

For Faculty and Academic Administrators

Survey instructions: The following questions reflect the current SU Mission Statement, and the goals and skills presently outlined by the General Education program. Please indicate your opinion about each area by responding to the questions below using the scale provided.

Mission

[internal use only: items correspond to Mission, Student Handbook pp 6 -7]

Please indicate your views of each item below using the scale given.

1.a.) Overall, how important is it that institutions of higher education in the 21st century _____?

cultivate a superior learning community	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
cultivate a diverse learning environment	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
actively contribute to the community	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
prepare students for gainful employment	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
prepare students for active citizenship	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
prepare students for life-long learning	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure

Principles

[internal use only: items correspond to Program Principles, Student Handbook Appendix C]

Please indicate your views of each item below using the scale given.

2.a.) How important is it that 21st century higher education _____?

advances the University's mission	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
provides a coherently integrated curriculum throughout the undergraduate experience	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
provides a coherently integrated curriculum across the disciplines	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
supports the developmental progression of students as whole persons	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
assesses program success on an ongoing basis for continued improvement	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure

Learning Principles (Knowledge)

[internal use only: items correspond to Learning Principles, Student Handbook Appendix C]

3.a.) How important is it that 21st century higher education develop student abilities to _____?

communicate effectively in diverse situations.	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure
bring learning from multiple disciplines to bear on complex issues	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure
engage in reflection	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure
appreciate aesthetics	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure
maintain personal wellness	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure
work collaboratively	Very Important	Moderately Important	Somewhat Important	Not at all Important	No opinion/ Not Sure

Student Learning Goals (Skills)

[internal use only: items correspond to Student Learning Goals, Student Handbook Appendix C]

4.a) How important is it that 21st century higher education develops students' _____?

command of language	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
quantitative reasoning	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
community involvement	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
information literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
technological literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
second language competency	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
financial literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
historical understanding	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
scientific literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
cultural literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure

Student Dispositions (Core Values)

[internal use only: items correspond to Student Dispositions, Student Handbook Appendix C]

5.a.) How important is it that today's students _____?

respect diverse peoples	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
demonstrate personal integrity	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
demonstrate professional integrity	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
demonstrate global awareness	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
engage responsibly in an interdependent world	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
make judgements based on environmental concerns	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure

6.a. *Please indicate how important each of the following is to General Education for SU students.

environmental sustainability	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
social sustainability	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
climate change	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
financial literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
global citizenship	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
public speaking	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
cultural literacy	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
business/technical writing	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure
scientific thinking	Very Important	Moderately Important	Somewhat Important	Not Important	No Opinion/ Not Sure

*Items were compiled from input by faculty during open solicitation in the spring of 2015.

6. b. Are there any other issues not listed above that you think are important to add to our General Education program?

[open-ended question]

Student Dispositions (Core Values)

[internal use only: items correspond to Student Dispositions, Student Handbook Appendix C]

5.b.) To what extent is SU's General Education contributing to students' ability to _____?

respect diverse peoples	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
demonstrate personal integrity	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
demonstrate professional integrity	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
demonstrate global awareness	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
engage responsibly in an interdependent world	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
make judgements based on environmental concerns	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure

Student Learning Goals (Skills)

[internal use only: items correspond to Student Learning Goals, Student Handbook Appendix C]

4.b. To what extent does SU's General Education develop students' _____?

command of language	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
quantitative reasoning	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
community involvement	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
information literacy	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
technological literacy	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
second language competency	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
financial literacy	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
historical understanding	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
scientific literacy	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
cultural literacy	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure

Learning Principles (Knowledge)

[internal use only: items correspond to Learning Principles, Student Handbook Appendix C]

3.b. To what extent does SU's General Education develop student abilities to _____?

communicate effectively in diverse situations	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
bring learning from multiple disciplines to bear on complex issues	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
engage in reflection	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
appreciate aesthetics	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
maintain personal wellness	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
work collaboratively	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure

Principles

[internal use only: items correspond to Program Principles, Student Handbook Appendix C]

2.b. Overall, to what extent does SU's General Education program _____?

advance the University's mission	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
provide a coherently integrated curriculum through the undergraduate experience	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
provide a coherently integrated curriculum across the disciplines	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
support the developmental progression of students as whole persons	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure
assess program success on an ongoing basis for continued improvement	Very Much	Moderately	Somewhat	Not at all	No Opinion/ Not Sure

Mission

[internal use only: items correspond to Mission, Student Handbook pp 6 -7]

1.b.) Overall, to what extent does SU _____?

cultivate a superior learning community	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
cultivate a diverse learning environment	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
actively contribute to the community	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
prepare students for gainful employment	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
prepare students for active citizenship	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure
prepare students for life-long learning	Very Much	Moderately	Somewhat	Not at All	No Opinion/ Not Sure

What are the best features of General Education at SU?

What are the worst features of General Education at SU?

Have you taught a General Education course this semester?

- Yes
- No

Will you teach a General Education course within the next year?

- Yes
- No
- Maybe

In the past 5 years, how regularly have you taught General Education courses?

- 1 or more each semester
- periodically, but less than 1 each semester
- infrequently
- not at all

How long have you taught at SU?

- 0-3 years
- 4-7 years
- 8-11 years
- 12 years or more

Which best describes the area of your primary affiliation with SU? **(pull-down menu)**

- Arts
- Health Sciences
- Humanities
- Information or Library Sciences
- Pre-professional/Professional
- Social Sciences
- STEM

Which best describes your current role at SU? **(pull-down menu)**

- Administrator
- Adjunct
- Lecturer
- Assistant Professor
- Associate Professor
- Full Professor
- Emeritus
- Other:

If you have any other comments or questions, please add them here.

[open-ended question]

Thank you for your participation in our effort to evaluate and improve Salisbury University's General Education program.

Many thanks for your time and input; we will share the results with the campus community.

We encourage you to contact us with your thoughts as we move forward; there is a link on the General Education Steering Committee's webpage that allows for anonymous comments or as much self-identification as you like.

Please feel free to contact any of us via e-mail, dropping by our offices, by phone, or just 'catching' us; we'd love to chat with you.