

BACCALAUREATE REVIEW - APPENDIX D

Code Book for Baccalaureate Data

Appropriate behavior	Students need to know how to interact and treat people with civility.
Branding NIU	Making NIU a unique experience and marketing it
Capstone	A capstone experience
Communication	Need to know how to speak to others individually, and also to present arguments. Need to write effectively.
Competence	Core skills for success
Context	Understand the context of information and society
Creativity	Innovation and creative approaches
Critical thinking	Need to be able to find and critique info, and to accept criticism too. Ask abstract questions and understand implications.
Diversity as good	See diversity as necessary and positive.
Diversity as unnecessary	See diversity as divisive and devaluing majority experiences economy and government
Ethics	Ethical codes of conduct and understanding consequences of bad behavior
Expand notion of diversity	Diversity should be more than race/ethnicity
Faculty support and enhancement	Faculty will need more assistance, training and pay for these changes
Flexibility and adaptability	Students need to be flexible and adapt to a changing society
Fluency in major	Need to know major very well
Foreign language	Need more foreign language
Give back to society	Students should learn that giving back to society is important for society to thrive and continue
Global awareness	Need to know the global context both now and historically
Hands-on	Students should get hands-on experiences, not just lecture.
History	Historical context
Information gathering and/or analysis information	Data collection, analysis, dissemination. Ability to decipher quality Scientific processes of data collection/inquiry.

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Intellectual curiosity	Students should want to ask questions and want to find the answers
Interdisciplinary	Course work should cut across disciplines
Internships	A hands-on experience
Knowledge of core social systems	Need to understand the economy, politics, education, etc
Leadership	Need to foster leadership skills and accountability
Learn how to learn	Students have to be taught how to learn
Life skills	Buying homes and cars, balancing check books, interviewing for jobs, etc
Lifelong learning	School should teach them how to go forth and keep learning, and to make them want to do so
Literacy	Reading and comprehending, but also math and science literacy
Love learning	They should love learning
Make an argument	They should be able to make a clear, logical argument with appropriate evidence
Marketable job skills	They need to be able to get jobs
Math and science	Curriculum should stress math and science
Model desired behavior	Faculty, staff and administrators should model behavior for students
Obstacles	This includes any concerns about our current system
Participate in society	They need to vote, join organizations, etc
Productive citizens	They need to engage in society so as to better it. Not just take social resources for themselves
Reading	They should be able to read and they should read for knowledge sake
Reflexivity	They should think about their goals, their skills, their weaknesses, and their role in society
Requisite skills for being a student	Study habits, reading, writing, comportment
Respect	They should respect each other, school, knowledge, and other cultures
Responsibility	They should take responsibility for their actions and their roles

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Sense of community	NIU needs a sense of community for most of this to work
Service learning	Hands-on learning that contributes to society
Solve problems	They should be able to recognize problems and find solutions for them
Stakeholder	Need to make students and faculty stakeholders in this process of education
Strategies	This denotes specific suggestions for how to make these changes
Study abroad	Students should have first-hand experiences in other cultures
Team-teaching	One strategy
Technological skills	They need computer and other technological skills, and these need to be fluid to adapt as the technology changes
Transformative process	Education should change people (value added)
UNIV 101	A core site where much of these changes could take place
Upper level gen-eds	Core courses, such as English, Economics, and Political Science, should be required at the upper level too
Work collaboratively	Group work builds many skills, and it is marketable-- will use at work too
Work ethic	Students should work hard and value that work
Work independently	They have to become self-starters
Writing	They have to write well—both in casual communication and formal writing