

## Poindexter, Sandra E

---

**From:** Winn, Robert <rwinn@nmu.edu>  
**Sent:** Friday, February 08, 2013 11:49 AM  
**To:** list#aaup@nmu.edu; list#adh@nmu.edu; list#deans@nmu.edu  
**Subject:** Learning Outcomes Survey

Dear Colleagues,

Consistent with the General Education Council election and the ongoing AQIP action project "Revision of the General Education Learning Outcomes and Assessment," we are seeking your input on the learning objectives for students graduating from NMU. Below is a link to a short survey that should take only a few moments of your time. Your feedback is very important and all responses are anonymous.

The survey can be found at [http://nmu.qualtrics.com/SE/?SID=SV\\_7OJM2Uryo6GKfm](http://nmu.qualtrics.com/SE/?SID=SV_7OJM2Uryo6GKfm)

Thank you,

Rob Winn, Ph.D.  
Associate Dean, General Education and Retention  
Northern Michigan University  
2609.5 West Science  
906-227-2700

Consistent with the General Education Council election and the ongoing AQIP action project "Revision of the General Education Learning Outcomes and Assessment," we are seeking your input on the learning objectives for students graduating from NMU.

This brief survey should take only a few moments of your time. Your feedback is very important.

Thank you.

Rob Winn, Associate Dean, General Education and Retention

Definitions for each of the Learning Outcomes can be found below the final question.

The submit survey button can be found following the definitions.

Rank the six learning outcomes, that in your opinion, are the MOST important for all NMU students.

Civic Engagement

Creative Thinking

Critical Thinking

Ethical Reasoning

Information Literacy

Inquiry/Analysis

Integrative Learning

Intercultural Competence

Lifelong Learning

Oral Communication

Problem Solving

Quantitative Literacy/Reasoning

Teamwork/Collaboration

Written Communication

Rank the two learning outcomes, that in your opinion, are the LEAST important for all NMU students.

Civic Engagement

Creative Thinking

Critical Thinking

Ethical Reasoning

Information Literacy

Inquiry/Analysis

Integrative Learning

Intercultural Competence

Lifelong Learning

Oral Communication

Problem Solving

Quantitative Literacy/Reasoning

Teamwork/Collaboration

Written Communication

Of the following which best describes your academic discipline?

**The following are the LEAP Essential Learning Outcomes with definitions provided by the Association of American Colleges and Universities (AACU).**

**Civic engagement:** working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.

**Creative thinking:** the capacity to combine existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

**Critical thinking:** habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Ethical Reasoning:** reasoning about right and wrong human conduct, requiring self-assessment, recognition of ethical issues, and consideration of ramifications of alternative actions when ethical perspectives are applied to ethical dilemmas.

**Information Literacy:** ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**Inquiry/Analysis:** systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments; the process of breaking complex topics or issues into parts to gain a better understanding of them.

**Integrative learning:** an understanding and a disposition built across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

**Intercultural Competence:** set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

**Lifelong learning:** all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence in initiative, independence, reflection, curiosity, and knowledge transfer.

**Oral communication:** ability to prepare a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

**Problem solving:** the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

**Quantitative Literacy/Reasoning:** competency in working with numerical data, the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

**Teamwork/Collaboration:** behaviors under the control of individual team members (effort put into team tasks, manner of interacting with others on team, and the quantity and quality of contributions made to team discussions.)

**Written communication:** development and expression of ideas in writing.

Submit Survey