Program. While we can't be everything c0eeverybody, service learning might be an area to address as long as we live in Alaska. The hardest thing about living in Alaska might be trying c0ematch the greatness of the sta e. In other words, it's interesting c0elive in a sta e with soemany vast resources, but soefew human resources.	Oct 18, 2012 11:26 AM
31	this approach would allow for standardiztion in assessing chis with input from all	Oct 18, 2012 10:03 AM
32	the Natural Sciences (intercultural competence, for example), soewe would not be prepared c0eeffectively assess this learning outcome.	Oct 18, 2012 9:55 AM
33	Sorry, I don't understand this question. My instinct though is that this should be acrossethe board and the Dept. of Physics for example shouldn't be able c0ewa er this down for their students just soethey can take more physics classes. (no offense to physics, I picked chat department at random)	Oct 17, 2012 3:56 PM
34	Can't be done by designating some of the core courses as "CE"-types? I'm not sure I understand this question.	Oct 17, 2012 2:16 PM

Q5. Your preferred method for administering and determining satisfaction of Learning Outcome 3 would be accomplished by:

49	I certainly don't think we need a gatekeeper other than the department that determines whether each student has satisfied a specific learning outcome.	Oct 16, 2012 9:27 PM
50	The college can better maintain a consistent level of quality, rather than letting each department develop assessment methodologies.	Oct 16, 2012 9:10 PM
51	Students often question the relevance of such broader outcomes. Keeping the methods to accomplish these within the context of the major eliminates that source of disconnect. In addition, it changes the method for satisfying the outcome from "yet another hurdle to my degree" into "I can carry this forward into my career and will practice it regularly."	Oct 16, 2012 8:54 PM
52	add an exteral review system; why not	Oct 16, 2012 8:24 PM
53	A combination of these. The base work of evaluating whether the outcome is met could be carried out by the Dept level academic adviser and then approved by a larger committee that could have broader oversight.	Oct 16, 2012 7:52 PM
54	We all need to be involved in this attribute, not just some office or program. Our syllabi need to be more inclusive, no matter what the content matter. It is the same with diversity issues, we ALL need to imbue our curriculum with certain topics that we want as graduate attributes.	Oct 16, 2012 7:47 PM
55	I don't feel strongly about this one.	Oct 16, 2012 7:43 PM
56	A university-wide committee that gives an equal voice to all disciplines is essential.	Oct 16, 2012 6:50 PM
57	I think students learn from family, community, and other institutions along with the university-based schooling about civic engagement, global and cultural issues. Sometimes they bring these experiences to the classroom and that meshing of schooling with traditional-based knowledge can be very effective--for the students themselves, and for the communities that they belong to.	Oct 16, 2012 4:45 PM
58	No opinion	Oct 16, 2012 4:05 PM

Q6. Learning Outcome 4 states that students should "Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning."

Do you think Le...

1	The current curriculum already allows majors to develop capstone courses; also, there is a partial capstone course in the core (the ethics course).	Nov 2, 2012 11:42 AM
2	Community involvement is crucial in understanding the global scope their major calls for in relation to other people, both locally and globally.	Nov 1, 2012 12:47 PM
3	I don't think the Core meets this objective at all, but I think each of the other three options could and we should allow each department to choose how they will address this learning outcome.	Oct 31, 2012 12:55 PM
4	Is one assessment of Learning Outcome 4 realistic? Should their be more than one model for how a student can demonstrate this?	Oct 30, 2012 2:15 PM
5	I believe that a student entering college should already have these skills and that when applying for college, should be able to show these accomplishments by a submission of a thesis, project or portfolio.	Oct 30, 2012 1:39 PM
6	The current Core does not seem effective at doing this. I have chosen e because I think that the options b, c, and d might vary in their attractiveness depending on discipline--and thus, as per below, that the student's major department or college should implement this objective. I'm also not sure whether this would count against the number of credits required for Gen Ed or whether this could involve a separate project done for the major. My view is that it should come from the latter--or from the college--because a broad foundation in gen ed courses from different disciplines needs to exist before meaningful synthesis can happen. This objective also seems tricky to implement and I wish the committee luck.	Oct 29, 2012 11:32 PM
7	Depending on what classes are included in the Core Curriculum, this may also work.	Oct 29, 2012 1:42 PM
8	I would choose C, D, or E. Option B is good in theory, but probably impossible to administer, since there are insufficient numbers of qualified, interested faculty (regular and adjunct) who could oversee the proper completion of a thesis, project, or portfolio by every 4-year undergraduate applying for graduation. The reading and writing skills among students at UAF are, overall, pretty low, and the number of faculty (regular and adjunct) who know how to deal with such challenges (and are willing to do so) is also very low.	Oct 29, 2012 11:49 AM
9	This course should have action applied that would help students get involved in community projects. This would help them establish a "get involved" mentality and would boost their resume appeal to potential employers.	Oct 29, 2012 10:58 AM
10	Experience in the work force, applying the knowledge gained through collegiate study is priceless for graduates to be more prepared to enter the real world.	Oct 27, 2012 10:55 PM
11	I'm not at all sure that it can be successfully addressed, but there should be choice to encourage the attempt. Once again, let the departments work on it.	Oct 27, 2012 7:51 PM
12	What is a capstone class?	Oct 25, 2012 1:14 PM

Q6. Learning Outcome 4 states that students should "Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning." **Do you think Le...**		
13	All of these selected can be effective. Each Department or major area of study should have the flexibility to determine which is form would be most appropriate and applicable to their students' future profession.	Oct 25, 2012 7:54 AM
14	With a different set of prescribed courses; not the current core but a set of required classes	Oct 24, 2012 9:26 PM
15	A Sr. Research thesis in ALL departments! If we really think strongly of our University providing an eventful undergraduate 'research' experience, then lets do it - for everyone.	Oct 24, 2012 12:08 PM
16	The students major college should have a role in this decision so that it best fits the degree major.	Oct 24, 2012 11:23 AM
17	Capstone with assignments that will specifically address LO 4	Oct 24, 2012 10:16 AM
18	Again, need more information as to what this statement is saying.	Oct 24, 2012 9:41 AM
19	A modified core curriculum	Oct 24, 2012 6:45 AM
20	Each of the three I checked should be required actions for each student, regardless of major. Each department would administer the particulars but there should be a university level rubric that all departments would have to meet in setting their own criteria for students.	Oct 24, 2012 5:18 AM
21	I think B, C, D, and E would be possible ways to do this. The E would be a SERVICE LEARNING component (this is very different than an internship). I believe the best method would be for the student to write a 1 page proposal for how they would like to satisfy this requirement including which faculty would be their mentor through the process. This would be approved by a faculty advisor-type at the college level.	Oct 23, 2012 4:27 PM
22	I try to meet this outcome in every course I teach but especially at the senior level.	Oct 23, 2012 4:16 PM
23	This learning outcome needs to be reached and demonstrated in academic setting, not just "experienced" via internship. Student could write a thesis etc based on internship, but internship or other experience should not be enough. A capstone class would also be a good option, and many students might prefer this because it's more structured. Note that this learning outcome would not be reached in the first two years, and I suggest this one should also be aGRADUATIadvisor-9Sme 66ng outcome would r GRAD2.58 7 Tm 507.iding aiding and ies, catrite aencongk Le..rom4	

	of a synthesizing class or experience in which they reflect upon or apply learning from across the curriculum.	
26	Lots of items could suffice here.	Oct 22, 2012 12:17 PM
27	What does Learning Outcome 4 mean???? It sounds like academic gobligook.	Oct 19, 2012 8:08 AM
28	I think it needs to be more than a one-time thing. There needs to be opportunity for refelction on learning and synthesis throughout the process, not just something at the end.	Oct 19, 2012 7:23 AM
29	Some intense proof of practical, working knowledge should be necessary. The current Core does not supply this proof. A "capstone class" is a terrible idea for fulfilling this BY ITSELF, unless it is linked to a practical project, apprenticeship, internship, thesis, etc.	Oct 18, 2012 7:46 PM
30	Different methods for different majors may best serve this outcome. The University needs to promote responsive flexibility - to students, subject matter, and community interface - and refrain from a "one size fits all" rigid approach to this outcome.	Oct 18, 2012 2:37 PM
31	This should be embedded in all majors and the core. This seems like a simple statement of what the university experience should be for every student. Departments and colleges should use this as a guideline for evaluating courses and majors. Yes, this is embedded in the current core.	Oct 18, 2012 1:57 PM
32	An undergraduate seminar earlier than the end of the senior year could be more useful than a capstone class.	Oct 18, 2012 12:13 PM
33	Core curriculum and other course outcomes assesment	Oct 18, 2012 11:37 AM
34	Experiential learning in settings that transcend and debunk traditional classroom settings might help here.	Oct 18, 2012 11:26 AM
35	Synthesis and advanced accomplishment should not come from the core, but rather the major. Flexibility in how this is applied could include either b or c or another method developed by the major dept.	Oct 18, 2012 3:02 AM
36	I think some type of capstone project, seminar, or internship is a good idea for most students.	Oct 17, 2012 3:56 PM
37	This goal should ideally be emphasized and developed towards the end of a student's are of study. The foundation could be introduced with the CORE but it should be developed within the student's major and minor areas.	Oct 17, 2012 1:28 PM
38	A thesis is not appropriate for many majors.	Oct 17, 2012 12:37 PM
39	Reduce the current core (conceptually) to the BOR minimum of 34 credits and for UAF baccalaureate degrees, make this a requirement (-498 or -499 required). Should be an expectation of a degree awarded by an RU/H institution.	Oct 17, 2012 11:11 AM

	Q6. Learning Outcome 4 states that students should "Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning."	
	Do you think Le...	
40	A variety of methods might be applicable here depending on the college and student (honors, etc).	Oct 17, 2012 11:05 AM
41	This outcome is going to be achieved differently by students in different disciplines ... it is definitely not being achieved by the current core curriculum.	Oct 17, 2012 11:03 AM
42	Any of the above except the current core. The rest depends on the goals of the faculty in a given program as well as the content and structure of each program.	Oct 17, 2012 10:50 AM
43	I see B and D as being similar - a thesis, project or portfolio would be submitted as part of a capstone class. I don't think that just telling the students to do a thesis on their own time will work very well. They will need more guidance than that, like from a class.	Oct 17, 2012 10:42 AM
44	This one is best addressed by the major department. An open question is how it would apply to the AA degree. Perhaps they could have a "mini-capstone" project paper embedded in a required, 200 level course, such as 200 level English. I have heard complaints about the "life long learning" component of this outcome, but to me, it's the foundation we need to assess (the ability to synthesize information, think critically and creatively, solve problem, communicate well), not the life long learning part.	Oct 17, 2012 8:37 AM
45	My concern with a "thesis, project or portfolio"--wonderful though that would be for the education of our students--is that faculty would be responsible to guiding undergraduates through producing this work, and evaluating it, with no teaching credit for this work (as is often the case with graduate work). In other words, it could easily turn out to be something added to faculty workload.	Oct 17, 2012 8:13 AM
46	I am strongly in favor of a capstone experience, but I think that it needs to be broadly defined to meet the needs of different disciplines.	Oct 17, 2012 8:08 AM
47	I think any of the three above should be used because one shoe does not fit all departments.	Oct 17, 2012 7:50 AM
48	A combination of B, C and D would work the best.	Oct 17, 2012 7:18 AM
49	If we want to help students succeed after they graduate, we should help them get a foot in the door by requiring and helping to facilitate internships and other practical experiences.	Oct 17, 2012 6:38 AM
50	I think this might vary by degree program. For some a capstone, for others an internship or project or portfolio	Oct 16, 2012 10:56 PM
51	Specifics on this could be left to the department that a student majors in, but the general format should probably be approved by a university-wide committee, that has responsibility also for ensuring some degree of parity across projects and protecting students' interests in terms of making sure some form of reasonably fair evaluation is in place.	Oct 16, 2012 10:28 PM
52	Any of these could be appropriate and meaningful and could be designed to be	Oct 16, 2012 10:23 PM

Q6. Learning Outcome 4 states that students should "Integrate and Apply Learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning."		
Do you think Le...		
	meaningfully aligned with the student's major area of study.	
53	Several senior-level courses in the student's major could contribute to this learning outcome.	Oct 16, 2012 9:10 PM
54	A portfolio is a good idea, but community-based learning is so much more experiential for the students, and could be included in a capstone course.	Oct 16, 2012 7:47 PM
55		

Q7. What is the best method for students in your major to demonstrate synthesis?

Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

	administratively efficient method.	
16	Eliminate Outcome 4 and let each dept. determine how best to develop a capstone course, if that is the purpose of Out. 4, decentralize	Oct 19, 2012 8:08 AM
17	This question does not make sense?	Oct 19, 2012 7:23 AM
18	The idea that a university-wide body could administer this is laughable.	Oct 18, 2012 7:46 PM
19	A faculty member, through regular coursework, with clearly defined criteria and a "complete/incomplete" (non-graded) mentality.	Oct 18, 2012 12:13 PM
20	Potential involvement of a community partner. People always say that college or public school students aren't living in the real world. Of course our students actually are living in the real world (otherwise what are they doing?), but this common phrase must have some underlying truth or something worth investigating.	Oct 18, 2012 11:26 AM
21	A capstone class would allow the department to emphasize how all of the individual classes the students have taken integrate into the basis for a lifelong career and advancement of the science.	Oct 18, 2012 9:55 AM
22	okay, on this one I think that individual departments are better positioned to determine what is the most appropriate capstone experience for students in that field.	Oct 17, 2012 3:56 PM
23	Engineering programs have specific assessment methods to address this similar outcome in the ABET review. However, Learning Outcome 4 is for all UAF students and it should be administered at a level above department and college.	Oct 17, 2012 12:06 PM
24	Since the specifics of this would differ between disciplines, this should be at the departmental level.	Oct 17, 2012 11:50 AM
25	Capstone course in the major.	Oct 17, 2012 11:29 AM
26	If this is an expectation of the core content, common to all degrees, then assessment should also be common.	Oct 17, 2012 11:11 AM
27	This seems like a no-brainer ... the department is responsible.	Oct 17, 2012 11:03 AM
28	Standards should be coordinated across campus though.	Oct 17, 2012 10:42 AM
29	Departments have this expertise NOT colleges, Not U-wide committees or administrators.	Oct 17, 2012 9:04 AM
30	if the capstone is a major requirement, it could be assessed within each major	Oct 17, 2012 8:08 AM
31	see above comment	Oct 16, 2012 10:28 PM
32	Synthesis in a student's major will allow for deeper understanding than having some synthesis in a current core class.	Oct 16, 2012 9:10 PM

Q7. What is the best method for students in your major to demonstrate synthesis?

Your preferred method for administering and determining satisfaction of Learning Outcome 4 would be accomplished by:

33	Students often question the relevance of when they are outside the context of the major. Further, the student is best qualified to demonstrate synthesis within the body of knowledge they are studying: within the major.	Oct 16, 2012 8:54 PM
34	supervisor and teacher	Oct 16, 2012 8:24 PM
35	This is like states rights. We need each dean to insure that each of her or her departments are meeting the graduate attributes. But give each department a goal, and let them design it.	Oct 16, 2012 7:47 PM
36	A capstone class within the major.	Oct 16, 2012 7:43 PM
37	It would depend--some departments might manage to collectively deal with this, providing a holistic approach to intensive training, using common research methods for group projects (ex-GIS and data management for social science majors--teaching them to collect, read, and utilize data). Other areas of study might provide more specialized training in one specific area (like Forestry, biology, or particular types of fieldwork).	Oct 16, 2012 4:45 PM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).
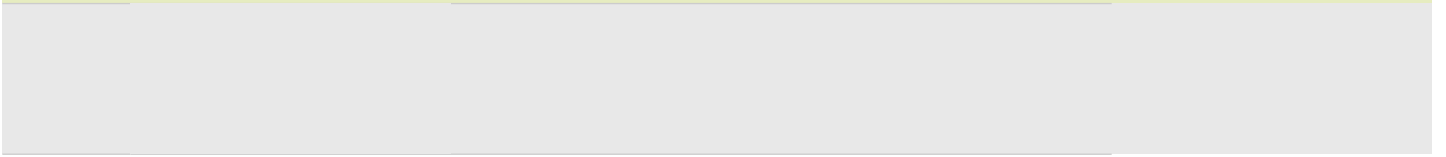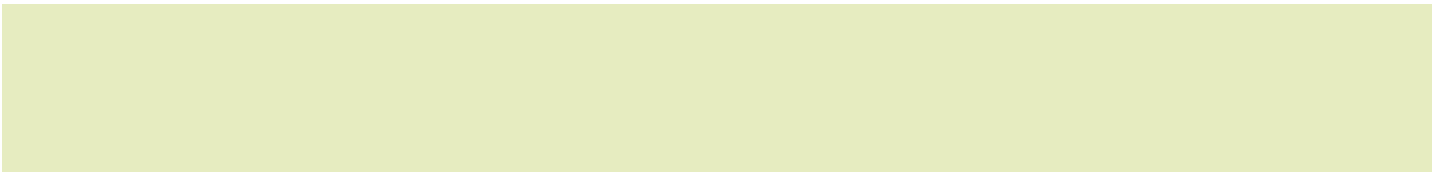
The current Writing Intensive course requirement makes an effective contribution ...

1	Many students even in the 3rd and 4th year are surprisingly weak writers. There appears to be little expectation across the curriculum that they should be able to articulate a position and support it with evidence that meets academic standards.	Nov 2, 2012 2:45 PM
2	It works for only a handful of students. Most blow it off.	Nov 2, 2012 11:42 AM
3	There also needs to be a research intensive section applied to these W courses-Information Literacy.	Nov 1, 2012 12:47 PM
4	I rarely have students at the level to have taken these courses, but those I have had who most definitely have taken the courses don't seem to be prepared. I don't see that they got anything out of them but a passing grade.	Oct 31, 2012 12:55 PM
5	The W courses are absolutely essential to students' development as learners and writers in their disciplines. We still also very much need the two introductory writing courses as part of Gen Ed; they are vital and should not be reduced in number. However, they just serve as a basic foundation: they can't possibly, in two semesters, and even with the strongest of students and instructors, address every writing situation and every citation format for every discipline on campus. The W courses are also essential because they follow up on the basic knowledge taught in the ENGL courses with issues that are specific to students' majors. I know that it is tempting to cut the W on the grounds that the teaching of discipline-specific writing skills can simply be outsourced to those "service workers" on "lower campus," but writing is a part of the work that goes on in all disciplines, for both faculty and students, in ways that are embedded within each discipline and that are the part of the fabric of all of our professional lives. The W courses acknowledge and foster this part of the work of the disciplines by extending it to students. I'd much rather talk about how the W could be strengthened--how resources can be offered to help faculty across all disciplines incorporate writing assignments and instruction effectively in discipline-specific courses--than about cutting the W. I've been happy to hear people from the sciences asking these kinds of questions in past general education forums. Faculty across the disciplines should be encouraged to work on strengthening writing in all courses rather than advocating for the deletion of the W.	Oct 29, 2012 11:32 PM
6	I don't work with enough undergraduate students outside of science disciplines to answer this one.	Oct 29, 2012 1:42 PM
7	The effectiveness of these W or O intensive courses in helping students to "write at the level expected of college graduates" is currently impossible to measure or assess. Each individual class varies, depending on who is teaching the course, how that person is teaching it, and what that person values and emphasizes (or doesn't). In my opinion, there is currently no "quality control" with these courses. FYI, in the English Department, most of these courses are taught by teaching assistants and lecturers. I have witnessed, year after year, the lack of "quality control" for these courses. I think the situation is abominable and definitely needs fixing. A major problem is that there is no current definition, description, general understanding, or general consensus among UAF faculty (in the English Department and across disciplines) about what is meant by "the level expected of college graduates."	Oct 29, 2012 11:49 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

8	W courses are essential. Students need to have practice in writing in their area in a course taught presumably by a person in that field. I would also contend that since writing improves only with continued practice, the W requirement ensures that students at upper levels get practice on a more substantial level.	Oct 29, 2012 11:01 AM
9	It has been demonstrated that many students(including seniors) are unable to write effective, concise and grammatically correct reports. Universal requirements for completion of ENG 111x with better than satisfactory results may help. We have students attempting to complete work and are unable to write appropriately, despite transcripts showing an "A" in ENG 111x.	Oct 29, 2012 10:58 AM
10	a noble aim, but I'm not aware of any success here.	Oct 27, 2012 7:51 PM
11	Writing needs to be taught at all levels in all disciplines. It is not just the job of the English Department or the W intensive classes. The entire faculty needs to take responsibility for the fact that UAF students are bad writers! Although, I do think it would help to have English dept faculty teaching their department's writing classes, rather than TAs.	Oct 25, 2012 12:31 PM
12	Even after taking and passing W courses, I do not always see the expected level of writing ability.	Oct 24, 2012 9:26 PM
13	I think it is a good idea in theory but have we ever really evaluated the courses to see if meet the goal of improving writing? I have many students that still struggle with writing, even after English courses and W courses. Can the writing center help or can we create some minimum standard that students must achieve to pass English classes?	Oct 24, 2012 4:22 PM
14	In fact, we should have more opportunity for students to write - a huge deficit currently!	Oct 24, 2012 12:08 PM
15	They need more than 2 writing intensive courses. I think they need 4-5.	Oct 24, 2012 10:57 AM
16	Not strictly related, but as a side comment, we need to examine our Engl 314 curriculum which seems to be more of an "applied business" course rather than a true technical writing course focused on teaching students how to write for their audience. If anything we need more writing from students and critical grading of their writing, similar to the MBA fatal error policy.	Oct 24, 2012 10:16 AM
17	Not Sure	Oct 24, 2012 9:41 AM
18	These courses are not adequately following the guidelines set for their designators. Drafting and receiving significant comment on drafts and assistance in revising is not taking place in all of the courses with this designation. Further, some courses do meet the designator criteria but don't offer the W.	Oct 24, 2012 9:31 AM
19	More writing for science majors is a necessity.	Oct 24, 2012 8:00 AM
20	While I believe that writing is essential, I do not see evidence of the success of these courses in student writing. Part of the problem might be that these are the only courses in which a student is writing or that the writing in these courses	Oct 24, 2012 5:18 AM

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

this area!

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

43	The earlier required English classes do not prepare students to effectively communicate in the technical manner expected of college graduates in my discipline. The writing intensive courses are the only places that the students get practice doing technical writing.	Oct 18, 2012 9:55 AM
44	Writing should be applied throughout the curriculum, not just in one class. The designator is just more bureaucracy.	Oct 18, 2012 3:02 AM
45	I feel writing is critical in demonstrating students' ability tobthink critically and express their ideas. I would like to see an increase in courses with a writing component.	Oct 17, 2012 9:31 PM
46	Yes, writing skills and quantitative proficiency are the two most important skills for a UAF graduate to have... they are also my students biggest deficiencies. Again though, see my recommendation above -- I think every core course should seek to serve an analytic purpose (writing, oral, or quantitative skills) in addition to serving a substantive breadth purpose. This would be preferable to having two separate systems.	Oct 17, 2012 3:56 PM
47	I have not taught a W course.	Oct 17, 2012 2:16 PM
48	Two writing course should be sufficient to develop this important ability however	

Q8. Currently, baccalaureate requirements include two Writing Intensive courses (classes with W designators); and the equivalent of 1 Oral Intensive course (1 class with an O designator or 2 with an O/2 designator).

The current Writing Intensive course requirement makes an effective contribution ...

for revision and evaluation. I think writing intensive process is important. It should be facilitated or taught by the English department. In fact, two course already in the Core, ENG 200x and ENG 211 or 213 (should add ENG 314 to the list too) are writing intensive courses. Those courses are enough for the writing intensive skill and performance.

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

1	Students blow off this requirement too.	Nov 2, 2012 11:42 AM
2	Tried to pick a neutral position. Few of my students, whether at that level or not, have trouble expressing themselves. In other words, they don't seem to need it.	Oct 31, 2012 12:55 PM
3	I wish that I had been asked to take courses in oral communication as an undergraduate and view this part of our curriculum as very beneficial to students. I also see the O and the O/2 as useful in following up on the foundational courses, but the extremely cumbersome and controlling structure (recording presentations for assessment purposes, for instance) for the O and O/2 need substantial revision.	Oct 29, 2012 11:32 PM
4	Same as #8.	Oct 29, 2012 1:42 PM
5	Although the Department of Communication tries to assist faculty in the English Department with Oral Intensive courses by distributing written information and providing the services of the Speaking Center, I have not observed that either of these methods has much of an impact on what is taught (or expected of students) in O courses offered by the English Department. Again, "quality control" is non-existent, and the "quality" and outcomes vary, depending on the course and the individual instructor.	Oct 29, 2012 11:49 AM
6	I certainly would not add to the requirement.	Oct 29, 2012 11:01 AM
7	Oral Interpretaion, Speech Communication, and Public Speaking should be a part of each graduates degree.	Oct 27, 2012 10:55 PM
8	worthless, in most cases!	Oct 27, 2012 7:51 PM
9	No knowledge of efficacy	Oct 25, 2012 1:14 PM
10	I find my students generally to be more adept at oral than written communication.	Oct 24, 2012 9:26 PM
11	I agree but perhaps greater emphasis in additional courses are necessary to meet a higher level expected of college grads.	Oct 24, 2012 8:32 PM
12	I don't know.	Oct 24, 2012 4:22 PM
13	And we need more of this experience potential as well!	Oct 24, 2012 12:08 PM
14	I teach the Oral Intensive Classes, both pubic speaking and Small Group and for reasons stated in question 3, I do not believe students are adequately prepared for the 300 and 400 level of academic achievement in this area (or in writing for that matter!) I have pasted that respons here: I believe the existing core curriculum would better serve the students if they were required to take the 100 and 200 level courses in their first two years of education. As it stands, too many of them end up waiting until their 4th year to take them. I believe that causes them to miss out on a LOT of what they might have gained in the Outcome 2 arena because they haven't developed the academic skills and knowledge to fully benefit from the more advanced classes.	Oct 24, 2012 11:33 AM
15	Same as above.	Oct 24, 2012 10:57 AM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

16	have no clue	Oct 24, 2012 9:41 AM
17	Students who intend to pursue a professional career in research or administration need good presentation styles. These can only be obtained through practice.	Oct 24, 2012 8:00 AM
18	I agree that having a specific requirement is essential because the articulation of one's thoughts is a dying art. But, students, again, do not seem to take knowledge from this course and bring it to other courses. Perhaps there should be a higher number of O/2 courses required in addition to the one oral intensive.	Oct 24, 2012 5:18 AM
19	Same caveat here: It is very important that classes that carry the O designator actually follow the guidelines layed out for oral intensive classes. I sometimes feel that i am one of a few people who actually follow the rules	Oct 24, 2012 5:03 AM
20	Really need more than one O course	Oct 24, 2012 4:52 AM
21	If they are done well, I think this is a great addition. I teach an O course and I feel like the students grow a lot over the course of the semester by having to give lots of presentations.	Oct 23, 2012 4:27 PM
22	My comment here is from the perspective of the specific mathematics courses with O requirements.	Oct 23, 2012 3:57 PM
23	I can only agree because I know my department applies the W and O standards with rigor. I don't know if other departments do a good job of this or not.	Oct 23, 2012 3:47 PM
24	The intent is good, the execution is weak. There is little accountability.	Oct 23, 2012 1:07 PM
25	Requiring students to speak at the upper division level is useful but more attention is needed to the earlier development of these skills. Most upper division classes in humanities and social sciences fulfill the O requirements whether they carry the designator or not.	Oct 22, 2012 1:27 PM
26	A poorly prepared oral presentation wastes EVERYONE'S time....and such is typically the case.	Oct 21, 2012 11:13 PM
27	We really need MORE oral intensive courses, our students do not do well in this area!	Oct 19, 2012 11:12 AM
28	The Oral intensive requirements are complete BS. Good intention, poor execution.	Oct 18, 2012 7:46 PM
29	Same as above.	Oct 18, 2012 2:21 PM
30	no basis	Oct 18, 2012 12:43 PM
31	Given how little experience most students have with making public presentations, any practice is an improvement, but I think this is far from enough.	Oct 18, 2012 12:27 PM
32	Oral expression is a very large part of the degree program I facilitate. I do see our students taking and fulfilling opportunities for this requirement.	Oct 18, 2012 11:26 AM

33	see previous comment.	Oct 18, 2012 10:03 AM
34	More experience than giving a single seminar would be preferable.	Oct 18, 2012 9:55 AM
35	Oral communication should be applied throughout the curriculum, not just in one class. The designator is just more bureaucracy.	Oct 18, 2012 3:02 AM
36	I don't know enough to answer this question.	Oct 17, 2012 3:56 PM
37	I like the idea of teaching students the best practices of how to speak to discipline-related audience (e.g., preparing for academic conference, etc.) but leaving that sort of public speaking training to professors makes those classes difficult to teach. Since students only have one class worth of exposure to public speaking training (and its questionable whether that training is of any value as it's currently given and assessed), I end up spending more time teaching kids speaking fundamentals and less time working on argument development, synthesis, etc. Get rid of the O and revise the public speaking course.	Oct 17, 2012 2:16 PM
38	Students are allowed to select small group or public speaking. These have different goals.	Oct 17, 2012 1:28 PM
39	Focus on major formal presentations no appropriate for all majors.	Oct 17, 2012 12:37 PM
40	Most students at most levels continue to be very uncomfortable in oral expression.	Oct 17, 2012 11:50 AM
41	Again, it depends on the course and the skill of the instructor. Most of us have not been trained to teach public speaking.	Oct 17, 2012 11:29 AM
42	I partially agree because I believe this statement SHOULD be correct, but current results in the classroom do not indicate this. The requirement is good ... maybe it is some of the classes that are not meeting this goal?	Oct 17, 2012 11:03 AM
43	I don't think the O designator is successful. First of all, taking 1 oral intensive courses is simply not enough when students don't get speaking practice in their other courses. And second, as I mentioned above, the O designator often makes for a rather frustrating course because most student are in it only because they need the O, not because they are interested in the subject matter. This is particularly frustrating in upper division courses where you expect to have students who are somewhat more interested and motivated than those in your typical survey course. I have taught several W, O, and W+O courses and have come to dread them.	Oct 17, 2012 10:50 AM
44	Many instructors in general do not know how to facilitate or evaluate proper public speaking skills. These courses are often no different than any other course with an oral presentation as a requirement. The Core Review committee spends much time every semester trying to police the syllabi of these courses. Many syllabi fail to achieve the intended oral intensive goals. I believe this skill should be taught by the experts in the Communication department. In fact, an upper division oral intensive course could be created to satisfy this need. Or, existing oral intensive course instructors must complete ongoing training through the Communication Department's Speaking Center.	Oct 17, 2012 10:44 AM

Q9. The current Oral Intensive course requirement makes an effective contribution to training students in oral expression at the level expected of college graduates.

45	COMM 131/141 are not effective, either because they are taught by temporary/inexperienced faculty or because their content is bad. However, communication (oral and written) is important.	Oct 17, 2012 9:25 AM
46	See my comments for #8.	Oct 17, 2012 9:04 AM
47	Ditto as for the writing.	Oct 17, 2012 8:13 AM
48	Again, oral communication skills are vital. However, this requirement is not achieving that goal, in my opinion.	Oct 17, 2012 8:08 AM
49	I do not know based on direct experience. Based on the unstructured rambling that many of my students introduce into discussion board assignments, however, I suspect that average student oral expression remains at the level of waiting one's turn to editorialize, rather than engaging in Socratic dialogue.	Oct 17, 2012 7:58 AM
50	Again this should be happening throughout a university education.	Oct 17, 2012 7:36 AM
51	I think it's important to stress oral communication in multiple courses.	Oct 16, 2012 9:27 PM
52	Oral communications is important in any field.	Oct 16, 2012 9:10 PM
53	They need even more practice, but the current W requirements do promite better oral presentation skills.	Oct 16, 2012 8:54 PM
54	We need more rigor in the Communication Department classes. We should have regular debates, or a Forensic Society, where all students have to take stands on issues, and argue them regularly. Way too many of our students leave UAF without this attribute.	Oct 16, 2012 7:47 PM
55	Oral intensive courses as currently taught are ineffective.	Oct 16, 2012 7:27 PM
56	I do not know	Oct 16, 2012 6:52 PM
57	Students need to be able to express themselves effectively orally and the Oral Intensive course requirement should be continued. However, it does not make sense for students to merely adhere to universal expectations. Students also need to learn what types of oral expectations are germane to their discipline and	

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

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will need to be created to meet the new learning requirements. Furthermore, I think it would be advantageous to make the system as flexible as possible (i.e. learning outcomes can be met in the core, in the major and/or in electives). For instance, disciplinary breadth is achieved in the core and the learning outcomes

curriculum that I wanted, whether it was art or music or theater and some combination. It seems that most department chairs are more (or entirely) concerned with courses for majors and not with the core classes for non-majors. It's actually really exciting, though, when, say, music or art or theater majors take an appreciation class and gain a whole new perspective on what they thought they already knew about. I DEFINITELY think there should be a requirement for some kind of aesthetic appreciation class, and theoretically, the idea of teaching interrelation of art, music and theater is interesting and valuable. But realistically, it doesn't work. It ends up being pretty superficial. So I think the three have to be separated. The Learning Outcomes can still be achieved, perhaps more effectively. When I say that course curriculums need higher standards and oversight, I do NOT mean that they have to be uniform. I designed my own curriculum. It is quite different from what the usual appreciation textbooks offer, and I'm very happy and proud to teach it. I also emphasize very specific academic skills. I used to give writing assignments, but I learned that even though the students had all taken ENG111X as a prerequisite, their writing level was generally extremely poor. The most fundamental problem was that the students didn't have anything to say. So I decided to back up a few steps and emphasize the skills of note-taking and rigorous revision and rethinking of class notes and homework assignments. So they are required to take thorough notes on everything, and revise all assignments and exams, and finally, turn in their notebooks for grading twice. My exams are open notebook, and are designed to encourage the synthesis and application of all the information and ideas they have collected. SO--no, I don't really think the core curriculum needs revision per se. Somebody just needs to be checking that something substantial is happening in all of the classes. Perhaps this could mean that each class MUST contain a particular item from the core curriculum learning outcomes. Those could be determined by the level of the course. For instance, ART/MUS/THR 200X is 200 level, so the academic skill is something more fundamental like note-taking (which really is more like 100 level, but I saw need for it, so I put in in my 200 level class!) I know I am required to turn in my syllabus each semester, but only after-the-fact. I would think it completely appropriate to be expected to turn it in for approval the semester BEFORE.

| 21 | shortened to 34 credits and standardized for UAF, UAA & UAS. | Oct 18, 2012 11:37 AM |
| 22 | It seems that the current core is a hypothesis that we have been testing for 20 years. It seems fair that if enough people want to test a new hypothesis than it is time to make revisions. One of the major strange things I see in this survey and in the GERC informational meeting I attended is that we're more than happy to satisfy the BOR and we're more than happy to satisfy our version of fulfilling learning outcomes, but I don't see an explicit student-centric push here. We're looking at everything from a top down semi-authoritarian fashion that is going to put us a little more than out of phase with our students. I understand one could backpedal and suggest that the BOR is about students and that our outcomes are about students, but again, are we working for the institutional needs or do we develop ways of investigating what our students need? The latter is much more difficult. I think President Gamble's convocation message that we can't predict anything these days is about 5-10 years late. I do think he's correct if we're working from an old Cartesian-Newtonian paradigm. Where he's wrong is that we don't always have to work from that old worldview. We can predict if not | Oct 18, 2012 11:26 AM |

document that science and science fiction are merging at a faster rate than ever before. We can predict that we've made some choices that embody demonstrable consequences that change the playing field in ways that demand new solutions (if we really have problems) or maybe we had better prepare our students to deal with paradoxes and dilemmas that unlike problems, don't necessarily have solutions.   We can also address that A Nation at Risk (1983) and No Child Left Behind (2001), not to mention what Bill Readings (1994) documented in his book, The University in Ruins, all point to a shift from a Jeffersonian education to an education with disempowered teachers and disempowered institutions that is now industrial and economic in nature. Change happens, but could a core experience help students think about these ideas? Could a core introduce students to what happens when two incompatible profound truths appear simultaneously? I would like to argue that the arts is one major mode of thinking that allows this to happen very naturally, but I bet this appears in all disciplines and modes of thinking and it's of value for our students and faculty to experience. If we (the university) don't ask and explore these questions who will?

23	Substantially different and more flexible.	Oct 18, 2012 3:02 AM
24	er... obviously I think it needs to be revised in the way that I would like to revise it. Most of all, I think it could be clearer and simpler for students. BUT I do worry that if opened up, this process could just become a competition among departments to win credit hours. The current system is pretty solid and I fear that opening it up for revision will lead to a result that may be worse than what we have now.	Oct 17, 2012 3:56 PM
25	Writing, history, culture, social concerns, ethics, logic, and epistemological diversity are all lacking in most students, sometimes even at the graduate level. Without a diverse educational background that is effective, students will be less prepared to deal with the sociocultural diversity that characterizes our state and country. Without the capacity to effectively write, written communication is also compromised for these students, and will negatively affect their future employment opportunities.	Oct 17, 2012 11:50 AM
26	More flexibility but a system that is easy for the students to understand. Many seem very confused, for example about ENG 200X or Os and Ws because they think the lower division classes satisfied them. The new DegreeWorks helps a lot.	Oct 17, 2012 11:29 AM
27	The current core does not meet the learning objectives. Many of the requirements are seen as a nuisance or irrelevant by students and this in itself speaks to why it is not working. Many of our students are non-traditional. As a former UAF student who struggled through the core I was horrified at some of the courses I was required to take. Maths, when what I really needed in my field was strong business arithmetic skills. An arts course that spent almost the entire semester on historic European artists and performers almost completely ignoring all the other producers of arts, music and other performance around the globe. Hard science labs when I was headed for law and business. In other words I viewed much of the core as wasting my time and money ... and that is NOT how we want students to view it if we want to meet these learning objectives!	Oct 17, 2012 11:03 AM

	Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.	
28	I think the current core would do a fine job meeting some aspects of the new intended learning outcomes. The W and O requirement is good. The cafeteria-style means of satisfying math and science requirements is fine. PHC requirements are too course-specific in my view, though. Students should have more flexibility to choose among courses that satisfy the broad goals, and fewer credits of PHC should be required.	Oct 17, 2012 8:37 AM
29	It is basically sound but needs some tweaking--some of the required courses need to be rethought (e.g. World History, World Literature)--the course descriptions require these courses to be so broad in concept that they are difficult to teach effectively without some circumvention of the course description!	Oct 17, 2012 8:13 AM
30	Virtually no one is happy with the current core- students hate it; instructors don't like teaching it; advisors can't communicate why it is important. We need a core that represents the changed and changing needs of our students and graduates.	Oct 17, 2012 8:08 AM
31	Disclaimer: This is based on visible indication of the curriculum's impact, which is marginal, rather than direct experience with the core curriculum.	Oct 17, 2012 7:58 AM
32	I strongly agree that a core experience is a great idea, but I think there is a need for a lot of flexibility so students get the best out of their education. I think there should be university wide oversight, but at the same time, departments should be able to propose a package that best fits with their discipline. Stuffing students into these broad overview classes that are in the core now is a waste of student's time and money. Speaking as a Mom of two graduates as well as an advisor, I can tell you the existing core is considered a joke, a time-water, and above all a money pit. If the University wants to remain competitive, especially in light on the avalanche of on-line degrees, it needs to maintain high standards but add flexibility that is attractive and useful for students.	Oct 17, 2012 7:50 AM
33	I don't think we need to throw out the whole core, but I believe some revision is needed, particularly with regard to the Alaska requirement.	Oct 16, 2012 9:27 PM
34	The Core, as sold 20+ years ago, was to be taught by "the best" faculty, so that students could gain maximum appreciation of the general qualities incorporated in the Core Curriculum. That concept was not realized. The Core became a rigid set of classes mainly taught by uninspired faculty who didn't want to be there, teaching students who didn't want to be there. It is time to move to the future, allowing flexibility in achieving the Core Oibiliught (e.ks. The,ll as (difficho o89oe.krapiing neee corwattractnt. \ g out,l as an	

Q10. In conclusion, the current Baccalaureate Core Curriculum will need to be revised to meet the new learning objectives.

would many other solutions. DO NOT REQUIRE A SPECIFIC CLASS.

Q11. SECTION 3: Demographics

The College or School of my primary faculty appointment is:

1	FTWRT	Nov 1, 2012 11:52 PM
2	KUC	Oct 30, 2012 1:39 PM
3	SOE	Oct 29, 2012 10:22 PM
4	SFOS	Oct 29, 2012 1:42 PM
5	SFOS	Oct 29, 2012 8:44 AM
6	Dental Hygeine	Oct 27, 2012 5:47 PM
7	CTC	Oct 26, 2012 7:37 PM
8	School of Education	Oct 25, 2012 12:43 PM
9	Recreation Program of the Technical Community College	Oct 24, 2012 12:09 PM
10	General Studies	Oct 24, 2012 12:08 PM
11	UAF Community and Technical College	Oct 24, 2012 10:32 AM
12	TCC	Oct 24, 2012 9:41 AM
13	CNSM and CRCD	Oct 24, 2012 6:45 AM
14	SOE	Oct 24, 2012 3:54 AM

Q11. SECTION 3: Demographics

The College or School of my primary faculty appointment is:

27	SOE	Oct 16, 2012 6:52 PM
28	CTC	Oct 16, 2012 6:18 PM
29	SOE	Oct 16, 2012 4:12 PM

Q12. My current UAF faculty rank is:

1	I am an Adjunct at UAA MATSU College	Oct 27, 2012 10:55 PM
2	emeritus profesor	Oct 27, 2012 7:51 PM
3	Inupiaq Coordinator	Oct 25, 2012 7:30 AM
4	Director	Oct 24, 2012 12:08 PM
5	I am a temporary research assistant at UAF. I initially didn't think it would be appropriate for me to complete this survey, due to my short time at UAF. I have minimal experience with the UAF core curriculum. However, I have talked with some students about the core curriculum, and have some opinions about it. I received two e-mails requesting that I complete the survey, so I decided to share my thoughts.	Oct 24, 2012 9:38 AM
6	Emeritus professor	Oct 17, 2012 12:37 PM
7	research assistant professor	Oct 16, 2012 6:59 PM