Appendix to Skidmore College
Goals for Student Learning and Development

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Strategic Plan
Mission Statement

The principal mission of Skidmore College is the education of predominantly full-time undergraduates, a diverse population of talented students who are eager to engage actively in the learning process. The college seeks to prepare liberally educated gradua to continue their quest for knowledge and to make the choices required of informed, responsible citizens. Skidmore faculty and staff create a challenging yet supportive environment that cultivates students' intellectual and personal excellence, encouragin them to expand their expectations of themselves while they enrich their academic understanding.

In keeping with the college's founding principle of linking theoretical with applied learr the Skidmore curriculum balances a commitment to the liberal arts and sciences with preparation for professions, careers, and community leadership. Education in the classroom, laboratory, and studio is enhanced by cocurricular and field experience opportunities of broad scope.

Underpinning the entire enterprise are faculty members' scholarly and creative interes which inform their teaching and contribute, in the largest sense, to the advancement (learning.

The college also embraces its responsibility as an educational and cultural resource fo alumni and for a host of nontraditional student populations, and for providing educatic leadership in the Capital District and beyond.

Intersections of Paradigms

Skill/Ability to:	Core Abilities ('97)	Wabash Study	Strategic Plan	Academic Vision/Appendix A
Communication:				
Communicate precisely, effectively, and sensitively using a variety of modes	X		X - Create and consume content effectively	X -Communication Intellectual engagement - exhibit a real voice, craftmanship, or identifiable style; Communication – written, oral, visual, and aural
Critical Thinking:				
Think critically, creatively, and independently	X	X – Effective reasoning and problem solving – the capacity to make reflective judgments, think critically and independently	X – Active engagement with ideas Think flexibly and nimbly Think independently Creativity	X – Critical Inquiry – Tolerate ambiguity Self critique Intellectual engagement – applying knowledge in a new context
Problem Solving:				
Gather, analyze, and use diverse forms of information	X	X – Effective reasoning and problem solving – Capacity to analyze, synthesize and evaluate information in order to make decisions and solve problems	X – Critically evaluate knowledge claims Apply knowledge (praxis)	X – Critical Inquiry Interpret, evaluate and use information from a variety of perspectives Apply knowledge

		Integration of Learning – ability to connect information from disparate contexts and perspectives		
Cross Cultural/Global Perspectives:				
Understand and value social and cultural diversity and function in a global society	X	X – Intercultural effectiveness – knowledge of cultures and cultural practices, complex cognitive skills for decision-making in intercultural contexts,	X – intellectual humility Global perspectives Intercultural understanding	X – Citizenship See connections between language and culture Demonstrate openness to cultural differences, respect, and tolerance Demonstrate understanding of how another culture effects human behavior and the role of cultural context in decision making
Social Interactions:				
Interact effectively, sensitively, and collaboratively with individuals/groups	X	X – Intercultural effectiveness – Social skills to function in diverse groups, flexibility and openness to new ideas	X – Civil civic discourse Community/individual dialectic Environmental awareness	X – Collaboration (not well defined)

Citizenship:				
Identify, analyze, and act upon social issues in the context of their historical and ethical dimensions	X	X – Possibly? Moral reasoning -- capacity to make and act upon ethical judgments Leadership – core values that fall into categories of individual, group, and community values	X – Civil civic discourse, Community/individual dialectic Environmental awareness Apply ideas to practical problems	X – Citizenship Understand how to use knowledge to effect social change Think critically re: social justice issues Demonstrate concern for the common good
Valuation:				
Identify own values and apply ethical and aesthetic sensibilities	X	X – Moral reasoning – moral sensitivity, moral reasoning, moral motivation, and moral behavior	X – make moral judgments that consider the social good	X Citizenship Transform informed judgments into action
Lifelong Learning		X – Inclination to inquire and lifelong learning	X – Be self-directed lifeling learners	
Well-being		X – Well-being – subjective, psychological, social and healthy wellbeing	X – Lead balanced lives	

Skidmore College Core Abilities
(Abstracted from the 1997 IPC Vision Statement
Reviewed by CEPP Fall, 1998)

Ability to be developed:	Defined as the ability to:	Evidenced by assessment of student's ability to:
COMMUNICATION	Communicate precisely, effectively, and sensitively using a variety of communication modes	Formulate and effectively present an argument orally and in writing; demonstrate facility with combinations of communicative forms, including speaking, writing, quantitative, artistic, and technological literacies
CRITICAL THINKING	Think critically, creatively, and independently	Use information to generate new concepts or approaches, challenge assumptions about oneself and social and physical phenomena, identify and evaluate multiple perspectives
PROBLEM SOLVING	Gather, analyze, and use diverse forms of information, skills, and knowledge	Use of the methodologies of the sciences, humanities, social sciences and the arts to gather and interpret information to support a hypothesis or a creative concept
VALUATION	Identify own values and apply ethical and aesthetic sensibilities	Infer and analyze one's own and others' values in multiple contexts
CROSSCULTURAL/ GLOBAL PERSPECTIVES	Understand and value social and cultural diversity and function in a global society	Integrate knowledge across disciplinary boundaries to understand a wide variety of cultural, gender, and social perspectives
SOCIAL INTERACTION	Interact effectively, sensitively, and collaboratively with individuals or groups	Contribute to a project or social interaction by actively pursuing group objectives while respecting individual rights and responsibilities; work collaboratively and effectively in a variety of contexts.
CITIZENSHIP	Identify, analyze, and act upon social issues in the context of their historical and ethical dimensions	Evaluate personal and organizational characteristics, skills and strategies in the service of effective social or professional change

Skidmore College
Academic Vision Statement, 2003-2004

Vision Components

The transformation of the Skidmore student is the goal of the entire community. The transformational seed of a Skidmore education lies fundamentally in our students' abilities to address issues and to describe solutions, to work independently and collaboratively, and to apply their abilities responsibly.

Skidmore students must be prepared to take advantage of the opportunities they will encounter if their lives are to be challenging and rewarding. We cannot know what these opportunities will be, nor which specific skill sets an increasingly intercultural and interconnected world will demand. But by having a flexible and inventive mind with the capacity of expression, Skidmore graduates will flourish. Successful Skidmore students develop abilities in four essential areas: Critical Thinking, Communication, Citizenship, and Collaboration.

Critical Thinking

Skidmore cherishes its interdisciplinary identity and has developed a milieu in which students and faculty creatively engage in understanding and solving problems. Our graduates must be able to draw upon the intellectual tools characteristic of our four general areas of academic breadth: the arts, the humanities, the natural sciences, and the social sciences. Students must have the ability to conceptualize, to identify, to analyze, to evaluate, to synthesize, and to apply different kinds of information in order to reach informed conclusions and to understand the positions of others. They must be able to evaluate numerous and contradictory sources of information, to establish validity, and to communicate their conclusions independently and collaboratively both in written and oral form. (Some describe these ideas under the rubric of "Information Literacy"). Moreover, successful graduates understand the power of reasoning in diverse cultural modes, western and non-western. Indeed, the other components of this vision rely upon a thorough integration of critical thinking skills, whether in effective expression, the capacity to "identify, analyze, and act upon social issues" (Mission Statement), or the ability to learn from one another.

In order to accomplish these goals, faculty members must establish clear learning outcomes in the curriculum and structure assignments and programs to provide opportunities for students to develop and to demonstrate their abilities. We know that Skidmore students have engaged in "critical thinking" through their behavior inside and outside of the classroom. Ultimately, the transformation of our students is evident in the sophistication of their interactions with the world.

Skidmore faculty and students apply critical thinking skills creatively: creative thought matters. Skidmore must continue to invest in the success of its graduates and in the

development of its faculty through programs that encourage interdisciplinary and pedagogical skills. Faculty must continue to transform themselves if they are to model similar behavior among students.

Communication

Skidmore has a history of eloquent expression in word, gesture, visual representation, and other modes of semiotic conveyance. Skidmore students must have the ability to communicate effectively in order to be prepared to participate actively in a civil society and a diverse world. Communication in oral, written, and other expressive modes, in the vernacular and scholarly discourse of one's own culture as well as in that of another culture, is essential for engagement in dialogues across cultural differences. Effective communication in local and global spheres contributes to self-awareness and empowers students to co-exist with and to respect others different from themselves, to discover and to assess new areas of knowledge, to consider issues and situations from various perspectives, and to articulate ideas and positions with confidence and authority. Effective communication also requires that students develop their critical skills of perception (e.g., reading and listening abilities) both within their major and across disciplines. We must provide numerous opportunities for these different modes of communication and clear standards by which students and faculty may judge their effectiveness.

Citizenship

Skidmore must complement its identity as a nurturing and protective enclave with that of a portal through which students actively engage the world. Saratoga is where Americans convinced the world of their citizenship in the community of nations and their commitment to principle. Now is the time for Skidmore to recognize this inheritance. The founding of our institution was an act of citizenship and responsibility that we must continue to embrace and to develop.

Skidmore students and faculty strive for principled intellectual excellence and leadership and our reputation attracts an increasingly well-qualified and ambitious community of scholars. Our academic vision and aspirations must keep pace with the growing sophistication of our community. Adaptive change is part of a successful strategy.

Skidmore students must recognize their local and global responsibilities both in respect to their roles as citizens and to the cultural, racial, and ethnic diversity of their communities, as well as to human rights. They must increasingly and actively engage the world through a combination of service-learning activities and study-abroad programs. We must welcome difference as a campus characteristic in order to achieve a diverse population of talented students, faculty, administrators, and staff to underpin our long-term regional, national, and international aspirations. We should exploit the benefits of student involvement in residential life, student government, and campus clubs and organizations. Furthermore, we should seek avenues by which students can apply citizenship both on and off campus.

Collaboration

Skidmore students and faculty must foster shared purpose in their peer-to-peer and mentor-to-peer engagements. Student-faculty collaborations are particularly valuable, whether in the

pursuit of independent studies, collaborative research projects, or senior theses. Students who develop close working relationships with faculty find tremendous opportunities for learning and remember these collaborations as among their most positive educational experiences at Skidmore.

We need to create more opportunities for collaborative experiences between students and faculty, between students and community resources, and among students both in and beyond the classroom. Skidmore must continue to create innovative projects that link the scholarly interests of faculty with the lives of students in order to exploit the educational power of co-curricular involvements. Collaborative programs (such as internships) can be effective promoters of engagement, excellence, citizenship, and intercultural understanding.

Finally but significantly, we must develop a more effective mentoring process to promote successful habits of mind and to attract and to retain the students and faculty who can help us to excel as a respected national and international institution. We need to find ways to bring students into discipline-related advisory relationships with faculty much sooner than we do now and we need to do so in ways that are both more meaningful and effective than is currently often the case.

Edited 31 August, 2003
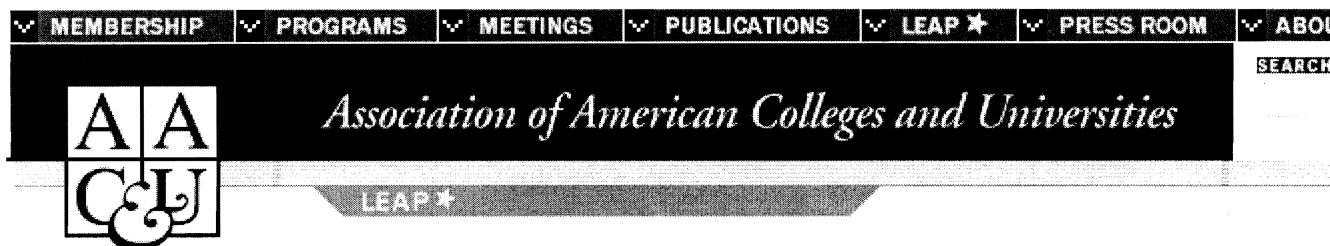
Association of American Colleges and Universities

LEAP *

Liberal Education and America's Promise (LEAP)

Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" (pdf) -- all of which are best developed by a contemporary liberal education. Described in *College Learning for the New Global Century* (pdf), these essential learning outcomes and a set of "Principles of Excellence" (pdf) provide a new framework to guide students' cumulative progress through college. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

  Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

  Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, Including

- Synthesis and advanced accomplishment across general and
  specialized studies

  Demonstrated through the application of knowledge, skills, and
  responsibilities to new settings and complex problems

Leadership

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CENTER OF INQUIRY IN THE

Liberal Arts

AT WABASH COLLEGE

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WABASH NATIONAL STUDY OF LIBERAL ARTS EDUCATION

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Study Overview

The Center of Inquiry is leading the Wabash National Study of Liberal Arts Education, a la longitudinal study to investigate critical factors that affect the outcomes of liberal arts educ research is designed to help colleges and universities improve student learning and enhar educational impact of their programs.

The Wabash National Study of Liberal Arts Education has two fundamental goals:

- To learn what teaching practices, programs, and institutional structures support lib
- To develop methods of assessing liberal arts education

In order to achieve these goals, we are focusing on key liberal arts outcomes, using both qualitative research, and examining students as well as institutions.

Liberal Arts Outcomes

Our study focuses on the development of seven outcomes associated with undergraduate education and the educational conditions and experiences that foster these outcomes. Th outcomes include:

- Effective reasoning and problem solving
- Inclination to inquire and lifelong learning
- Integration of learning
- Intercultural effectiveness
- Leadership
- Moral reasoning
- Well-being

We are exploring the extent to which students develop because of their college experienc that contribute to this development, and ways that liberal arts institutions can more readily this knowledge to enhance their impact. Learn more about our seven selected liberal arts

Study Details and Design

Fifty-three institutions are participating in the Wabash National Study of Liberal Arts Educ; liberal arts colleges, regional universities, research universities, and community colleges. contains both private and public institutions, as well as religiously-affiliated, single-sex, an schools. Participating institutions exhibit a wide range of selectivity, tuition costs, and geo

The Wabash National Study began in 2006, when 4,501 first-year students from 19 institu series of surveys that gathered information about their precollege experiences and that m outcomes. A subset of 315 students from six institutions participated in in-depth interview: reflected on their college experiences. In spring 2007, 3,081 students from this first cohor follow-up assessments on their college experiences and the liberal arts outcomes.

In fall 2007, seven new institutions joined the study, and Wabash College entered for a se study with an additional group of students. In all, 3,371 incoming first-year students from t institutions took assessments in the fall. In fall 2008, 26 institutions will join the study, incli College, Hampshire College, and the University of Rhode Island, which are entering for a(

Click here to see a list of all the institutions participating in the Wabash National Study.

We will follow these student cohorts for at least four years, collecting student and institutic multiple points over the course of the study. Learn more about the study design and data for the Wabash National Study.

Throughout the study, we will work with faculty, staff, and students at participating instituti questions they have about their campuses so that we can customize Wabash National Sti address their specific concerns.

The Wabash National Study of Liberal Arts Education is led by the Center of Inquiry in the Wabash College, under the direction of Dr. Charles F. Blaich, and in collaboration with res the University of Iowa, led by Dr. Ernest T. Pascarella; the University of Michigan, led by [M. King; and Miami University (Ohio), led by Dr. Marcia Baxter Magolda. ACT, Inc., under Michael J. Valiga, is assisting with the quantitative data collection and reporting.

Address questions or comments about the study to:
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Council for the Advancement of Standards Learning and Development Outcomes
Contextual Statement

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. Responding to the increased shift in attention being paid by educators and their stakeholders from higher education inputs (i.e., standards and benchmarks) to the outcomes of students attending higher education, in 2003 CAS articulated sixteen domains of learning outcomes. However, in 2008 after the publication of *Learning Reconsidered 2* (2006), CAS reviewed the learning outcomes it had promoted and decided an integration of both learning outcome documents would enhance the profession's efforts in promoting student learning and development. Consequently, CAS hosted a "think tank" involving writers of *Learning Considered 2*, CAS directors, and prominent practitioners and faculty members in student affairs to make recommendations for a revised learning outcomes document.

Upon recommendations of the think tank, CAS revised the student learning and development outcomes into six broad categories (called domains): knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. To comply with CAS standards, institutional programs and services must identify relevant and desirable learning from these domains, assess relevant and desirable learning, and articulate how their programs and services contribute to domains not specifically assessed. For each of the domains, CAS offers examples illustrating achievement of the student learning outcomes.

This learning outcomes model further defines or clarifies each of the six domains by identifying learning outcome dimensions. Offering dimensions of learning within corresponding domains allows for a more focused assessment approach based on institutional mission and priorities. The revised CAS learning outcomes document heightens the differentiation of interpersonal competence and interpersonal development (though certainly the two influence each other), highlights the integration of humanitarianism and civic engagement, and adds the dimensions of global perspective and technological competence to important learning outcomes.

The CAS Board of Directors reviewed and approved the six domains, learning outcome dimensions, and examples of learning and development outcomes at its October 2008 meeting. The domains and learning outcome dimensions will be embedded in each functional area standard. The examples will be referenced in each functional area standard and will appear in the 7th edition of the *CAS Professional Standards for Higher Education.*

Reference

Keeling, R. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience.* American College Personnel Association, Association of College and University Housing Officers-International, Association of College Unions-International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.

Contributor: Jan Arminio

**Council for the Advancement of Standards
Learning and Developmental Outcomes**

Integrating CAS and *Learning Reconsidered* Outcomes[1]

Student Outcome Domain[2]	Dimensions of Outcome Domains	Examples of Learning and Development Outcomes
Knowledge acquisition, construction, integration, and application	Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects
	Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases
	Constructing knowledge	Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
	Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios
Cognitive complexity	Critical thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions[3]
	Reflective thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
	Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives
	Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem

Intrapersonal development	Realistic self-appraisal, self-understanding, and self-respect	Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others
	Identity development	Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
	Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability
	Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith
Interpersonal competence	Meaningful relationships	Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior
	Interdependence	Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and direction as needed
	Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view
	Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others

Humanitarianism and Civic Engagement	Understanding and appreciation of cultural and human differences	Understands one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others
	Global perspective	Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	Social responsibility	Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities
	Sense of civic responsibility	Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others
Practical competence	Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
	Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
	Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
	Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferrable skills
	Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment

| **Practical competence** *continued* | Maintaining health and wellness | Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities |
| | Living a purposeful and satisfying life | Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values |

[1] This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes
[2] Categories adapted from *Learning Reconsidered (2004)* and Kuh, Douglas, Lund, *&* Ramin Gyurmek (1994)
[3] These examples are adopted from the George Mason University *Critical Thinking Assessment Report* (2006)

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Approved as revised by CAS Board of Directors, October 19, 2008