

Summary of goal development and refinement process

August 27, 2010

Task force goal development teams presented their proposed baccalaureate learning goals in March 2010. At that time, the teams suggested 49 learning goals associated with the “Three Cs” (i.e., critical thinking, creativity, communication). Individual task force members contributed an additional 18 goals. Over the past four months, the steering committee met multiple times to refine the goals.

This document includes the initial goal development team reports, participant list, and all subsequent goal refinement drafts leading to the final set of proposed baccalaureate goals and purpose statement (i.e., March 26; April 8; June 2, 10; July 15, 22; and August 3, 12, 25).

It should be noted that goal development teams continued the initial work reported by the baccalaureate review task force in September 2009. That report and subsequent updates are available at the [Baccalaureate Review web page](#).

Baccalaureate review goal development teams

Three teams were composed in early spring 2010 to propose measureable and meaningful learning goals based on the Three Cs of creativity, critical thinking, and communication. Context was not considered as a separate goal. Instead, goal development teams were instructed to consider context as the foundation for all goal discussions and proposals.

Steering committee members led the goal development teams with support from task force members and other interested individuals.

Goal Development Teams		
Creativity	Critical thinking	Communication
<i>Jeff Kowalski (leader)*</i> Art	<i>David Changnon (leader)*</i> Geography/Provost's Office	<i>David Gorman (leader)*</i> English
Sinclair Bell* Art	David Ballantine* Chemistry	Anne Birberick* Foreign Languages & Literatures
Glenda Cosenza* Music	Sinclair Bell* Art	Jeff Chown Communications
Amy Franklin* Planning & Assessment	Brad Broughton* Student	Samantha Fisher* Public Administration

Goal Development Teams (cont.)		
Creativity	Critical thinking	Communication
Elisa Fredericks* Marketing	Paul Crawford* Community College Relations	Kerry Freedman* Art Education
Ed Klonowski* Music	Barbara Fouts* Career Services	Janice Hamlet* Communication
Jeanette Rossetti Nursing & Health Studies	Wendell Johnson* Libraries	Deb Pierce* International Programs
Donna Smith* Catalog Editor	Murali Krishnamurthi* Faculty Development	Norm Stahl Literacy Education
Matt Streb Political Science	Mary Pritchard* Health and Human Sciences	Laura Vazquez Communications
	Pam Rosenberg* International Programs	
	Jim Schmidt* History	
	Joel Stafstrom Biology	
	Lucy Townsend* Leadership, Ed. Psych & Foundations	
* Baccalaureate review task force members		

March 26, 2010

Baccalaureate review goal development team proposals

Critical thinking team proposals

- We felt that “critical thinking” involved three primary **skills**:
 - o *Read* for comprehension
 - o Ability to *write* effectively
 - o *Scientific method (inquiry)*...which involved six steps:
 - Find (e.g., through a literature search)
 - Evaluate (e.g., against a set of meaningful questions)
 - Test (evaluate data/information)
 - Interpret analyses
 - Reflect on results
 - Apply new knowledge to problems

- However to successfully complete critical thinking (especially the inquiry part) one must have **knowledge** (or context) in areas such as diversity, multiculturalism, social, historical, economic, political, etc.

Overall, many great ideas came from our discussions in regards to critical thinking and how we would want to approach it from an academic and student affairs perspectives. Although we were unable to identify a set of “firm” goal statements we did agree on some general thoughts/ideas that may be useful to others as this process continues. For the six points listed under the scientific method (inquiry) above we have developed or found these goal statements (i.e., learning outcomes) that may or may not be appropriate:

Find:

- Read and comprehend high-level content.

- Determine when information is needed and find it efficiently using a variety of reference sources.
- Understand and apply information from complex documents of general interest.
- Identify new information that might support or contradict a hypothesis.

Evaluate:

- Evaluate the quality of the information.
- Analyze and evaluate information used in their chosen area of study (major).
- Separate factual information from inferences (e.g., critically evaluate information received from several sources; science versus pseudoscience).
- Separate relevant from irrelevant information (e.g., evaluate claims of in terms of clarity, credibility, reliability, and accuracy).
- Evaluate various perspectives on an issue, culture, or technology
- Use information effectively for an appropriate purpose.

Test:

- Understand the limitations of correlational data (through appropriate analyses).
- Use mathematical/statistical skills to address questions (quantitative reasoning).

Interpret Analyses:

- Interpret numerical relationships in graphs.
- Identify alternative interpretations for data and observations.
- Demonstrate the ability to identify and communicate results of analyses.
- Critically analyze personal and professional assumptions, utilizing creative and independent thought processes.
- Evaluate evidence and identify inappropriate conclusions.

Reflect on Results:

- Identify and evaluate theses and conclusions, stated and unstated assumptions, and supporting evidence and arguments (i.e., identify new information that might support or contradict a hypothesis).
- Apply these skills to one's own work and the work of others.
- Collaborate in ongoing dialogue and debate with instructor and classmates regarding ethical dilemmas.

Apply:

- Reflect upon and apply newfound knowledge to a variety of problems (i.e., integrate information to solve problems).
- Write clearly and persuasively (communicate ideas effectively).
- Use information effectively for an appropriate purpose.
- Use information ethically and legally.

Explain how new information can change a problem

Communication team proposals

At minimum, an NIU grad should

- 1) control the basics of the written and spoken language, including such things as grammar, pronunciation, spelling, and the pertinent mechanics and conventions of formal utterance;
- 2) and possess the ability to comprehend a wide range of nontechnical writings (and other texts), to respond to them critically, and to utilize the information they represent.

Beyond this, however, a graduate should demonstrate mastery of English,

- 3) specifically in the mode of persuasion or argument--in the ability to develop a thesis, to find evidence that supports it, and to link this evidence to the thesis in a plausible, logical way;
- 4) as well as in the attainment of a level of mature, sophisticated expression, reflected in such linguistic qualities as good usage, clear organization, and smoothly connected discourse;
- 5) and also in possessing a sensitivity to such factors as differing audiences, situations, and goals of communication, prerequisite to the ability to adapt one's discourse to varying contexts.

Additional attainments should include the following.

6) An ability to communicate in an environment where English is not the sole (or even primary) language, or where the cultural context is unfamiliar. [📎 *Needs work.*]

7) Facility with nonverbal media, whether as speaker or listener, writer or reader, specifically in the ability to utilize the full range of available technologies effectively and appropriately in communication.

8) an NIU grad will value good communication, not only as a skill to be acquired and used, and as a basic necessity of civilized life, but as a process that results in products--literary and other works--that can and should be appreciated in their own right as lifelong sources of value.

Additional suggested communication goals submitted by task force members include:

[KNOWLEDGE] At a minimum, an NIU graduate should:

- 1) comprehend complex expression in multiple modes of communication, such as linguistic, visual, and numerical, and understand their bases for judgments of quality;
- 2) control the basics of written and spoken English, including grammar, pronunciation, spelling, and the pertinent mechanics and conventions of formal utterance;
- 3) respond critically to both discursive and non-discursive modes of communication, and utilize the information they represent.
- 4) demonstrate sufficient sensitivity to contextual factors, such as differing audiences, situations, and goals of communication.

[MASTERY] Beyond this, a graduate should demonstrate mastery of English,

- 5) be adept at persuasion or argument, to develop a thesis, find evidence that supports it, and present it in a plausible, logical way;
- 6) attain a level of mature, sophisticated expression, reflected in such linguistic qualities as good usage, clear

organization, and smoothly connected discourse.

[APPLICATION] In addition, a graduate should:

7) adapt successfully to communication in an environment that is culturally foreign, as for example by possessing college-level proficiency in a second language;

8) use multiple modes of communication appropriately and effectively, as creator or audience, and utilize the full range of available technologies in communication;

(Stated as a disposition, this goal is measurable)

9) demonstrate a disposition to value civil communication and appreciate communicative products in their own right as historical and lifelong sources of human interaction.

Creativity team proposals

Emphasize that the ‘concept of creativity represents the higher order types of learning that a university education should promote and expect at every level and in multiple contexts.’

Areas within which the specific objectives might be housed:

— Problem-solving/generating solutions

— Designing and Implementing

— Synthesizing

— Assessing/Evaluating Competing Positions

— Combining knowledge to develop new concepts

—Students will be able to reflect on and synthesize materials/information

—Students will transform information into new, different, unique solutions, ways of thinking, or procedures

—Students will generate solutions based on and designed to accommodate conditions

- 1) Students will look at a problem and consider and propose new ways to solve it (responses will be assessed on the extent to which they are “inventive” and “effective”)
- 2) Students will be able to recognize problems and develop ways to solve those problems
- 3) Students will demonstrate knowledge of the parameters of a problem, issue, or process and be able to propose solutions, modifications, or new approaches.
- 4) Students will be able to synthesize knowledge (content and methods) relevant to a particular discipline or issue and apply it to develop new solutions, interpretations, procedures, projects, performances, exhibitions, etc.
- 5) Students will design or plan and implement a program, activity, presentation, project, or performance
- 6) Students will generate multiple ideas, perspectives, observations related to particular questions or issues
- 7) Students will discuss current knowledge, methods, or applications.
- 8) Students will be able to combine knowledge bases and skill sets to develop innovative concepts or projects.
- 9) Students will explain (understand, develop insights into, imagine) how context(s) (natural, social, cultural) affect knowledge and experience

- 10) Students will develop leadership skills/qualities by directing small group or class discussions
- 11) Students will design and produce course materials
- 12) Students will assess each other's and their own coursework/performance (by developing set of standards or rubric)
- 13) Students will be able to defend a position/proposition from opposite (or multiple) perspectives.
- 14) Students can synthesize key concepts related to a particular problem, issue, or field of study as demonstrated through a paper, project, or performance
- 15) Students can articulate and assess competing positions, perspectives, theories, designs.

In addition to the proposed goals, the task force developed the following purpose statement to contextualize the goals:

Purpose Statement

NIU undergraduates develop competencies in critical thinking, communication, and creativity by participating in an engaged learning environment to prepare for success in a diverse, global society.

Goals must be developed with context in mind.

The following context goals were submitted by an individual task force member:

BRTF member feedback re context: I agree that communicating successfully across cultural boundaries [...] could certainly be considered a global learning outcome. However, other skills and knowledge that typically are included in a set of such outcomes really don't quite seem to fit into "communication," except in the sense that they may be what students would want to communicate about. If improving the level of knowledge about the world is important for us in the baccalaureate review process, where would possible outcomes such as these belong?

[Students will demonstrate...]

- knowledge of world history, world literatures, regional and/or cultural geography, world economics.
- the ability to analyze/discuss any given event from more than one cultural viewpoint.
- the ability to acquire information from a variety of sources regarding diverse regions, countries, languages, and cultures.
- mastery of methods to assess critically global events, trends, and issues.
- understanding of the interconnectedness of political, economic, and environmental systems.
- an awareness of the elements of their own culture and of how these influence interaction with others.

[Also, students will...]

- analyze the effects of world economic globalization on local culture(s).

I would like to suggest that, if we want our graduates to be prepared through our new baccalaureate program to function appropriately and productively in the world of the 21st century, some of the skills and knowledge outcomes listed above need to be represented somewhere within our report. Is "communication" the appropriate venue? I'm not sure, although "context" would have been perfect. But I hope we can include some of these skills and knowledge in the final report. [...]

April 8, 2010

Updated purpose statement: NIU undergraduates develop competencies to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society.

Critical Thinking Goals

1. Critically read and comprehend high-level content.
2. Determine when information is needed and find it efficiently using a variety of reference sources.
3. Analyze and evaluate information used in their chosen area of study (major).
4. Separate relevant from irrelevant information (e.g., evaluate claims in terms of clarity, credibility, reliability, and accuracy).
5. Apply appropriate quantitative reasoning skills to address questions.
6. Interpret numerical relationships and identify alternative interpretations for data and observations.
7. Identify and evaluate theses and conclusions, stated and unstated assumptions, and supporting evidence and arguments (e.g., identify new information that might support, contradict, or create a hypothesis).
8. Reflect upon and apply newfound knowledge to a variety of problems (i.e., integrate information to solve problems).
9. Write clearly and persuasively (communicate ideas effectively)

Creativity Goals

1. Transform information into new, different, unique solutions, ways of thinking, or procedures
2. Generate solutions based on and designed to accommodate conditions

3. Synthesize knowledge (content and methods) relevant to a particular discipline or issue and apply it to develop new solutions, interpretations, procedures, projects, performances, or exhibitions. (**Note:** This revision is offered as a replacement for “Generate multiple ideas, perspectives, observations related to particular questions or issues”)
4. Combine knowledge bases and skill sets to develop innovative concepts or projects.
5. Explain (understand, develop insights into, imagine) how context(s) (natural, social, cultural) affect knowledge and experience
6. Articulate and assess competing positions, perspectives, theories, and designs.
7. Students will recognize and value the contributions of creativity, innovation, and discovery to the sciences, human society, humanities and arts.

Communication Goals

The following goals were suggested during the BRSC meeting March 26.

1. Facility with nonverbal media, whether as speaker or listener, writer or reader, specifically in the ability to utilize the full range of available technologies effectively and appropriately in communication.
2. Apply complex expression in multiple modes of communication, such as linguistic, visual, and numerical, and understand their bases for judgments of quality.
3. Control the basics of written and spoken English, including grammar, pronunciation, spelling, and the pertinent mechanics and conventions of formal utterance.
4. Respond critically to both discursive and non-discursive modes of communication, and utilize the information they represent.

5. Communicate in an environment where English is not the sole (or even primary) language, or where the cultural context is unfamiliar.
6. Demonstrate a disposition to value civil communication and appreciate communicative products in their own right as historical and lifelong sources of human interaction.

Comments subsequent to the meeting regarding strategies to consolidate the communication goals include the following:

--I think ##s 1-2 (multiple/nonverbal media/modes) could easily be consolidated. If no one disagrees with this, I will propose a rewrite

--I think #3 (basics of English) is a gen ed outcome, and can be transferred off the baccalaureate list. It would be particularly appropriate to do so if we ended up keeping outcomes #1 (read well) and #9 (write well) in Dave Chagnon's revised list of critical thinking outcomes.

--Communication outcome #4 (respond critically to communications) could certainly be assimilated to outcomes on the critical thinking list.

--That leaves outcomes #5 (different linguistic and cultural contexts) and #6 (value). Both need rewriting. I will propose a revision for #6. I am stumped, however, by #5, and open to suggestions.

--Communication #6 is the ONLY values outcome on the list. Either formulate more (my strong preference) or drop it as an outlier.

Contextual Goals

1. Demonstrate knowledge of world history, world literatures, regional and/or cultural geography, world economics.
2. Analyze/discuss any given event from more than one cultural viewpoint.
3. Acquire information from a variety of sources regarding diverse regions, countries, languages, and cultures.

4. Master methods to assess critically global events, trends, and issues.
5. Explain the interconnectedness of political, economic, and environmental systems.
6. Demonstrate an awareness of the elements of their own culture and of how these influence interaction with others.
7. Analyze the effects of world economic globalization on local culture(s).

Feedback on the context examples:

--As they stand, they are a mix of two different kinds of thing: (1.) suggestions about stuff that students should actually (gasp!) KNOW when they graduate; and (2.) suggestions about understanding things in a larger (world) perspective-- "thinking globally." Possibly this could be boiled down to a global-thinking outcome, and an acquisition-of-some-substantive-knowledge outcome.

--That being said, #6 and #5 (which pertain to understanding and explaining global connectedness, respectively) could be consolidated.

--Also, #4 is essentially a critical thinking outcome, relating to global subject matter.

--And #7 seems like another case of a gen ed rather than a true baccalaureate outcome.

June 2, 2010

Four Cs = Critical thinking, creativity, communication, and context

Purpose statement: NIU undergraduates develop competencies to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society.

Revision of proposed goals:

1. Distinguish relevant from irrelevant information (e.g., evaluate claims in terms of clarity, credibility, reliability, and accuracy).
2. Apply appropriate quantitative and qualitative reasoning skills to address questions.
3. Identify and evaluate theses and conclusions, stated and unstated assumptions, and supporting evidence and arguments (e.g., identify new information that might support, contradict, or create a hypothesis). Communicate clearly and effectively.
4. Articulate and assess competing positions, perspectives, theories, and designs.
5. Respond critically to both discursive and non-discursive modes of communication, and utilize the information they represent. Critically read and comprehend high level content.
6. Synthesize knowledge (content and methods) relevant to a particular discipline or issue and apply it to develop new solutions, interpretations, procedures, projects, performances, or exhibitions. Combine knowledge bases and skill sets to develop innovative concepts or projects.

7. Recognize and value the contributions of creativity, innovation, and discovery to the sciences, human society, humanities and arts.
8. Reflect upon and apply newfound knowledge to a variety of problems (i.e., integrate information to solve problems).
9. Facility with nonverbal media, whether as speaker or listener, writer or reader, specifically in the ability to utilize the full range of available technologies effectively and appropriately in communication. Apply complex expression in multiple modes of communication, such as linguistic, visual, and numerical, and understand their bases for judgments of quality.
10. Demonstrate a disposition to value civil communication and appreciate communicative products in their own right as historical and lifelong sources of human interaction.
11. Demonstrate knowledge of world history, world literatures, regional and/or cultural geography, world economics.
12. Analyze/discuss any given event from more than one cultural viewpoint.
13. Explain the interconnectedness of political, economic, and environmental systems. Demonstrate an awareness of the elements of their own culture and of how these influence interaction with others.
14. Acquire information from a variety of sources regarding diverse regions, countries, language, and cultures.
15. Understand globalization
16. Intercultural knowledge, competence, sensitivity toward diverse groups
17. Communicate in an environment where English is not the sole (or even primary) language, or where the cultural context is unfamiliar.

June 10, 2010

The following list is the result of a BRSC meeting on June 9.

1. Distinguish relevant from irrelevant information (e.g., evaluate claims in terms of clarity, credibility, reliability, and accuracy). Critically read and comprehend high level content. Articulate and assess competing positions, perspectives, theories, and designs. **CT, comm., context**
2. Apply appropriate quantitative and qualitative reasoning skills to address questions. Demonstrate the ability to solve a variety of problems through critical reflection and synthesis. **CT, creativity, context**
3. Synthesize knowledge and skills relevant to a particular discipline and apply them to develop innovative outcomes (solutions, interpretations, procedures, projects, performances, or exhibitions) **CT, creativity, context**
4. Recognize and value the contributions of creativity, innovation, and discovery to the sciences, human society, humanities and arts. Demonstrate an appreciation for civility in personal and public discourse, and contextualize the role of communication within the human experience. **Comm, creativity, context**
5. Explain/comprehend the interconnections between human life (e.g., society, politics, economics) and the natural world (e.g., scientific method and theory, biology and life processes, environmental systems) **Comm, context, CT, creativity**
6. Communicate clearly and effectively. Demonstrate an ability to communicate cross-culturally. Demonstrate adaptability to multiple modes and media of communication, verbal and otherwise, and the capacity to utilize the full range of available technologies appropriately and effectively in communication. **Context, comm., creativity**

7. Demonstrate a broad knowledge of and respect for diverse groups and perspectives and be able to discuss, how one's own and other's cultural backgrounds, beliefs, and practices influence human knowledge, events, and interactions.

Context, CT, comm

8. Demonstrate a capacity to integrate multiple perspectives, including globalization, through knowledge of world history, literatures, economics, regional and/or cultural geography. (physical and social sciences, humanities and the arts) **CT, context**

Goal Refinement—July 15, 2010

	Context	Critical Thinking	Create	Comm.
1. Distinguish relevant from irrelevant information (e.g., evaluate claims in terms of clarity, credibility, reliability, and accuracy). Critically read and comprehend high level content. Articulate and assess competing positions, perspectives, theories, and designs.	X	X		X
NIU current: Effective habits in logical thinking. Sophisticated practices in using resources. Students develop habits of writing, speaking, and reasoning necessary for continued learning. Students are able to access and use various information resources. Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences. Students demonstrate an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.				
LEAP: Inquiry, critical and creative thinking; quantitative literacy; information literacy				
Portland State: To gain understanding from various perspectives, and to analyze, synthesize, investigate, and conceptualize different points of view in order to become an active, self-motivated, and empowered learner.				
Bowling Green: <u>Inquiry</u> – a close examination of an issue or situation in a search for information or truth; determining what questions should be asked; recognizing opportunities; formulating hypotheses; seeking information and evaluating claims; making discoveries and reaching new understandings; and making informed judgments.				
Univ. of Akron: The capacity for critical, independent thought.				

	Context	Critical Thinking	Create	Comm.
2. Apply appropriate quantitative and qualitative reasoning skills to address questions. Demonstrate the ability to solve a variety of problems through critical reflection and synthesis.	X	X	X	
NIU current: Quantitative skills. An understanding of and ability to use modern technology. Sophisticated practices in using resources. Give an appreciation of the scientific method of inquiry. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information.				
LEAP				
Portland State				
Bowling Green: <u>Solving Problems Creatively</u> - generating a solution for a problem through original, imaginative, innovative, or artistic effort, including problems that are complex, ambiguous, and difficult to formulate.				
Univ. of Akron: The analytical skills necessary to make sound qualitative and quantitative judgments.				

	Context	Critical Thinking	Create	Comm.
3. Synthesize knowledge and skills relevant to a particular discipline and apply them to develop innovative outcomes (solutions, interpretations, procedures, projects, performances, or exhibitions)	X	X	X	
NIU current: demonstrate those unique skills necessary for one’s chosen area of in-depth study, attain a sound liberal education; acquire sufficient general knowledge and intellectual versatility to enable them to become informed and resourceful members of society; students will be introduced to widely varied modes of thinking and points of view develop the intellectual processes, perspectives, and methodologies implicit in each discipline				
LEAP: Synthesis and advanced accomplishment across general and specialized studies. The demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions.				
Portland State				
Bowling Green: Synthesis and advanced accomplishment across general and specialized studies as evidenced in project-based work systematically collected throughout the duration of the student’s enrollment. Such projects draw on all of the skills and fields of knowledge described above. What has been learned from accumulated experiences is recorded in written reflections.				

	Context	Critical Thinking	Create	Comm.
4. Recognize and value the contributions of creativity, innovation, and discovery to the sciences, human society, humanities and arts. Demonstrate an appreciation for civility in personal and public discourse, and contextualize the role of communication within the human experience.	X		X	X
NIU current: Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s).				
Univ. of Akron: The capacity to evaluate intellectual and artistic achievements.				

	Context	Critical Thinking	Create	Comm.
5. Explain/comprehend the interconnections between human life (e.g., society, politics, economics) and the natural world (e.g., scientific method and theory, biology and life processes, environmental systems)	X	X	X	X
NIU current: Engage the student in an analysis of scientific facts and principles pertaining to the physical, biological, social, and cultural world; impart an understanding of their implications for human welfare.				
Univ. of Akron: A knowledge of science, technology, and mathematics and their effects on human activities.				

	Context	Critical Thinking	Create	Comm.
6. Communicate clearly and effectively. Demonstrate an ability to communicate cross-culturally. Demonstrate adaptability to multiple modes and media of communication, verbal and otherwise, and the capacity to utilize the full range of available technologies appropriately and effectively in communication.	X		X	X
NIU current: Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically. Students communicate in a manner that unites theory, criticism, and practice in speaking and writing.				
LEAP: written and oral communication				
Portland State: To enhance your capacity to communicate, orally and visually, in various ways-writing, graphics, and numeracy-and to gain competency using appropriate communication technologies.				
Bowling Green: <u>Writing</u> – communicate clearly and effectively to an identified audience. To be effective, written communication should be informed by audience analysis, demonstrate reflection, employ critical thinking, and make appropriate use of supporting argument and citation. <u>Presenting</u> – speak, show, demonstrate, exhibit, or perform for an individual or group. Effective presentation engages the intended audience, includes the use of non-verbal forms of communication, and may employ a variety of media.				
Univ. of Akron: The ability to use language effectively as a medium of both thought and expression.				

	Context	Critical Thinking	Create	Comm.
7. Demonstrate a broad knowledge of and respect for diverse groups and perspectives and be able to discuss, how one's own and other's cultural backgrounds, beliefs, and practices influence human knowledge, events, and interactions.	X	X		X
NIU current: Demonstrate mature interpersonal behavior in various settings. expand the student's awareness of human thought and relations conducive to the understanding and appreciation of cultural heritage. Students demonstrate knowledge of the cultural traditions and philosophical ideas that have shaped societies, civilizations, and human self-conceptions. Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity.				
LEAP: teamwork and problem solving; civic knowledge and engagement—local and global; intercultural knowledge and competence				
Portland State: To develop appreciation for and an understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.				
Bowling Green: <u>Examining Values</u> – observing carefully and critically to identify the values, principles, standards, or qualities considered worthwhile or desirable in a dilemma, situation, problem, or decision.				
Univ. of Akron: A personal sense of values, tempered by tolerance and a regard for the rights of others.				

	Context	Critical Thinking	Create	Comm.
8. Demonstrate a capacity to integrate multiple perspectives, including globalization, through knowledge of world history, literatures, economics, regional and/or cultural geography. (physical and social sciences, humanities and the arts)	X	X		
NIU current: Students demonstrate knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present.				
LEAP: Knowledge of Human Cultures and the Natural World...grounded in study of the sciences and mathematics, social sciences, humanities, histories, languages, and the arts...focused through engagement with big questions, both contemporary and enduring.				
Portland State				
Bowling Green: Interacting with and understanding diverse perspectives. Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action. Giving full consideration to ethical integrity and actions consistent with one’s principles as part of each individual’s exploration of purpose. A balanced approach to questions of meaning also includes preparation for students’ multiple and changing roles, including work, citizenship, family, and membership in multiple communities.				
Univ. of Akron: The ability to describe and explain differences in civilizations and cultures. An understanding of the conditions that affect them as individuals and as members of society.				

Not specifically addressed:

Information literacy—Add to #1

NIU Gen. Ed. Goal (currently): Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues.

LEAP: Foundation and skills for lifelong learning

PSU: To develop an understanding of and practice in social and ethical responsibility to society both locally and globally.

BGSU: Engaging others in action

Participating – active engagement in some activity, including shared effort, understanding others’ points of view, the lively exchange of ideas, compromise, and contributing to the group’s product.

Leading – guiding or influencing a group to achieve its goals. Leading does not require formal authority or power but rather is a matter of influence, integrity, spirit, and mutual respect.

July 22, 2010

Revised purpose and setting statement: Earlier this summer the steering committee had several discussions about whether (and how) to include a statement of values. On the one hand, it would be helpful to explicitly list the values that underpin the baccalaureate experience. On the other hand, there are already two groups (i.e., First Year Experience, SAEM Task Force on Recruitment and

Retention) working to identify university-wide values. I propose that we share our suggestions (i.e., caring, leadership, personal and social responsibility, inclusiveness in a climate of mutual respect) and participate in the broader university discussions. In lieu of a list of values, please consider the following “revised purpose and setting statement.” It is intended to emphasize context, inclusiveness, alignment, and the Three Cs (critical thinking, creativity, communication). Values are included implicitly.

(Revised purpose and setting statement) The NIU baccalaureate degree experience enables students to become empowered, informed, and responsible citizens. This learning experience emphasizes the role of context. That is to say, graduates will be expected to understand history and its impact on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of science, social science, humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students’ majors, and opportunities outside the classroom. In addition to developing a deep understanding of the scientific, historical, geographical, cultural, political, economic, and religious contexts of issues, students will be expected to master NIU’s Three Cs—critical thinking, creativity, and communication.

Goal definitions: Prior to describing student learning objectives, we must define the goals. We have already done so with regard to critical thinking and communication (September 2009 Update).

Critical thinking—involves literacy, reflectivity, and understanding how to gather and make sense of various forms of information before accepting or formulating an opinion or conclusion.

Communication—hinges upon the mastery of basic skills, such as language, technology, and collaboration.

We do not have a precise definition for creativity. Please consider and send me feedback regarding the following suggestions provided by the creativity goal development team lead by Jeff Kowalski and contained in the AACU VALUE Rubrics:

Developing Creativity in Higher Education (2006), suggests that personal creativity involves “the ability to use imagination, insight and intellect, as well as feeling and emotion, in order to move an idea from its present state to an alternate, previously unexplored state.” (p. 8; after Dellas and Gaier 1970).

The AACU VALUE Rubrics document defines creativity as: Creative thinking is both the capacity to combine or synthesize 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.

Baccalaureate Learning Objectives: Our writing style varies significantly from what is currently included in the undergraduate catalog (see attachment). As you’ll note, the previous goals were very broad and simply written. Specificity regarding learning objectives becomes more explicit as one goes from baccalaureate goals, to general education, and then to the major. To improve consistency and readability, I simplified our goals. The goals developed during BRSC meetings on June 2 and 9 are attached for comparison purposes.

The proposed baccalaureate learning objectives include:

1. Access and use various information resources and demonstrate the capacity for critical, independent thought.

2. Apply appropriate quantitative and qualitative reasoning skills.
3. Synthesize and apply knowledge, skills, and capacities relevant to a particular discipline.
4. Recognize and value creativity, innovation, and discovery to the fields of human endeavor.
5. Comprehend the interconnections between human life and the natural world.
6. Communicate clearly and effectively.
7. Demonstrate a broad knowledge of and respect for diverse groups and perspectives.
8. Acquire a heightened sense of global interconnections and interdependencies.
9. Collaborate with others to achieve specific goals.

August 3, 2010

The steering committee would like to present the goals to the CUC in September. Prior to that, however, we need your feedback. Please read and review the following “Purpose and setting statement” and “Proposed baccalaureate learning objectives.” Send any feedback to Greg (glong@niu.edu) no later than August 18th. We will have a task force meeting the week of August 23rd to discuss your input and plan for the fall/spring semesters.

Purpose and setting statement:

The NIU baccalaureate degree experience enables students to become empowered, informed, and responsible citizens. This learning experience emphasizes the role of context. Our graduates will be expected to understand history and its impact on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of science, social

science, humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students' majors, and opportunities outside the classroom. In addition to developing a deep understanding of the scientific, historical, geographical, cultural, political, economic, and religious contexts of issues, students will develop competencies to think critically, create, and communicate by participating in an engaged learning environment to prepare to success in a diverse, global society.

Proposed baccalaureate learning objectives: NIU's current baccalaureate goals (2010-2011 Undergraduate Catalog) are very broad and simply written. Specificity regarding learning goals and objectives becomes more explicit as one goes from baccalaureate goals, to general education, and then to the major.

The proposed baccalaureate learning objectives include:

1. Access and use various information resources and demonstrate the capacity for critical, independent thought.
2. Apply appropriate quantitative and qualitative reasoning skills.
3. Synthesize and apply knowledge, skills, and capacities relevant to a particular discipline.
4. Recognize and value creativity, innovation, and discovery to the fields of human endeavor.
5. Comprehend the interconnections between human life and the natural world.
6. Communicate clearly and effectively.
7. Demonstrate a broad knowledge of and respect for diverse groups and perspectives.
8. Acquire a heightened sense of global interconnections and interdependencies.
9. Collaborate with others to achieve specific goals.

August 12, 2010

Purpose and setting statement:

The NIU baccalaureate degree experience enables students to become empowered, informed, and responsible citizens. This learning experience emphasizes the importance of role of context. Graduates will be expected to understand the impact of history on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of science, social science, humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students' majors, and opportunities outside the classroom. In addition to developing a deep understanding of the scientific, historical, geographical, cultural, political, economic, and religious contexts of issues, students will develop competencies to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society.

Current and proposed baccalaureate learning goals: NIU's current baccalaureate goals are very broad and simply written. Learning goals and objectives become more explicit as one goes from baccalaureate goals, to general education, and then to the major.

The university's **current** (2010-2011) baccalaureate learning goals are as follows:

Successful completion of the baccalaureate degree should mean that the student will have developed

- (a) effective habits in logical thinking,
- (b) communication skills,

- (c) quantitative skills,
- (d) an understanding of and ability to use modern technology,
- (e) sophisticated practices in using resources,
- (f) mature interpersonal behavior in various settings, and
- (g) those unique skills necessary for one's chosen area of in-depth study.

The **proposed** baccalaureate learning objectives include:

1. Acquire a heightened understanding of global interconnections and interdependencies.
2. Demonstrate a broad knowledge of and respect for diverse groups and perspectives.
3. Comprehend the interconnections between human life and the natural world.
4. Access and use appropriate information resources and demonstrate the capacity for critical, independent thought.
5. Recognize and value creativity, innovation, and discovery.
6. Communicate clearly and effectively.
7. Synthesize knowledge and skills relevant to particular fields of study and apply them to develop innovative and original outcomes.
8. Apply appropriate quantitative and qualitative reasoning skills.
9. Collaborate with others to achieve specific goals.

August 23, 2010

Goal definitions:

Critical thinking—involves literacy, reflectivity, and understanding how to gather and make sense of various forms of information before accepting or formulating an opinion or conclusion.

Communication—hinges upon the mastery of basic skills, such as language, technology, and collaboration.

Creativity—uses a combination of imagination, intellect, insight, and emotion to solve problems and transform existing ideas, images, or techniques in innovate and original ways.

Purpose and setting statement:

The NIU baccalaureate degree experience enables students to become empowered, informed, and responsible citizens. This learning experience emphasizes the importance of context. Graduates will be expected to understand the impact of history on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of science, social science, humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students' majors, and opportunities outside the classroom. In addition to developing a deeper understanding of the scientific, historical, geographical, cultural, political, economic, and religious contexts of issues, students will develop competencies to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society.

Current and proposed baccalaureate learning goals: NIU's current baccalaureate goals are very broad and simply written.

Learning goals and objectives become more explicit as one goes from baccalaureate goals, to general education, and then to the major.

The university's **current** (2010-2011) baccalaureate learning goals are as follows:

Successful completion of the baccalaureate degree should mean that the student will have developed

- (a) effective habits in logical thinking,
- (b) communication skills,
- (c) quantitative skills,
- (d) an understanding of and ability to use modern technology,
- (e) sophisticated practices in using resources,
- (f) mature interpersonal behavior in various settings, and
- (g) those unique skills necessary for one's chosen area of in-depth study.

The **proposed** baccalaureate learning objectives include:

- Demonstrate knowledge of global interconnections and interdependencies.
- Demonstrate knowledge of, respect for, and ability to communicate with people of diverse backgrounds and perspectives. .
- Demonstrate knowledge of the interconnections between human life and the natural world.
- Access and use appropriate information resources and demonstrate the capacity for critical, independent thought.
- Communicate clearly and effectively.

- Synthesize knowledge and skills relevant to particular fields of study and apply them to develop innovative and original outcomes.
- Apply appropriate quantitative and qualitative reasoning skills to address questions and solve problems.
- Collaborate with others to achieve specific goals.

August 25, 2010

Goal definitions:

Critical thinking—involves literacy, reflectivity, and understanding how to gather and make sense of various forms of information before accepting or formulating an opinion or conclusion.

Communication—hinges upon the mastery of basic skills, such as language, technology, and collaboration.

Creativity—uses a combination of imagination, intellect, insight, and emotion to solve problems and transform existing ideas, images, or techniques in innovate and original ways.

Context— Context—involves what we know and what we do with that knowledge. It is affected by the world around us. To understand context requires familiarity with history and its impact on modern society, the relationship between our society and others around the globe, and the interactions among diverse cultures within our own society. Being aware of context fosters graduates' sense of responsibility.

Purpose statement:

The NIU baccalaureate degree experience enables graduates to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society. This learning environment emphasizes the importance of context. Graduates will be expected to understand the impact of history on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of science, social science, humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students' majors, and opportunities outside the classroom. NIU graduates will become empowered, informed, and responsible citizens.

Baccalaureate learning goals

NIU's current baccalaureate goals are very broad and simply written. Learning goals and objectives become more explicit as one goes from baccalaureate goals, to general education, and then to the major.

The university's **current** (2010-2011) baccalaureate learning goals are as follows:

Successful completion of the baccalaureate degree should mean that the student will have developed

- (a) effective habits in logical thinking,
- (b) communication skills,
- (c) quantitative skills,
- (d) an understanding of and ability to use modern technology,
- (e) sophisticated practices in using resources,

- (f) mature interpersonal behavior in various settings, and
- (g) those unique skills necessary for one's chosen area of in-depth study.

The **proposed** baccalaureate learning goals include:

- Demonstrate knowledge of global interconnections and interdependencies.
- Demonstrate knowledge of, respect for, and ability to communicate with people of diverse backgrounds and perspectives. .
- Demonstrate knowledge of the interconnections between human life and the natural world.
- Access and use appropriate information resources and demonstrate the capacity for critical, creative, and independent thought.
- Communicate clearly and effectively.
- Collaborate with others to achieve specific goals.
- Apply appropriate quantitative and qualitative reasoning skills to address questions and solve problems.
- Synthesize knowledge and skills relevant to particular fields of study and apply them creatively to develop innovative and original outcomes.