

University Mission: Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

Institutional Student Learning Goals: Fitchburg State students will be critical and creative thinkers who integrate and communicate their learning from a variety of disciplines and experiences in ways that enhance their civic, personal and professional lives.

Students will exhibit **critical and creative thinking**. They will:

- Analyze various forms of artistic and literary works, understand the contexts from which they emerge and which they reflect, as well as articulate and defend their meanings and values.
- Recognize the ethical issues involved in human actions and formulate a set of principles and values that can be brought to bear in personal and public decision-making.
- Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.
- Analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.
- Engage with and answer questions about the natural, physical, and social world using scientific practices including analyzing and interpreting data.

Students will exhibit **interdisciplinary and integrative learning**, developing the skills for lifelong learning. They will:

- Integrate and apply knowledge from different disciplines and experiences to solve problems.
- Reflect on their learning, acquire new knowledge and skills in independent settings, and make and adhere to plans for future learning.

Students will demonstrate skills for effective **communication and collaboration**. They will:

- Speak, read, write, and listen to create and critically interpret meanings using a variety of media.
- Collaborate effectively with cooperation, empathy, flexibility, and inclusivity.

Students will demonstrate **personal, social and global responsibility** through wellness, intercultural knowledge and civic engagement. They will:

- Enhance personal wellness by applying knowledge and practical skills related to physical, social, intellectual, emotional, spiritual and occupational well-being.
- Identify and articulate the relationships among personal, local, national, and global concerns and needs.
- Recognize and engage in opportunities to enact positive social change on an individual or group level.

Comment [Office1]: Adapted from the current LA&S Aesthetic Appreciation Objective

Comment [Office2]: Adapted from the current LA&S Ethical Reasoning Objective

Comment [Office3]: Added to increase the emphasis on information literacy in the curriculum as recommended by the Academic Plan and the LA&S Council.

Comment [Office4]: Adapted from the current LA&S Problem Solving and Synthesizing Objective

Comment [Office5]: Adapted from the current LA&S Problem Solving and Synthesizing Objective.

Comment [Office6]: Added to increase the emphasis on metacognition and life-long learning skills in the curriculum as recommended by the strategic plan and LA&S Council.

Comment [Office7]: Adapted from the current LA&S Communication Objective

Comment [Office8]: Adapted from the current LA&S Communication Objective

Comment [Office9]: Added to increase the emphasis on wellness in the curriculum as recommended by the LA&S Council.

Comment [Office10]: Adapted from the current LA&S Citizenship Objective

Comment [Office11]: Adapted from the current LA&S Citizenship Objective

Potential Goals	Potential Language*	Potential rubrics	Potential Proficiencies	Potential Advanced Proficiencies
Critical and Creative Thinking • Aesthetic Analysis and Appreciation	Analyze various forms of artistic and literary works, understand the contexts from which they emerge and which they reflect, as well as articulate and defend their meanings and values.	Modified LA&S Aesthetic Appreciation and AAC&U Critical Thinking	Describes, explains and evaluates the sources of his or her own perspective on selected issues, contexts, or works in the arts and compares that perspective with other views.	Frames a controversy or problem within the arts, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue that demonstrates critical consideration of the competing views. OR Constructs an original project, exhibition or performance expressing a personal vision and explains the context of this creative vision.
• Ethical Reasoning	Recognize the ethical issues involved in human actions and formulate a set of principles and values that can be brought to bear in personal and public decision-making.	LA&S Ethical Reasoning	Describes ethical issues in historical and contemporary problems and shows how ethical principles or frameworks help to inform judgments and decision making.	Identifies and elaborates key ethical issues, articulates the ways in which differing ethical perspectives influence judgments and decision-making, and develops and defends an approach to resolving these issues.
• Information Literacy	Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.	QC Dyad Information Literacy	Accesses, evaluates and deliberately chooses relevant sources through simple search strategies, identifies some assumptions and biases in these sources, and uses and cites information, accurately, legally and ethically.	Locates, evaluates, organizes and synthesizes information from sources with clarity and depth, analyzing own and others assumptions and biases, and follows a discipline-standard citation style.
• Quantitative Reasoning	Analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.	QC Dyad Quantitative Reasoning	Students interpret mathematical descriptions of situations and develop appropriate solution strategies, making effective choices and accurate calculations, and translating information into mathematical forms to draw conclusions from results, reflecting on their assumptions.	Identifies and mathematically models essential features of a complex problem or situation, creating and exploring examples, devising and testing conjectures, assessing the correctness of solutions, and communicating with consistent, precise language to make rigorous arguments and draw conclusions.
• Inquiry and Analysis	Engage with and answer questions about the natural, physical, and social world using scientific practices including analyzing and interpreting data.	LA&S Problem Solving through Inquiry and Analysis	Describes a research question and proposes an investigative strategy, graphically presents and accurately describes scientific results, and uses quantitative evidence to support conclusions.	Frames a research question and conducts an investigation using appropriate methods, synthesizes own results with evidence from outside sources to identify patterns in and draw qualified conclusions from the data, and describes implications of results.

Comment [Office13]: Phrasing here is intended to indicate that artistic and literary works not only emerge from contexts, but themselves shape and reflect those contexts.

Comment [Office12]: The former goal was "Aesthetic Appreciation" only, which proved 1) difficult to assess and 2) lacking in certain ways. This is an attempt to capture both the analytical aspects as well as the appreciation aspects.

Comment [Office14]: Reflects our interest in encouraging creative production, but recognizes that not all students may participate in production. LA&S council feedback included concerns that there is not enough emphasis on "creation" that is not just analytical.

Comment [Office15]: Reflects our interest in clarifying that these goals cut across disciplines and are just as likely to be reflected in a history course as any other course dealing with ethical issues.

Comment [Office16]: This is an example of attempting to articulate the difference between proficiencies and advanced proficiencies: here, we would expect student to identify assumptions and, in advanced, we would expect them to analyze them.

Comment [Office17]: This is an example to demonstrate how all disciplines can be reflected in the learning outcomes as we believe many disciplines use scientific practices of inquiry and analysis, including the natural, physical and social sciences.

Potential Goals	Potential Language	Potential rubrics	Potential Proficiencies	Potential Advanced Proficiencies
Interdisciplinary and Integrative Learning - Integrative Learning - Lifelong Learning	Integrate and apply knowledge from different disciplines and experiences to solve problems.	AAC&U Integrative Learning	Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.	Describes and evaluates the ways in which at least two fields of study define, address, and interpret a problem in science, the arts, society, human services, economic life or technology, explains how the methods of inquiry in these fields address the problem, and proposes an approach to the problem that draws on these fields.
	Reflect on their learning, acquire new knowledge and skills in independent settings, and make and adhere to plans for future learning.	AAC&U Lifelong Learning	Implements a plan to locate, gather and organize evidence regarding a question in an experiential setting outside of formal academic study, and reflects on the process of building on their prior learning.	Plans for and completes a substantial project that evaluates a significant question, offers alternative approaches to answering it, and generates an analytic narrative of the effects of prior and new learning both inside and outside the classroom on the research or practical skills employed in executing the plan.

Comment [Office18]: We are exploring the question of how to sustain experiential learning outside the classroom.

Potential Goals	Potential Language	Potential rubrics	Potential Proficiencies	Potential Advanced Proficiencies
Communication - Reading - Speaking and Listening - Writing - Collaboration	Speak, read, write and listen to create and critically interpret meanings using a variety of media.	AAC&U Reading	Conducts an inquiry that requires interpreting the relationship among textual features in at least two different texts and displaying an understanding of the contribution of purpose and genre conventions to the meaning from each.	Engages with a broad range of texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.
		LA&S Oral Communication	Communicates effectively to general audiences through structured oral presentations.	Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in oral presentations to general and specific audiences.
		QC Dyad Written Communication	Develops and refines cogent, coherent, and substantially error-free writing for communication to general audiences.	Demonstrates a process-oriented formal writing style, fluently integrating discipline-specific terminology and supporting an original and clearly focused thesis.
	Collaborate effectively with cooperation, empathy, flexibility, and inclusivity.	AAC&U Teamwork	Reflects on how to participate in and/or lead groups highlighting the role of cooperation, empathy, flexibility and inclusivity.	Negotiates a strategy for group work, facilitating a constructive team climate and positive conflict resolution, implements the strategy and communicates the process and the results.

Comment [Office19]: For the communication goal, we discussed whether communication in a second language was an important option to express, particularly as an option for proficiencies at the advanced level. We have left it out of the language so far, but LA&S Council feedback has suggested this might be a good place to include it.

Comment [Office20]: LA&S Council feedback included that this language may be too vague, as it is unclear what constitutes "effective" communication.

Comment [Office21]: While not included in the initial charge from the LA&S Council, collaboration was included in the 2007 LA&S definition of Communication. Therefore, we have included it here for consideration.

Potential Goals	Potential Language	Potential rubrics	Potential Proficiencies	Potential Advanced Proficiencies
Personal, Social and Global Responsibility - Personal Wellness	Enhance personal wellness by applying knowledge and practical skills related to physical, social, intellectual, emotional, spiritual and occupational well-being.	?	Identifies the multidimensional factors related to wellness and develops plans to enhance overall health and well-being.	Identifies the multidimensional factors related to wellness, explains the underlying mechanisms including physiological and neurological, by which wellness factors improve health, and develops plans to enhance overall health and well-being.
- Global Learning and Intercultural Knowledge	Identify and articulate the relationships among personal, local, national, and global concerns and needs.	AAC&U Intercultural Knowledge	Explains how knowledge from different historical and contemporary cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and/or global relations.	Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship, potentially in a second language.
- Civic Knowledge and Engagement	Recognize and engage in opportunities to enact positive social change on an individual or group level.	QC Dyad Civic Engagement	Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.	Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.

Comment [Office23]: We have yet to identify an appropriate rubric for assessing student work related to this goal.

Comment [Office22]: We have discussed whether all of these individual aspects of wellness should be included and have kept them all for further input from the campus community.

Comment [Office24]: We are considering whether the issue must be contested as well as whether we need to be more clear that it can be historical or contemporary, as we attempt to insure that these learning goals are broadly applicable across many disciplines.

Comment [Office25]: This represents our effort to identify the importance of foreign language acquisition for Global Learning and Intercultural Knowledge. LA&S Council feedback has suggested that a greater emphasis on the role of language could be provided here.

Comment [Office27]: This once again reflects our efforts to insure that these learning outcomes are broadly applicable across disciplines including those focused on historical events and perspectives.

Comment [Office26]: We discussed at length whether we can or should require students to “enact” social change. The same question applies to the advanced proficiencies: “implementing an approach to a civic issue.”

* Whenever possible, potential language to describe a learning goal was adapted from the 5 existing LA&S objectives. **LA&S rubrics** were developed to assess these objectives by the Liberal Arts and Sciences council, and were inspired in part by the AAC&U rubrics. **QC Dyad rubrics** were developed by teams of Fitchburg State University and Mount Wachusett Community College faculty as part of AAC&U Quality Collaboratives Dyad grant and were also informed by the AAC&U rubrics. **AAC&U rubrics** were developed by faculty members from across the country as part of the Association of American Colleges and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) Valid Assessment of Learning in Undergraduate Education (VALUE) project. All of these rubrics are available on the **LA&S council website**.