Initial Report

Last Modified: 02/15/2018

1. Person completing survey

Last name	First name	Email address
Oster	Zach	osterz@uww.edu

2. Department

#	Answer	Bar	Response	%
1	Choose from dropdown menu		0	0%
2	Accounting		0	0%
3	Art & Design		0	0%
4	Biological Sciences		0	0%
5	Chemistry		0	0%
6	Communication		0	0%
7	Communication Sci & Disorders		0	0%
8	Computer Science		1	100%
9	Counselor Education		0	0%
10	Curriculum & Instruction		0	0%
11	Economics		0	0%
12	Educational Foundations		0	0%
13	Finance & Business Law		0	0%
14	Geography/Geology/Env Sci		0	0%
15	History		0	0%
16	HPERC		0	0%
17	IT Supply Chain Management		0	0%
18	Languages & Literatures		0	0%
19	Leadership		0	0%
20	Management		0	0%
21	Marketing		0	0%
22	Mathematics		0	0%
23	Music		0	0%
24	Occup & Envir Safety and Health		0	0%
25	Philosophy & Religious Studies		0	0%
26	Physics		0	0%
27	Political Science		0	0%
28	Psychology		0	0%
29	Social Work		0	0%
30	Sociology Criminology & Anthro		0	0%
31	Special Education		0	0%
32	Theatre & Dance		0	0%
33	Women's & Gender Studies		0	0%
	Total		1	

3. Course Information

Course prefix	Course number	Course title
COMPSCI	172	Introduction to Java

4. General education elective category being requested

#	Answer	Bar	Response	%
1	GA - Creative Arts		0	0%
2	GE - Engaging Difference		0	0%
3	GG - Global and International Perspectives		0	0%
4	GH - Humanities		0	0%
5	GL - Natural Sciences (lab)		0	0%
6	GN - Natural Sciences (non-lab)		0	0%
7	GQ - Quantitative Reasoning		1	100%
8	GS - Social and Behavioral Sciences		0	0%
9	GW - Wellness and Life-Long Learning		0	0%
	Total		1	

5. Briefly explain how this course aligns with the scope and objectives for this category.

Text Response

Algorithms and computer programs are mathematical formalizations of strategies for solving problems. Students in this course convert problem statements given in English and/or in algebraic forms into algorithms and then into programs. They then evaluate the correctness of their programs' output and correct errors in their strategies as needed (e.g., debugging). Students are also sometimes asked to explain information presented in mathematical forms, e.g., the expected behavior of a segment of program code when executed by a computer.

6. General education electives are presumed to be open to all students without restriction. Courses intended for a specific program or major are usually not eligible for general education elective designation. If this course carries prerequisites and/or is intended exclusively for students in a specific program, explain why it should nonetheless be designated a general education elective. If not applicable, please indicate with N/A.

Text Response

As of Spring 2019, this course's only prerequisites will be mathematics proficiency courses that the vast majority of UW-Whitewater students will be required to complete (or for which they will receive a waiver). We are proposing to relax the current prerequisite (MATH 152 or MATH 143, with a C or better) as part of this recertification request. Computer programming requires familiarity with essential mathematical concepts such as functions and variables, and it also requires a certain level of skill with abstraction and symbolic manipulation. MATH 139 (to a lesser extent) and MATH 141 (to a greater extent) provide the necessary knowledge and skills; MATH 140 does not.

7. ewe

#	Answer	Bar	Response	%
1	1. Knowledge of Human Cultures and the Natural World		0	0%
2	2. Critical and Creative Thinking		1	100%
3	3. Communication Skills		0	0%
4	4. Information Literacy		0	0%
5	5. Quantitative Reasoning		1	100%
6	6. Personal and Civic Responsibility		0	0%
7	7. Foundations of Life-Long Learning		0	0%

8. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Explore enduring issues, questions, and problems of human experience across one or more core areas of knowledge	0	0	0	0	0.00
2	b. Ability to contextualize knowledge through various disciplinary approaches	0	0	0	0	0.00
3	c. Capacity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world	0	0	0	0	0.00

9. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Explore enduring issues, questions, and problems of human experience across one or more core areas of knowledge	0	0	0	0.00
2	b. Ability to contextualize knowledge through various disciplinary approaches	0	0	0	0.00
3	c. Capacity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world	0	0	0	0.00

10. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Explore enduring issues, questions, and problems of human experience across one or more core areas of knowledge	0	0	0	0.00
2	b. Ability to contextualize knowledge through various disciplinary approaches	0	0	0	0.00
3	c. Capacity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world	0	0	0	0.00

11. If assessed, how?

Default - a. Explore enduring issues, questions, and problems of human experience across one or more core areas of knowledge

Type of Assessment (e.g., exam questions, research paper, oral presentation)

-

Default - b. Ability to contextualize knowledge through various disciplinary approaches

Type of Assessment (e.g., exam questions, research paper, oral presentation)

-

Default - c. Capacity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world

Type of Assessment (e.g., exam questions, research paper, oral presentation)

-

12. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Explore enduring issues, questions, and problems of human experience across one or more core areas of knowledge	0	0	0	0	0.00
2	b. Ability to contextualize knowledge through various disciplinary approaches	0	0	0	0	0.00
3	c. Capacity to apply learning and think in interdisciplinary and integrative ways about the complexity and inter-connectedness of the world	0	0	0	0	0.00

13. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	0	1	0	1	2.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	1	1	3.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	1	1	3.00
4	d. Draw conclusions from complex information	0	0	1	1	3.00
5	e. Synthesize existing information to produce new insights or approaches	0	1	0	1	2.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	1	1	3.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	0	1	1.00

14. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	0	1	1	2.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	1	1	2.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	1	1	2.00
4	d. Draw conclusions from complex information	0	1	1	2.00
5	e. Synthesize existing information to produce new insights or approaches	0	1	1	2.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	1	1	2.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	1	1.00

15. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	1	0	1	1.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	0	0.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	0	0.00
4	d. Draw conclusions from complex information	0	0	0	0.00
5	e. Synthesize existing information to produce new insights or approaches	1	0	1	1.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	0	0.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	1	1.00

16. If assessed, how?

Default - a. Explain and analyze relevant ideas, arguments, and problems
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - c. Recognize and engage multiple perspectives and alternative explanations
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - d. Draw conclusions from complex information
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - e. Synthesize existing information to produce new insights or approaches
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - f. Craft logical and persuasive arguments supported by relevant and compelling evidence
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions
Type of Assessment (e.g., exam questions, research paper, oral presentation)
in-class and out-of-class programming exercises, exam questions

17. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Explain and analyze relevant ideas, arguments, and problems	0	1	0	1	2.00
2	b. Evaluate the quality of ideas, evidence, materials, and arguments using appropriate criteria	0	0	1	1	3.00
3	c. Recognize and engage multiple perspectives and alternative explanations	0	0	1	1	3.00
4	d. Draw conclusions from complex information	0	0	1	1	3.00
5	e. Synthesize existing information to produce new insights or approaches	0	1	0	1	2.00
6	f. Craft logical and persuasive arguments supported by relevant and compelling evidence	0	0	1	1	3.00
7	g. Design, evaluate, and implement strategies to solve problems or answer open-ended questions	1	0	0	1	1.00

18. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0	0.00

19. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0.00

20. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0.00

21. If assessed, how?

Default - a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - c. Write effective analytical, reflective and expository essays and research papers
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - d. Speak effectively in public, small group, and interpersonal settings
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - e. Use clear and precise language as well as appropriate conventions, tools, and technology
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - f. Implement the process of drafting, revising and editing
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-

22. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Read and listen closely and critically in order to interpret, analyze and evaluate written texts, images, speech, performances and multimedia communications	0	0	0	0	0.00
2	b. Communicate in a focused, coherent, and organized manner with appropriate attention to audience, purpose and context	0	0	0	0	0.00
3	c. Write effective analytical, reflective and expository essays and research papers	0	0	0	0	0.00
4	d. Speak effectively in public, small group, and interpersonal settings	0	0	0	0	0.00
5	e. Use clear and precise language as well as appropriate conventions, tools, and technology	0	0	0	0	0.00
6	f. Implement the process of drafting, revising and editing	0	0	0	0	0.00

23. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0	0.00

24. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0.00

25. Level of instruction, if applicable [defintions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0.00

26. If assessed, how?

Default - a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - b. Select appropriate resources for finding information and formulate effective search strategies
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - d. Use and cite information sources correctly and ethically
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - e. Choose and effectively use appropriate tools and technologies for these tasks
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-

27. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	0	0	0	0	0.00
2	b. Select appropriate resources for finding information and formulate effective search strategies	0	0	0	0	0.00
3	c. Critically evaluate, analyze and integrate relevant sources using appropriate criteria	0	0	0	0	0.00
4	d. Use and cite information sources correctly and ethically	0	0	0	0	0.00
5	e. Choose and effectively use appropriate tools and technologies for these tasks	0	0	0	0	0.00

28. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	0	1	0	1	2.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	1	1	3.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	1	1	3.00

29. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0.00

30. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	0	1	1	2.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0.00

31. If assessed, how?

Default - a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
Type of Assessment (e.g., exam questions, research paper, oral presentation)
quiz questions, exam questions
Default - b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
Type of Assessment (e.g., exam questions, research paper, oral presentation)
in-class and out-of-class programming exercises, quiz questions, exam questions
Default - c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology
Type of Assessment (e.g., exam questions, research paper, oral presentation)
in-class and out-of-class programming exercises
Default - d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - e. Support arguments with quantitative information in narrative and other appropriate forms
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-

32. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	0	1	0	1	2.00
2	b. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	1	0	0	1	1.00
3	c. Efficiently and accurately carry out calculations to solve problems using appropriate tools and technology	1	0	0	1	1.00
4	d. Make judgments and draw appropriate conclusions based on the quantitative analysis of data	0	0	0	0	0.00
5	e. Support arguments with quantitative information in narrative and other appropriate forms	0	0	0	0	0.00

33. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0	0.00

34. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0.00

35. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0.00

36. If assessed, how?

Default - a. Recognize and examine own values, perspectives and biases
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - b. Understand own roles and responsibilities as members of multiple diverse communities
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - c. Understand the impact of own actions on the community, the environment, and the world
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - f. Articulate and respect the multiple perspectives that arise from differing experiences
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - g. Interact effectively and conscientiously with diverse people in diverse contexts
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - h. Make informed ethical decisions that respect the social and environmental contexts
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-

37. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Recognize and examine own values, perspectives and biases	0	0	0	0	0.00
2	b. Understand own roles and responsibilities as members of multiple diverse communities	0	0	0	0	0.00
3	c. Understand the impact of own actions on the community, the environment, and the world	0	0	0	0	0.00
4	d. Understand the cultures and diversity of the United States and other countries, both historical and contemporary	0	0	0	0	0.00
5	e. Recognize the existence and impact of discrepancies in power, privilege and access between individuals, groups and societies	0	0	0	0	0.00
6	f. Articulate and respect the multiple perspectives that arise from differing experiences	0	0	0	0	0.00
7	g. Interact effectively and conscientiously with diverse people in diverse contexts	0	0	0	0	0.00
8	h. Make informed ethical decisions that respect the social and environmental contexts	0	0	0	0	0.00

38. To what extent is this learning outcome (LO) addressed in the course?

#	Question	A primary LO	An implicit or secondary LO	Not relevant	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0	0.00

39. Is this outcome formally assessed (including feedback to students)?

#	Question	Yes	No	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0.00

40. Level of instruction, if applicable [definitions].

#	Question	Introduced	Reinforced	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0.00

41. If assessed, how?

Default - a. Implement strategies and skills needed for collaborative and self-directed learning
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - b. Monitor and reflect on their own learning
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - c. Integrate, transfer and apply learning in new contexts
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-
Default - d. Recognize and apply the factors and habits that are essential for personal health and well-being
Type of Assessment (e.g., exam questions, research paper, oral presentation)
-

42. Is direct instruction provided?

#	Question	Yes	No - only opportunities to practice	No instruction or formal practice	Total Responses	Mean
1	a. Implement strategies and skills needed for collaborative and self-directed learning	0	0	0	0	0.00
2	b. Monitor and reflect on their own learning	0	0	0	0	0.00
3	c. Integrate, transfer and apply learning in new contexts	0	0	0	0	0.00
4	d. Recognize and apply the factors and habits that are essential for personal health and well-being	0	0	0	0	0.00