

## QEP Theme Selection

### Results Overview



Date: 12/5/2006 7:51 AM PST  
 Responses: Completes and Partial  
 Filter: No filter applied

We would like you to choose the QEP theme that resonates with your ideas for quality student learning at ECU and then create a focus statement for that theme. On this survey, you will 1) choose ONE of the three themes 2) write a focus statement or goal for your preferred theme. (Example provided) At the end of the survey there is an optional section in which you will have the opportunity to create a new theme by combining some of the ideas from several of these three themes.

The following three themes were identified as possible QEP topics: **Communication** This theme seeks to improve the students' ability to communicate their ideas with conviction, passion, open mindedness and integrity. These skills will contribute to richer personal and professional lives. **Critical Thinking** This theme seeks to develop creative, critical, and analytical thinkers. Students will gather and analyze information to formulate their own ideas in response to the world around them. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community. **Enabling Student Engagement in Global to Local Contexts** This theme seeks to strengthen students' citizenship in the global community by developing integrity and a "sense of other" in global to local contexts. Students will become more effective decision makers in the global environment which will make them more competitive in the global workplace, ensure that they understand global impacts on decisions and outcomes, and equip them for cross-cultural communication and interaction.

#### 1. Choose one theme below

Communication		313	41%
Critical Thinking		274	36%
Enabling Student Engagement in Global to Local Contexts		170	22%
<b>Total</b>		<b>757</b>	<b>100%</b>

Click "submit" to go to next page.

#### Communication Focus Statement

If you choose, please write a focus statement for your preferred theme of Communication. Keep in mind that the QEP topic should be vital to long-term improvement in student learning. An example of a focus statement is provided below. Please take a moment to review the theme description, read the sample focus statement and then write your focus statement in the box provided.

Communication This theme seeks to improve the students' ability to communicate their ideas with conviction, passion, open mindedness and integrity. These skills will contribute to richer personal and professional lives.

**EXAMPLE FOCUS STATEMENT:** Students will complete communication intensive curricula to heighten reading and writing skills.

Click "submit" to go to next page.

#### Critical Thinking Focus Statement

If you choose, please write a focus statement for your preferred theme of Critical Thinking. Keep in mind that the QEP topic should be vital to long-term improvement in student learning. An example of a focus statement

is provided below. Please take a moment to review the theme description, read the sample focus statement and then write your focus statement in the box provided.

**Critical Thinking** This theme seeks to develop creative, critical, and analytical thinkers. Students will gather and analyze information to formulate their own ideas in response to the world around them. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community.

**EXAMPLE FOCUS STATEMENT:** Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.

Click "submit" to go to next page.

#### Enabling Student Engagement in Global to Local Contexts Focus Statement

If you choose, please write a focus statement for your preferred theme of Enabling Student Engagement in Global to Local Contexts. Keep in mind that the QEP topic should be vital to long-term improvement in student learning. An example of a focus statement is provided below. Please take a moment to review the theme description, read the sample focus statement and then write your focus statement in the box provided.

**Enabling Student Engagement in Global to Local Contexts** This theme seeks to strengthen students' citizenship in the global community by developing integrity and a sense of other in global to local contexts. Students will become more effective decision makers in the global environment; making them more competitive in the global workplace; ensuring that they understand global impacts on decisions and outcomes; and equipping them for cross cultural communication and interactions.




**EXAMPLE FOCUS STATEMENT:** Students will engage with communities other than their own in purposeful learning activities that explicitly address their sense of other in the global to local context.

Click "submit" to go to next page.

**COMBINATION THEME (Optional)** This section provides you an optional opportunity to try your hand at combining some of the ideas from several of these themes to come up with your own theme. For example, if you believe that certain aspects of critical thinking should be incorporated into the communication topic then this is the place to specifically delineate a new theme that incorporates ideas from both critical thinking and communication. Keep in mind that the QEP theme should be critical to student learning at EKU and should be specific enough to be easily defined, measured and implemented across the entire university. Bigger is not better when it comes to QEP topics.

**Communication** This theme seeks to improve the students' ability to communicate their ideas with conviction, passion, open mindedness and integrity. These skills will contribute to richer personal and professional lives. **Critical Thinking** This theme seeks to develop creative, critical, and analytical thinkers. Students will gather and analyze information to formulate their own ideas in response to the world around them. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community. **Enabling Student Engagement in Global to Local Contexts** This theme seeks to strengthen students' citizenship in the global community by developing integrity and a "sense of other" in global to local contexts. Students will become more effective decision makers in the global environment which will make them more competitive in the global workplace, ensure that they understand global impacts on decisions and outcomes, and equip them for cross-cultural communication and interaction.

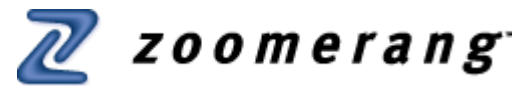
6. Please indicate your primary role at EKU.

Faculty		185	36%
Staff		88	17%
Student		246	47%
<b>Total</b>		<b>519</b>	<b>100%</b>

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### Results Overview



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2. Communication Focus Statement	
#	Response
1	Students will complete communication intensive curricula to emphasize the skills already attained and strengthen their weaknesses.
2	Students will learn to better communicate with the world around them.
3	broadcasting
4	Students will complete communication intensive curricula to heighten reading, writing and oral communication skills.
5	Students will utilize extracurricular programs and resources to improve verbal and written communications skills.
6	Students will practice writing and speaking to communicate effectively both in oral and written communication.
7	EKU students will further their knowledge and obtain tools to improve communication with members of diverse communities and backgrounds.
8	If Eastern Kentucky University can excel in written and oral communication skills it will have accomplished a mission that few other universities achieve thus, making our students unique in the hiring markets.
9	Students will develop their communication skills across the curriculum to increase their personal, professional, and civic powers.
10	students will be required to spend atleast one hour a night with new people from their dorm.
11	Students will need to complete course work that will enable them to communicate personal ideas both in written and spoken communications.
12	Students will employ writing and speaking skills within all coursework to communicate an awareness of a variety of points of view.
13	Students will complete an intenstive study on public speaking to improve verbal communication skills.
14	Students wil complete communication curricula to heighten their ability to express their opinions while maintaining a certain degree of openmindedness when learning of differing opinions.
15	Students will improve communication skills by completing a requirement to participate in open discussion and public speaking.
16	<p>Before the focus statement I would like to suggest another communication theme statement: The theme of communication seeks to improve students ability to communicate ideas in both written and oral formats in such a manner that open-mindedness, integrity, and attempting to understand the opinions of others is valued and evident in the communication. This valuing of communication is essential in enhancing and enriching the society in which we live and work and the global society.</p> <p>Focus Statement: Students will evidence communication skills in communication intensive curricula that heightens reading and writing skills.</p>
17	Students will conduct and study communication tactics and theories in order to better prepare for the job market
18	Students will complete coursework that enables them to build oral and written communication skills that will enable them to lead more effective professional and personal lives after graduation.
19	Students will realize the importance of good communication as it relates to expressing themselves and voicing an understanding of the ideas of expressed by others.
20	Students will learn to effectively communicate in their environment using advanced Language Arts skills.
21	through teaching and learning, we can help other people teach the next generation to be able to teach future generations what they need to know.
22	Students will complete a written and/or oral communication assignment in each course of their college curriculum.

23	without communication we would all be stupid!
24	Students will demonstrate the ability to lead in classroom discussions to heighten on the job communication and problem solving skills later on in life.
25	Students will be able to engage fellow classmates and others on a personal level on important issues and develop a better understanding mutually through critical and constructive conversation.
26	Students will complete communication intensive curricula to strengthen and maximize reading, writing, and presentation skills.
27	Students that focus on communication skills will become more successful in one's future occupation and in life.
28	Students will be able to clearly write about their ideas passionately on topics that require deep reflection and thought.
29	Students will compose a paper or series of papers that equate to 2000 words for each course enrolled.
30	Students will complete communication studies, both professional and interpersonal, curricula that will enable them to effectively communicate ideas and thoughts to the rest of the population.
31	Congress will work together to approve relief aid to victims of Hurricane Katrina.
32	Students will complete communication intensive curricula to heighten the skills necessary to achieve success in the business world.
33	Students will interact with others in a variety of situations and environments in order to enhance the students ability to effectively express one's thoughts and ideals.
34	Students will engage in curricular and co-curricular activities that emphasize the improvement of communication skills (reading, writing, speaking and listening).
35	I would like to be able to better express my ideas orally and in writing, which will in turn help me to secure great position in my major field.
36	Student should complete more public speaking classes to improve there success rate in the real world.
37	Students should feel free to speak their minds in the classroom, no matter what their opinions are.
38	Improving this skill will strengthen the ability for students to communicate with others not just in America but foreign countries.
39	This theme seeks to improve every students' abilty to communicate with each other and others out in the community. This theme is vitil to every student because if they can't communicate with one another then they will be lost out in the real world.
40	Students will be expected to be able to communicate coherent thoughts with complete sentences and proper grammar.
41	Communication is a must in today's world and if we sit back and watch it will pass us by.
42	The focus of any higher-learning facility should have communication at the top of the list. Without the output and input of information among involved individuals, no progress will exist.
43	Learn them students to talk and write and read a really lot gooder
44	Students will complete courses in communication that cover the areas of reading, writing, and integrity.
45	The students and staff will help each other develop communication skills in reading and writing and electronic media.
46	Students will complete communication intensive curricula to become more open minded.
47	Students will complete communication intensive curricula designed to enhance reading, writing, and speaking skills in order to engage in fruitful intellectual dialogue.
48	Communication is of vital importance not only in the education process, but during every facet of your life.
49	I hope that students will be able to express their opintions freely and openly in the future through e-mail and class discussion.
50	Communicate with people, meet your goals!!
51	Students will deliver quality written and oral presentations, demonstrating a mastery of grammar and the English language.
52	Students will complete an oral-writing-intensive course in their major to strengthen their communicative skills.
53	Students will be required to take 2 communication classes, one their freshman year, and another at the time of their choice; this is to enhance public speaking skills.
54	I beleive with the focus on communication students can lead a more productive life, professionally and personaly
55	As global communication becomes increasingly instantaneous, management will either be the quick or the dead.
	The only way students can learn about communicating is to get into a communication class and learn how to be a good

56	public speaker.
57	This theme seeks to allow students to improve speaking skills with mentours, business people, and aquantances.This skill will allow a broader and more social life.
58	Improve communication in all forms, written, spoken and expressive.
59	As effective communication is the keystone to understanding, students will learn to more effectively communicate in order to facilitate understanding in global as well as local situations.
60	Students will interact with each other more by participating in volunteer activities.
61	Students will develop communication skills through reading various genres, writing, public speaking, acting, debates and other performances.
62	Students will complete communication intensive curricula to allow them to better exchange information and ideas to others across class, age, racial, and gender barriers.
63	Communication is one of the basic skills that one needs to live. It can enhance relationships both personal and professional. Learning how to clearly communicate through speech or words can ease any situation.
64	Students will learn to communicate with their peers more effectivly.
65	Students will complete curriculum that enhances their overall communication skills in the workforce.
66	Proper communication techniques should be taught to students to improve their chances at successful relationships in life, allowing them to accel in life.
67	Students will take more than is required now in communication courses, since communication is an important part of professional life.
68	Students will learn to communicate in a clear, logical, well organized manner while considering their audience and purpose for communicating.
69	Dicussion between professors and students, and between students and students will lead many classes
70	students should have to undergo some form of foreign language study to decrease the communication gaps present in todays society.
71	Classes will include assignments designed to improve communication of ideas and concepts.
72	Students will be required to take public speaking courses to better aid them in their future careers to speak their ideas fully, and without hinderance or fear.
73	Students will complete criteria that will enable them to make beter decisions about how they evolve into the business world. They will be able to understand how world events are directly tied to their lives through better reading and writing skills.
74	students will complete communication intensive curricula to help with their abilty to speak out
75	Students will engage in learning exercises and real-world situations in order to help them better understand the fine points of getting their ideas out to other people effectively.
76	Help students improve their ability to communicate their ideas in a professional manner.
77	Students will present a topic in a forum style setting, recieving questions from the audience. They will then give intelligent and informed answers with verbal clarity.
78	Students esp. at EKU need to improve their communications skills. They could do this by getting involved with more activites. Yet, these activites are produced by the universitiy. Therefore, the univeirsity needs to partipate more with their students and the planning of better activites.
79	Students will complete courses in both written and oral communication. Courses will aim to teach students many different forms of written communication such as memos, letters and executive summaries.
80	Students shall complete selected general and specific communication courses in order to enable them to speak, read, and write with clarity, conviction, and skill. The skills developed will contribute to greater success, both personally and professionally.
81	This theme seeks to improve the students' ability to communicate orally and in writing, their ideas with conviction, passion, open mindedness and integrity. These skills are essential in the work place and will contribute to richer personal and professional lives.
82	Communicaton is the key to all suces.
83	Communication is the key to sucess.
84	Students will complete a communication focused curricula directed toward reading, writing, intercultural involvement, the importance of communication in our world, and the consequences of poor communication.

85	The ability to communicate efficiently in society will prove valuable to students in their future careers.
86	Students will complete communication intensive curricula to empower the transfer of knowledge, skills, and concepts using concise, orderly processes.
87	Students will complete curricula not only designed to improve reading and writing skills, but which encourage and enable students to be open to and explore new ideas, as well as help them develop the confidence to communicate those ideas to their peers, their instructors, and the world.
88	Communication in nearly every career field is imperative to the goal of service to man.
89	Teacher and students need learn to communicate better.
90	Students will have a better life at ECU if they communicate with other students and teachers while they are here.
91	Students will complete communication intensive curricula to heighten reading, writing, verbal, and listening skills.
92	Students will complete communication intensive general education courses focused on strengthening oral, reading and writing skills.
93	Students will complete curricula to learn how to speak properly, and communicate ideas well and to the best of their ability.
94	Students will complete communication intensive curricula to empower them to communicate effectively with superior employers as well as peers.
95	The theme communication seeks to improve the ability of ECU students to research and express their ideas to their fullest extent with the full-fledged support of ECU faculty and administration.
96	Students will have to do more reading and writing in classes for a grade.
97	Students will communicate in a caring and coping manner to become certified professional leaders in education.
98	Students will communicate in a caring and professional manner to enrich and enhance education by becoming certified leaders.
99	Students will communicate their thoughts and ideas to reflect educational and life goals.
100	Communication This theme will help improve people's speaking skills and will with communication around the world.
101	Students will complete intensive communication curricular that will lead to a richer person and professional life.
102	This theme will provide students the necessary skills to communicate with the very diverse world in which we live, and it allows the students to communicate their great ideas, passions, and personal convictions.
103	Lecture, listen, and learn.
104	Strengthen communication with a more open academic atmosphere and interactive environment
105	Students will complete curricula in communications to learn the most effective way to express thoughts and understand others'.
106	Students will need to learn exceptional communication skills in order to be better prepared for interviews, interaction with executives, business people, or people in general.
107	Students will complete communication intensive curricula to heighten reading and writing skills.
108	The university should focus on improving student's overall communication skills by fostering an environment that strengthens student's organization, conviction, and general overall ability to effectively communicate their ideas both orally and written.
109	Students will learn communication skills through a variety of courses to improve visual, verbal, reading and writing skills.
110	Students will complete communication intensive curricula to heighten reading and writing skills.
111	It is imperative to a student's college career that they acquire superior communication skills.
112	Students will learn in oral communication intensive classrooms.
113	Students will be expected to improve their reading and writing skills by learning to communicate their ideas with conviction and integrity.
114	Students will openly talk about any problems that they have or are concerned about
115	ECU students shall establish and maintain clear communication skills while earning their degree.
116	In the world into which our students will go, it is vital that they be able to communicate well. That would include appropriate skills in speaking as well as those in writing. This should not leave out the communication used in body language.
	Students will learn skills to express themselves freely to their peers and professors to enhance their ability to comprehend

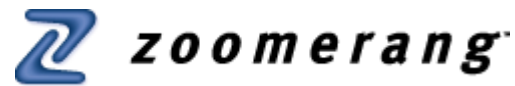
117	and question information.
118	It is my belief that you don't have a second chance to make a first impression. The only question is "How does one base their first impression of a person?" The answer is simple: by the person's appearance, speech, and mannerisms. Universities nationwide need to adopt First Impressions courses in order to prepare their students for the real world. These courses will help the students to communicate clearly, and benefit the rest of society in the process.
119	I would like to be better able to communicate my ideas to people. I like working with people and i need to be able to talk more freely with them.
120	Students will complete communication-intensive courses across the curriculum to improve their skills in writing, reading, speaking, listening, and information technology.
121	Students will experience, evaluate and develop good communication skills - including reading, writing, speaking and listening - through curricular and extra-curricular activities within the context of their educational experience at ECU.
122	Students will complete communication intensive curricula to heighten reading and writing skills and also engage listeners in a speech form to strengthen verbal skills.
123	Students will meet writing and reading requirements as part of every class they take at ECU.
124	Students will complete communication-intensive curricula to develop and heighten reading, writing, and presentation skills.

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3. Critical Thinking Focus Statement	
#	Response
1	Students will be able to employ various critical thinking techniques to decipher information received on a daily basis to make more intelligent decisions and therefore will not only benefit themselves but the community they are living in as well.
2	Students will actively and skillfully use appropriate methods of critical thinking responsive to variable subject matter to examine issues, problem solve, effectively communicate and develop a life long commitment to intellectual discipline that will guide their behavior in a global society.
3	Students will use creative methods of critical thinking to solve real world problems.
4	Given a hypothetical situation, the student will determine the kind of information needed, judge the quality of the information gathered, analyze the best uses of the information and hypothesize the application and use of this information toward improving the situation under consideration.
5	Students will use appropriate methods of critical thinking and qualitative reasoning to examine issues and to identify solutions.
6	Students will utilize critical thinking to assess and intervene with issues/problems identified as crucial in our society.
7	Students will be able to discern fact from fiction, weight the value of alternative arguments and constructions of reality and be able to draw and communicate a logical conclusion using a variety of intellectual techniques.
8	Critical thinking is the basis for effective and full participation in a democracy. It engages students, faculty, and staff in approaching issues with an open mind, moving from skeptical responses to informed opinions and knowledge. It can form the foundation for sound public policy and decision making.  EKU can make a difference in adding to the number and depth of knowledge of critical thinkers who will move us forward as a learning society.
9	Students will experience learning through active QUESTIONING by instructors using active learning, question-and-answer techniques. Students will learn to use questioning in examining issues and identifying solutions.
10	Students can formulate their own ideas not just repeat what they have learned.
11	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions and explanations.
12	Students will demonstrate the ability to go beyond understanding information to make warranted, logical judgements interpreting or applying information, using both qualitative and quantitative reasoning.
13	Student will learn to use critical thinking techniques to: 1) discover their own creative solutions to a wide variety of different types of problems. 2) distinguish between ideas that are supported by evidence and ideas that are only supported by opinion. 3) make substantive, informed critiques of ideas and opinions of others.
14	Should read, write, and think in terms of a dialectic that leads to valid claims that can be defended with logic, evidence, and wit.
15	Students will use appropriate methods of critical thinking and logic to examine their views on ethical, cultural, and global issues and to identify and express the strengths and weaknesses in the views and resolutions of themselves and others.
16	Through critical thinking students will be able to see more shared problems and innovative solutions to not only help the community but help their own development in future education and careers.
17	Students will be able to creatively solve problems and also implement creative solutions. Creativity means going beyond just the ability to be critical thinkers and entering new territory where the students will combine current knowledge bits in new and exciting ways while also developing new knowledge.
18	Students will employ the tools of critical thinking, including the concise summary of arguments and ideas, analysis of these arguments and ideas, and making proper inferences to draw conclusions and identify solutions.
19	Students will use current technology in solving problems.
20	students will learn to think and communicate critically by analyzing and evaluating texts, their contexts, contents, and

	structures.
21	Students will use critical thinking skills to examine a situation and participate in ethical problem solving.
22	Students will develop a logical frame of mind and communicate their solid ideas through well-written prose, using rational information as well as personal appeal.
23	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
24	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
25	Critical thinking will add to a students ability to cross over into the business world and make them more marketable.
26	Critical thinking is the foundation of communication and global citizenship. Reading critically is the foundation of critical thinking. As a university, we need to all be engaged in reading widely, deeply and critically so we think and communicate from an informed and questioning stance.
27	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and identify solutions from global to local contexts.
28	Students will develop the skills of logic and reasoning through critical thinking, abandoning the prior learning methods of memorization and recall.
29	Students will demonstrate methods of critical thinking through the assimilation and integration of information to perform objective analysis of complex issues/situations developing sound rationale for proposed actions/plans.
30	Students will demonstrate critical thinking to creatively address personal and professional challenges.
31	Students will use appropriate methods of critical thinking and ethical quantitative reasoning to examine issues and identify appropriate solutions.
32	It is more real world applicable than that other crap
33	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
34	Having developed critical thinking skills, students will be more empowered to make appropriate and effective decisions in both their personal and professional endeavors creating for our society more conscientious and informed citizens.
35	Students will learn to apply critical thinking skills to all aspects of their collegiate careers.
36	Students will use appropriate methods of critical thinking to evaluate possible solutions to problems and to choose the best possible outcome.
37	Students will use appropriate methods of critical thinking and analytical reasoning to examine issues and to identify creative solutions.
38	Students will learn critical problem-solving skills and develop quantitative skills in pursuit of the examination of learning and knowledge. These basic skills will be applicable to both academic and work settings.
39	Students will get a broader understanding of things around them if they can have better critical thinking skills.
40	Questions: Why are you asking us to each create focus statements on the fly? There is a large body of research that has been done on this topic. Shouldn't we apply principles of effective scholarship (and critical thinking!) and utilize scholarly sources that are much more well informed than we will be "winging it"?
41	Students will learn to appropriately use critical thinking, quantitative reasoning, ways to examine different issues, and identify and suggest solutions to those issues.
42	Students will learn and develop a pattern of critically examining the world around them to the end of identifying and implementing solutions and improvements.
43	Students will use the appropriate elements, standards, and virtues of thinking critically ( <a href="http://www.critical-thinking.org">www.critical-thinking.org</a> ) in order to understand fully and communicate effectively the widest range of contexts for their thinking, from the personal to the global.
44	Students will be able to examine issues and identify solutions by strengthening their creative and analytical way of thinking.
45	Students will learn critical thinking skills, through identification of problems and problem solving, which prepare them for life.
46	Students will apply critical thinking skills to identify problems and develop appropriate solutions.
47	Demonstrates the ability to judge the quality, integrity, reliability, application or practicality of ideas presented, based on command of a general education base and/or analytical process, while recognizing that evaluation includes judgment of an argument or statement itself as well as the assumptions (often unstated) on which it is based

48	Students will not blindly accept statements or utterances made by someone in authority such as a Journalist as fact without assessing, analyzing and synthesizing the material.
49	Students will be able to leave the university with an understanding of information. They will know when they need it, where to get it and how to evaluate the information they get. They will understand that learning is a lifelong process.
50	This would benefit student in most of the Pre-fields.
51	Students will learn to open their minds to classic truths and then to develop their own.
52	Students will be encouraged to propel their own education by entrenching themselves in research, criticism, and multi-level discussion (small groups, classrooms, and on-line connection to other scholars) on topics pertaining to their focus of study and thier place in the world.
53	As educational leaders, our students will use data and conduct action research to decide how to improve k-12 student learning in the commonwealth.
54	Students will examine and evaluate information and situations to determine the truth. Upon accurate evaluation, solutions can be formulated.
55	Students will actively and subjectively think about material and then create their own ideas and opinion about the information.
56	Students will use appropriate methods of critical thinking to examine their own opionions on controversial issues of importance in today's society.
57	Critical thinking skills are integral to students adopting active roles in their education, careers, and citizenship.
58	Students should be able to see the problem attack it and find a solution
59	Critical Thinking This theme is the beginning step at ECU from the moment of acceptance through orientation, until graduation. It is what it takes to be successful in life.
60	Students will use critical thinking to help solve daily issues and use the skills aquired to resolve issues with fellow peers later on down the line as well as issues faced in everyday life.
61	Students will possess the ability to employ useful methods of critical thinking to aid in the examination of issues and the creation of new or improved solutions.
62	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.
63	Make critical thinking a mandatory subject to be covered in orientation class, rather than some other, less important and common-sensical topics.
64	Students will learn ways to develop the skills of critical thinking and how to apply it to real world situations.
65	Students will develop the ability to analyze data, formulate their own ideas, and learn effective problem solving skills.
66	Students will benefit from development of critical thinking skills to identify and deal appropriately with issues in the classroom, the workplace, and the larger community.
67	Students will analyze situations, take all variables into account, and contrive the most logical conclusion.
68	Students will use creative methods of critical thinking in response to the world around them.
69	Students will thoroughly explore real-world problems using their own analytical rationale to deduce probable solutions.
70	Students will use the right methods to improve their ways of thinking and solving problems which could prevent a load of stress if they know how to handle problems appropriately.
71	Students will creatively use critical thinking strategies to ethically problem solve issues in response to the worlfd around them.
72	Students will read, research, think and draw conclusions based on careful reading, critical thinking, and analytical evaluation of evidence.
73	Students will learn how to critically analyze and evaluate various ideas, theories and points of view. Emphasis would be placed on mind-engaging, logical problem solving as opposed to rote memorization of facts/ideas.
74	Students will be able to identify, analyze, evaluate, and construct arguments in a variety of contexts including, but not limited to, practical problem solving, ethical deliberation, and cultural discourses, e.g., politics, advertising, social policy, legal issues, etc.
75	Students will use evidence to create logical arguements to support a point.
76	Students will use critical thinking in order to capacitate for others' opinions. Critical thinking will allow for students to think on their own and formulate arguments.

77	Students will gather all needed data from their environment to properly understand the immediate problem & then utilize the information to arrive at the most effecient solution.
78	I like the example focus statement, since this is one of the goals of general education.
79	Students will develop abilities in critical and analytical thinking as they collect and interpret information, allowing them to develop and identify solutions to the problems in the world around them.
80	Students will be exposed to diverse and controversial points of view and the scholarly literature addressing those points of view utilizing basic techniques of critical thinking and scolarly skepticism to analyze those issues.
81	Students will develop the ability to focus their inquiries into measurable terms and be able to analyze information that has been gathered.
82	Students will use critical thinking to analyze complex issues and formulate solutions.
83	Students will appropriately identify important information when presented with scenarios. Students will then prioritize the information and develop goals and objectives for response in a given situation.
84	Critical thinking enables students to question contradictions and see many sides of all issues affecting their lives and the world.
85	Students will acquire empirical knowledge and understanding of theories and perspectives, and use appropriate methods of both quantitative and qualitative analysis to discover connections between observations and ideas and to identify solutions to human problems.
86	Students are able to apply a variety of thinking modes to shape an understanding of issues and to solve problems.
87	Students using this method will be able to formulate and express their ideas and thoughts with "quantitative reasoning" and scholarship.
88	Critical thinking skills will help students develop their own creativity and become more critical and analytical in responding to the world around them.
89	Students will develop the ability to synthesize multiple types of information from multiple sources in an effort to determine salient solutions and suggestions.
90	Students will learn how to be creative, critical, and analytical thinkers as well as help them engage in problem solving
91	Students shall possess the ability to utilize the process of gathering, analyzing, & formulating ideas, thoughts, & solutions to problem solve. Students that possess that ability will be able to benefit not only themselves but those around them.
92	Students should use Critical Thinking as a reason for their future.
93	Make a thoughtful decision with no regrets.
94	Students will use appropriate methods of critical thinking and quantitative reasoning to create solutions.
95	Students will perform an analysis on a company in a defined industry that culminates in the development of an effective problem or opportunity statement.
96	Students will use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions
97	This theme focuses on the development of a students ability to think in a creative way. Students will learn to look at a problem and find multiple solutions using creative, critical thinking. The ability to "think outside the box" will give the students a new way to look at themselves and problems in a new light to accomplish great things.
98	Students will examine the assumptions, belief systems and values which underlie their cultural formation via the process of defamiliarizing and denaturalizing such systems. In order for this unsettling process to be enacted, students must necessarily perform close reading and experience writing as a construct of ideas. They also must necessarily engage the 'other' in their efforts to perceive culture as contingent and particular.
99	NOT a FOCUS STATEMENT _ just an idea - It seems that the other two choices could be included as "subthemes" under critical thinking, since critical thinking is required for effective writing and working with a global community. Just an idea.
100	In order to develop critical thinking, students need to have a vision in light of which students can examine and analyze the present situation in which they are in and then they can plan their future on a sound and solid foundation.
101	Students will learn and utilize appropriate critical thinking methodology to ascertain the appropriate ethical and legal perimeters of the issue.
102	
103	Students will use a wide variety of reliable and valid research methods and sources to support their ideas.
104	Students will read and evaluate complex arguments presented in text, and then present their understanding and evaluation in writing.
105	Students will use appropriate methods of Critical thinking to solve problems relating to benefits of personal wellness and its

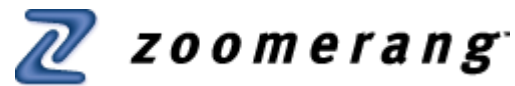
	effect on themselves and their community.
106	Students will develop their creativity, critical and analytical thinking in order to make wiser decisions and move the world in a positive direction.
107	Students will be able to carefully observe the world around them, gather meaningful data, evaluate the data, develop hypotheses that explain the data, and design experiments to test hypotheses.
108	Students will LEARN about and USE appropriate AND VARIED methods of critical thinking and reasoning to examine, CLARIFY, AND DISCUSS issues and PROPOSE AND IMPLEMENT solutions
109	Critical thinking provides the optimal path to solving any and every problem encountered in life.
110	Students will know how to use appropriate methods and sound reasoning in finding, evaluating, and communicating solutions to problems.
111	Students will learn to think creatively, critically, and analytically about issues surrounding them in a quest to identify and implement solutions that are based on substantiated thought.
112	Students will learn to use appropriate technological skills as a tool to gather and analyze information as critical thinkers.
113	Students will understand the importance of critical thinking in an increasingly complex world. Students will develop the ability to comprehend and solve complex problems.
114	Students will think logically making reasonable inferences and conclusions from given information.

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## QEP Theme Selection

### Results Overview



Date: 12/5/2006 7:52 AM PST  
 Responses: Completes and Partial  
 Filter: No filter applied

4. Enabling Student Engagement in Global to Local Contexts Focus Statement	
#	Response
1	EKU should globally challenge thier students to not only study international intrrest, cultures, and politics but encourage students to travel abroad. Eku is too narrow, and the majority of students treat International students with disregard.
2	Students are able to adapt, communicate, and survive in any environment by being able to understand differences and working through them.
3	Students will interact with communities and cultures other than their own in activities that lead to a realization of the importance of varying ideas in the decision making process on both the local and international levels.
4	Our world seems to get smaller every day. It is imperative that our students learn about, and learn to appreciate, different cultures, different ways of thinking, different environments in our global society.
5	Students will not only be an integral part of society, but will be encouraged to take a more active part in society as a whole.
6	Students will locate local and or globally needy communities that are neglected from having their human needs met due to location, resources, and or economics. The goal would be to fulfill human needs that aren't being met and to make the communities self sufficient by implementing tools to overcome the obstacles that hinder these communities from having all of their human needs met by being consciences and respectful of how these changes will affect these communities and the world.
7	Learning activities will be provided to students to permit them to interact with communities and groups other than those with which they are comfortable in order to enable the students to appreciate others in local to global settings.
8	Students will engange in learning activities that will clarify how what they do locally affects people globally.
9	Students should take it upon themselves to enter into situations that have the after effect of giving them a larger understanding of the larger world around them that they will soon enter into.
10	experience and learning to communicate that to others makes us more encouraged to see positive and active results immediately.
11	Students will be exposed to activities (Study Abroad, Diversity training, casual and structured contact with other ethnic/cultural groups, etc.)that will facilitate greater understanding of self AND other in context, and to design and build their own identity within a global context.
12	Students will be more involved in the community through purposeful learning activities.
13	Students will attend cultural events featuring global or multicultural presentations and engage in follow-up discussions with foreign or local representatives of those communities.
14	Students will explore new communities and environments while interacting with, and growing from, new challenges and new ideas.
15	Students will gain a better understanding/appreaciation of their classmates from other cultures through gaining a better understanding of and communicating with other parts of the world. This will add to the campus concept of diversity and the student will grow as a person.
16	Students will experience cultures and ideas from outside the boundries of the state where they were born.
17	Students will learn ways to extend their understandings of various demographics, personalities, and other such individualistic characteristics that will allow and enable them to function as a whole, more agreeably with change, allow students to understand and work with difference, as well as help students to construct a personal ideal of tolerance which creates a sense of respect for other individuals and their own valuable self worth in today's dynamically diverse societies.
18	Students will engage in learning that explicitly addresses the importance of broadening their knowledge of the world through exposure to diverse cultural understandings of it.
19	Planned opportunities will be provided for all students to have meaningful interaction with members of the global community, thus gaining needed experience that will equip them to communicate in appropriate and culturally-sensitive ways with people different from themselves.
20	Students will engage in learning activities in and out of the classroom designed to enhance a sense of other in the global to local contexts.

21	Students will gain appreciation of people and places outside of their own communities through learning about patterns, processes, and interactions taking place in the world's various environments.
22	We can implement this theme and STILL address critical thinking and communication skills. This theme has more concrete and meaningful ways to be implemented.
23	Students should be exposed to the world around them, not just the utopic bubble that is ECU. Students that enter college after high school do not have a chance to experience the "real world" or to be involved in something bigger than themselves. To gain a more rounded education, college students need to participate in a wide variety of global and local activities and expand their horizons.
24	Students will engage locally and globally communicating their cross-cultural connections and world citizenship in all interactions.
25	By interacting in activities that relate to global climates and cultural expectations, students will gain a better understanding of community and acceptance.
26	Students will be involved in a focused spring break or summer opportunity in an interactive community service opportunity in Appalachia, the deep south's Blackbelt, or the Gulf Coast community challenged with rebuilding after Hurricane Katrina.
27	Students will understand the role of Central Kentucky, Kentucky, the Ohio Valley Region, and the United States in the world society.
28	Students will engage with communities other than their own in activities designed to enrich their understanding of and appreciation for different environments in both local and global contexts.
29	Students will become politically active in their community and engage in activities that promote a global well being.
30	students need to recognize that every community and society are different and diverse, understanding this is crucial in competing in an ever changing global/local context, this diversity is not limited to technology but also includes belief systems and generational respects, students should be skilled in all aspects of a community
31	Students will learn their role as a leader in a multi-cultural environment and how strategic techniques they have researched, developed and executed are crucial to global success and unity.
32	Students will become involved with Communities outside their element in order to prepare them for possible experiences in the real world environment.
33	Enabling students to participate outside of this little maze would require faculty, staff and administration to supervise the students participation. This alone, ie getting faculty, staff and administration out of the "dark ages" and into the light would be the most significant thing to happen to ECU (lower case intentional) since Drs. Martin and Powell left.
34	It will be vital for students to work with neighboring communities and beyond; within different schools and organizations, in order to gain a broader perspective of the world around them and their role in it.
35	Students will become culturally competent by gaining a knowledge of other countries, cultures, and people.
36	Students will engage in activities that explicitly highlight their place in global context including, but not limited to (a) recognizing how their personal consumption preferences and patterns are linked to global conditions such as climate change, desertification, and energy resource extraction, rainforest destruction, and labor conditions of the workers who manufacture the products they desire; (b) direct immersive experience in a community or society with different cultural and religious beliefs.
37	Students will engage in conversations and living learning communities to address their sense of global to local communities.
38	Students will learn to impact the world around them by growing outside their community.
39	Students will seek out other cultures from around the world and explore the differences (both good and bad) from their own.
40	Allows students to see how other communities outside of their comfort zone (ECU) go about everyday living.
41	Daily, our world becomes a more interconnected place. Cultures interact, governments collaborate, interests clash. Our generation must learn that we are part of a global community and must learn about other cultures and learn to appreciate them. This will facilitate successful interactions in an increasingly interdependent world community.
42	Students will develop an appreciation for diversity through engagement in learning activities that focus on civically focused global to local contexts.
43	Students will develop the ability to make choices that will have a positive effect upon the global community.
44	I think students could learn a lot globally from other communities and nations if there were the possibility of more exchange study for our local students to go abroad at an affordable price.
45	Students will develop an understanding of cultures, customs, and lifestyles, alternative to their own, allowing them to make more comprehensive and innovative decisions.
46	Students will join in with other communities to learn different activities from different contexts.
47	Students will get the chance to interact with other foreign countries and experience multi-culturalism.

48	Students will broaden their learning, understanding, and viewpoints regarding their own home communities within the larger Kentucky, United States, and world community and in comparison with communities different than their own.
49	If more people would join together AGAINST the media, then we would live in a less violent, drug-free America.
50	Students will engage with communities other than their own in purposeful learning activities that more than explicitly address their sense of other in the global to local context. It is important to reach out beyond the borders to classroom, state, and country.
51	So people get a better understanding of what is going on around the world then using that to enrich their lives.
52	Students will use critical thinking and sharply-honed communication skills to become local and world partners/leaders. Only through understanding and acceptance of others can we all become partners in creating a world of social equality, health and high environmental quality.
53	Students will develop communication skills and engage in critical thinking through interactions with communities other than their own in order to prepare for life-long learning in the world at large.
54	This theme naturally incorporates communication and critical thinking, and the other themes are less likely to incorporate thinking and communicating about issues on a global basis. A relatively small number of ECU students study outside the US and too many have not traveled outside Kentucky. Within Kentucky, students from Lexington do not see the relationship between the water they drink and mountain removal coal mining. Our future voters and leaders must understand the relationship between our lack of public transportation and the size of the hole in the ozone level. Students who provide assistance to families in eastern Kentucky when they lose their homes from the sludge pond breaking through the rubble and earth dam will have a better understanding of the inadequate levees in Louisiana, and maybe the results of war for the families in Iraq. I cannot think of a field of inquiry that will not benefit from providing students opportunities to experience the links between what happens locally to more global contexts.
55	A comprehensive higher education institution of national distinction prepares consumers for functionally effective performance in the global society. Basic preparation requires a focused understanding of the world in historical context and of the differing human cultures in the world. By necessity, this approach to higher education demands that consumers learn how to communicate well; maintain a world-wide outlook; and think critically locally, regionally, nationally, and globally. This is a cutting edge approach to contemporary higher education in the United States.
56	Students should learn about and be respectful of all global communities and also be aware of their customs, histories, cultures, religions, and ways of life. We all share this planet; there is no one correct way of life, and their education at ECU should reflect this view in working with other communities.
57	Students will engage with communities other than their own in purposeful learning activities that explicitly address their sense of other in the global to local context. (I know this is the example, but it seems just fine to me.)
58	Being aware of the global and local events and situations help students make more informed choices in all areas of life from choosing governmental leaders to where to vacation to whether China's increases economic presence in the USA is a positive influence or not.
59	It is important for students to be aware of forces outside of their immediate environment.
60	This theme will provide students with information and experiences critical to their understanding of an ever growing multicultural world, nation and community. The design of this focus will better enable students to develop the communication skills, academic dispositions and relationship abilities required for success and effectiveness in the twenty-first century.
61	The student engagement in global to local context focus statement will open students minds to other cultures so students won't be too quick to judge. In addition, students do not watch the news and do not know what is going on in the world today. This will allow them to know how much easier the student's life is compared to others.
62	Students can experience non-native cultures in order to gain a sense of the global point of view, whether this is from outside the region or another part of the world.
63	engagement in relief to those who have suffered locally and globally with tragic events.
64	Student will adapt and learn the responsibilities and duties of the global universe. To understand and communicate effectively in order to supply vital information about the workplace, environment, and the equal rights of all. Citizenship is a privilege, but let others experience this privilege in order to provide reason and thought concerning the actions we commit in our society.
65	With technology bringing the countries of the world together it is essential that students have a grasp of global community.
66	Critical thinking and communication skills should also be vital components in the engagement with the world community as a whole. As the world is growing 'smaller' by the day, exposure to policy makers and industrial/educational experts from other countries would expose students to these concepts without engaging in the expenses of travel. Those who determine policy and achieve educational/industrial goals have quite a bit to offer to a student.
67	Students will display an awareness of their community when interacting with people in a global context.
68	ECU needs more culturally diverse activities on campus. We need to involve more students in more projects that promote interest in other cultures and the investigation of foreign languages as a bridge between us. ECU needs to stress the importance of experience gained via study abroad programs and make these programs more accessible to students who

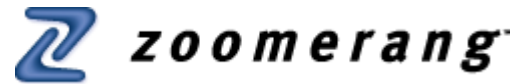
	pose an interest.
69	Students often don't engage in global or local citizenship because they often don't understand the issues or their implications.
70	Students will participate in learning activities on a local, national and global level that will enable them to interact with other populations to promote greater understanding of the global aspects of their specific major.
71	Real world involvement is right outside your door.
72	All students will be involved in a political campaign or an issue-oriented advocacy group for a minimum of 40 hours sometime before their senior year.
73	Students will engage with communities other than their own or within the students' region (i.e., nearby counties in KY) in purposeful learning activities that foster their awareness of others in terms of culture, local tradition, and open-mindedness.
74	The focus statement of effective engagement in global to local contexts must, by its very nature, subsume the foci of communication and critical thinking. Students must learn to communicate effectively to compete in the global environment. Students must also link diverse ideas and viewpoints within a context of changing social structures if they are to deal with the rapid pace of change engendered in a global society.
75	Students will initiate and participate in activities that further their education of current community and global situations.
76	Students will participate in activities that benefit communities other than their own and be asked to relate what they learned to a local cause.

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## QEP Theme Selection

### Results Overview



Date: 12/5/2006 7:53 AM PST  
 Responses: Completes and Partial  
 Filter: No filter applied

5. In the box below, you may combine any of the ideas from the above themes into an alternate theme statement. Please keep your responses to a short paragraph (three to four sentences).

#	Response
1	Communication really helps students to build knowledge and skills that will be used in the real world. With this they can get better jobs and also get points to others better!
2	since there is no place for additional comments...communication is missing the oral component!?, we already have some assessment tools and support for this theme.
3	This theme seeks to develop creative, critical, and analytical thinkers and communicate their ideas with conviction, passion, open mindedness and integrity allowing for a richer personal and professional life. Students will become more effective decision makers by engaging in ethical problem solving to benefit themselves and the larger global and cross cultural community.
4	Students will be able to criticize their own values and beliefs based on a global understanding of others and their diverse experiences.
5	I did that in item #2
6	EKU is a learning community of doers. Students will use their knowledge and skills to be people of action, not observers. Students will think and speak for understanding and change, both locally and globally.
7	Formulate their own ideas and communicate their ideas with conviction, passion, open mindedness and integrity.
8	n/a
9	This theme seeks to develop in-depth thinkers, while maintaining a worldwide perspective on things.
10	Combine one and two into one statement.
11	Please see box above.
12	All should be doing the same theme. I do think that ethics are important but I do not believe they are the essence of critical exercises. The critical thinking descriptor ought be rewritten. There is not synthesis. I think checking with the philosophers would help it a great deal.
13	Students will continue to improve and enhance their communications skills in order to accurately portray information. Students must heighten their critical thinking skills in order to be able to communicate in a global context.
14	Students will complete coursework that enables them to build oral and written communication skills that will enable them to lead more effective professional and personal lives after graduation. Options should include coursework in global societies, ethics, government, philosophy and religion. Students will focus on understanding differences and be able to communicate their views.
15	Students will gather and analyze information to formulate their own ideas in response to the world around them. Students will become more effective decision makers in the global environment which will make them more competitive in the global workplace, equip them for cross-cultural communication and interaction and allow students to engage in ethical problem solving to the benefit of themselves and the larger community.
16	This theme seeks to improve student's lives by enhancing their ability to communicate their ideas to others and by using good listening skills when others express their ideas. By developing better communication skills students are able to more effectively work with others to solve problems.
17	Critical Thinking/Communication: A theme seeking to develop the problem solving and analytical skills of students while improving the students' abilities to effectively communicate universally the student's thoughts and resolutions of ethical, cultural, and global issues.
18	This theme requires the application of communication and critical thinking to the task of understanding and responding to the problems and concerns of global and local communities of "others" through the analysis and discussion of films, Chautauqua lectures, concerts, and special cultural presentations. Students will submit evaluative and critical responses in writing following the attendance and discussion phase of each event.
19	Critical thinking and communication go together nicely to give the student the ability to come up with new ideas and then talk about those ideas more effectively.

20	Through critical thought, and a growing world of communication, students will explore the possibilities of a global community in order to bring new ideas home to a local community. In this endeavor students will not only become better citizens, but they will also become more prepared and more able to build better communities in the future.
21	Students learn, teachers teach, and both learn and teach at Eastern Kentucky University
22	Students will use current technology to communicate ideas by many different media forms.
23	Students will develop critical thinking skills to apply to ideas and issues from a view outside of their own experiences leading them to be able to consider the larger community with open mindedness and compassion.
24	The student should be able to gather data and analyze this data to form their own ideas about the world around them. The student should then be able to communicate these ideas with conviction and openmindedness along with compassion for the situation of other communities on this planet earth. Every student needs to realize that he/she has the potential to make decisions that could have global impact. With the power of knowledge comes a great responsibility.
25	Students will develop a logical frame of mind and communicate their solid ideas through well-written prose, using rational information as well as personal appeal. When students are able to engage in an intellectual discussion, they will be more equipped to serve as an informed and involved citizen in their community and in the world.
26	<b>Dynamic Theme</b> This theme involves the betterment of creative ideas, conviction, open mindedness and integrity, creating for them a more profound sense of presence in our world professionally and personally through communication. This theme also enhances our student body's ability to work in changing environments through the awareness of adaptation. Students will find themselves embracing diversity through educational means surrounding different demographics, and allow for students most importantly, to work with various cultures seamlessly by educating students in different languages, ideals and contexts that make them an asset in a world of cultural variance.
27	This theme seeks to strengthen students' citizenship in the global community by developing integrity and a "sense of other" in global to local contexts. This will be accomplished through creative, critical, and analytical methods, enabling students to engage in ethical problem solving to the benefit of themselves and the world community.
28	This theme seeks to develop creative, critical, and analytical thinkers. Students will gather and analyze information to formulate their own ideas in response to the world around them. Critical thinking develops the ability to make effective decisions, thus making students more competitive in the global workplace. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community.
29	Once taught methods of critical thinking that leads to logical reasoning and ultimately creative originality, students will be more confident to communicate their thoughts to others, and will gain the credibility needed to be heard on a global scale.
30	Students will clearly communicate their thoughts and ideas. They will research and analyze data, according to prescribed criteria, to support their ideas. They will be able to "see" their ideas in a larger context of human thought, over time and place....as the subject or course suggests.
31	Upon graduation, EKU students shall have the ability to communicate through the creating ideas that are supported by evidence.
32	This is a counterproductive idea, as we need to focus the theme, not dilute it. Let us not doom ourselves to repeating history (recent).
33	Students should use critical thinking skills to enable them to evaluate the relative merits of institutions throughout the world and determine whether such institutions could improve their local community.
34	Students should deeply learn the ways to speak well in public while getting real world experiences and participating in the community.
35	Critical thinking and problem-solving skills are inextricably linked to the ability to communicate ideas and results. Communication skills are fundamental through the spoken and written word, thus students better enhance their capacity to become better students and better citizens and employees/employers. Additionally, the theme of "ethics" flows through both communication and critical thinking themes.
36	Note. There are certainly overlapping skill sets between critical thinking and communication (such as persuasive writing that is based on sound logic). However, I am troubled by the third choice you have given us -- Enabling Student Engagement in Global to Local Contexts. First, student engagement is a process, not an outcome. Citizenship or involvement seems to be what you are getting at, but the label does not match the definition. Second, this topic seems to contain two different constructs.
37	Students must be able to communicate to enable them to engage in citizenship in the community that they live in and for their country. They must know and understand what everyone is telling them.
38	I believe all three themes should be put together. It is important that students be aware of our surroundings and what is going on with our world. I also believe that these themes should be put together because it is important that students learn how to think critically and be able to communicate correctly and well enough that everyone who listens will be interested and fascinated enough to what to pass on the speaker's message around the world.
39	The third option regarding the global to local contexts already contains the pertinent elements of communication and critical thinking. As such, it appears to encompass a great deal of what we know our students need based on the data: Guidance in communication, critical thinking and an understanding of local and global contexts. I would propose we focus on

	teaching our students the key critical thinking and communication skills through their increased opportunities to contribute to local and global communities and develop their sense of citizenship.
40	The combination of communication, critical thinking, and the engagement of students into the real world of our society must be a priority for any level of education. From the primary grades up to the doctorate level, individuals need to fulfill the dream that education provides and help make our world a better place for co-existence.
41	Analyze conviction by developing passionate integrity that seeks to develop, improve and strengthen communication, critical thinking, and the enabling of student engagement in global to local contexts; thus preparing students to communicate their ability to think critically while engaged in global to local contexts.
42	CRITICAL THINKING (I believe that this theme can encompass all three)  This theme seeks to develop disciplined, confident, and aware thinkers. Students will apply the elements, standards, and virtues of good critical thinking in order to communicate effectively their reasoning as considered from the widest possible range of factors and viewpoints. Such attributes will enable students to engage in ethical problem solving from the personal to the global context.
43	Active communication across multiple constituencies enables students of diverse cultures to unite for common success. Analyzing situations, discussing possible directives and implementing united fronts will build confidence in the minds of those engaged. This confidence will enable students to explore other methods of critical thinking and broaden their scope of communication to envelope interaction from a global community.
44	Communication, Critical Thinking, and Student engagement are key points to making your education worth wild. Communication is something that is mandatory in the job market of the world. Critical Thinking is needed so that the right decisions can be made so that processes can be completed. Last but not least Student Engagement allows interaction between students and instructors and the global community.
45	With the help of classes in communication and critical thinking, a student can more easily expand his or her horizons.
46	Students will gain critical thinking skills through problem identification and problem solving. They will effectively and accurately convey their own ideas. They will be able to interact with other professionals and the larger community.
47	Communication This theme seeks to improve the students' ability to communicate their ideas with conviction, passion, open mindedness and integrity. These skills will be enhanced through the development of creative, critical, and analytical thinking. Students will gather and analyze information to formulate their own ideas in response to the world around them and will be able to communicate those ideas orally or in writing. These skills will contribute to richer personal and professional lives as well as better communities.
48	Enabling students to engage in global issues requires not only proper communication skills, but also the skills necessary to think critically as well.
49	The movers and shakers need to get their head out of their ___es and take a look at what this regional college could do for the region it serves, then it might be able to use the term Regional University.
50	Students will take one writing-oral intensive course that incorporates critical and creative thinking components in order to strengthen their communication skills.
51	Critical thinking. Students will develop a habit of mind that will use critical thinking spontaneously before arriving at decisions based received information.
52	Students will become more effective decision makers in the global environment. Students will gather and analyze information to formulate their own ideas in response to the world around them. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community.
53	Students will learn to open their minds to classic truths, to develop their own, and to communicate them both with passion and integrity.
54	With the increased pressures of instantaneous global communications, decision-making abilities must keep pace.
55	Students will actively think about material and then create their own ideas and then share them with others.
56	Critical Thinking and Communicating go hand and hand because when one is engaging the brain for a speech they must have communication abilities to get the point across.
57	In order to facilitate communication and critical thinking skills, students will complete an extensive curriculum that will enable them to more effectively communicate and make decisions in today's global environment.
58	Communication through critical thinking.
59	Combine the communication and student engagement themes. This would allow students to communicate ideas with passion and be able to reach out to their to others to really impact the world.
	This theme is to get students to communicate in a good fashion. Also, it gets students to think about ideas and how to

60	communicate them in a timely and orderly fashion. Also, it teaches students how to make decisions in the global environment.
61	An important by-product of effective communication is the ability to listen and empathize with another point of view, hence enabling students to participate in a global community.
62	Students will learn to effectively communicate with different world cultures.
63	Critical Thinking and Communication. The combination of these themes will allow students to learn openness and thoughtfulness when communicating with others. Students will learn to focus on how others perceive the meaning of their words rather than what their words mean to them.
64	Communication & Critical Thinking This theme seeks to improve the students' ability to communicate their ideas with conviction, passion, open mindedness and integrity and develop creative, critical, and analytical thinkers.
65	The student's ability to communicate ideas with conviction, open-mindedness and integrity can be greatly enhanced by critical thinking skills. Resulting cross-cultural communication and interaction will facilitate effective decision-making in personal issues as well as in the global environment.
66	Students will be able to analyze situations, consider all the variables, come to a logical conclusion, and share that conclusion verbally in a coherent manner.
67	Communicating by enabling students engagement in global to local contexts
68	na
69	Students will use creative thinking to communicate their ideas with passion to richer their professional lives.
70	GIT-R-DONE.
71	Critical Thinking This theme seeks to develop creative, critical, and analytical thinkers. Students will gather and analyze information to formulate their own ideas in response to the world around them. These attributes will enable students to engage in ethical problem solving to the benefit of themselves and the larger community.
72	I think all three are very important and should be accommodated in.
73	Analyzing and Communicating Ideas Students will investigate ideas and practice conveying analysis through written and oral communication.
74	Using critical thinking and communication students will learn not only how to think for themselves but share their ideas with others in a clear, precise way. Communication skills will allow students to share more freely and openly and their critical thinking skills will allow them to create unique and well-formulated responses to questions or topics.
75	Students will be able to properly communicate their ideas once they have mastered the art of critical thinking.
76	Students will develop communication skills and engage in critical thinking through interactions with communities other than their own in order to prepare for life-long learning in the world at large.
77	Critical thinking and integrity matters. Students will be able to critically analyze the world around them and will also focus on their own ethical decision making. IN a world where cheating on tests, papers, and homework seems to be more acceptable, students should be encouraged to challenge their personal ethics and think more about integrity.
78	I think that we can combine themes one and two. Revise the second sentence of the critical thinking theme to say: Students will gather and analyze information to formulate their own ideas in response to the world around them and communicate their ideas with clarity, open mindedness, and integrity.
79	Students will learn communication strategies and critical thinking abilities allowing them not only to analyze and find solutions to the problems around them, but also to communicate their findings to the appropriate persons effectively.
80	Critical thinking entails the ability to understand and communicate that understanding of scientific and scholarly research as well as to apply it in a global context.
81	I addressed this in my previous statement. Student engagement in global to local contexts provides a purpose for developing communication skills and requires critical thinking.
82	My focus statement already accomplished this task.
83	At EKU, students should be more effective decision makers in the global environment in order that they understand global impacts on decisions and outcomes, and this will equip them for cross-cultural understanding, communication, and interaction.
84	I think it is possible to design communication exercises that force the students to think creatively, critically and develop problem solving schemes. Recent events in the middle east and with the Katrina disaster emphasize the importance of teaching the students accountability and the necessity that we must all be involved in the political process and responsible for helping each other and not relying solely on the federal government to bail us out of self imposed problems and risks we assume. Again exercises can be designed to help students realize and appreciate these concepts.

85	In life you come across many different people and views. It is important to communicate your own ideas as well be capable to receive their's as well.
86	you must be open minded and receptive other people ideas and be able to communicate your own
87	Critical thinking skills are essential when students are deciding how to use their knowledge of global and local events and situations. Being able to forsee possible consequences for their choices, and knowing how to tell truth apart from falacy will help students make more informed, responsible decisions.
88	Critical thinking is both fundamental and essential to engage in progressive communication and interaction in global contexts.
89	This theme seeks to improve the students' ability to communicate their ideas in a concise manner with conviction, passion, open mindedness and integrity. The learned skills and processes will be accomplished in a variety of cultural, social, and academic endeavors. These skills will contribute to social value and interaction for richer personal and professional lives.
90	Communication is essential to any job and it should be taught in school. Along with critical thinking a student at ECU would be able to make wise decisions on their own.
91	Communication is important, especially if you have the experience to match your statements. Critical thinking and communication go hand in hand. It is vital to have the experience to think analytically. To think analytically is a method to by-passing a problem to form a logical conclusion. Communication is also vital to a problem solver in order to convey the answer.
92	With the development of creative, critical and analytical thinking student's should be able to communicate their ideas with conviction, passion, open mindedness and integrity. Students will be more effective decision makers in the global environment by engaging with other communities other than their own in learning activities to ensure they understand global impacts on decisions and outcomes, and equip them for cross-cultural communication and interaction.
93	Students need all the help they can when it comes to being a student here at ECU.
94	All three can be combined. Example: ECU students are given volunteer opportunities to provide relief to Katrina victims. They must research how they can provide support, communicate with each other on agreeing and finalizing relief plans, and engage within clubs, organizations, communities, state or nation wide to help.
95	All of these ideals are important, in the educational development of students. If there was a combination of the three that could make everyone happy, we would be a lot better off.
96	Global interaction enables students to adapt to other ideas, the use of critical thinking, and the establishment of better communication for tomorrow.
97	Analyzing and Communicating Results Theme Students analysis skills are strengthened and their ability to communicate the results of their analyses to peers and upper management are enhanced giving them the ultimate "bargaining" power and acquired knowledge they need to express their knowledge, thoughts and ideas.
98	Critical thinking is the intial impetus to effective communication with ones community and the larger world.
99	Informed and Effective Action. This theme seeks to develop students who are understand history, context, and cause and effect as they affect participation and responsibility in the human community, and who can develop and effectively apply their own expertise to the needs and problems of that community.
100	Students will complete curricula in communication that will contribute to richer personal and professional lives. They will also complete courses in critial thinking which enables students to expan on their eithical problem solving to benifit themselves and people around them. And also students will complete curricula in enabling student engagement in global local context which will enable them to get involved in the community.
101	The 3 listed themes will be good for future students, but Technology is the wave of the future. The classes taught in Technology are taught well, but the labs equipment needs improvement. It is hard to learn with outdated equipment.
102	See response to the first item. Ways to motivate the student body would be to offer academic credit when they repond in writing to that which has been communicated to them by policy makers and educational/industrial experts from other countries. The medium should require and be graded on: a)in depth analysis of the promoted ideas, b) skill in expressing that analysis and c) a project that would integrate the new ideas into the US community's interaction with the country in question.
103	Students personal and professional lives will be enriched through oral communication intensive classes that allow insight of each others critical thought process in culturally diverse settings. This theme seeks to equip students for cross-cultural communication and interaction while preparing them for careers in the global economy.
104	For this course, students will learn to communicate their ideas effectively, with conviction and integrity; to improve their critical thinking skills by gathering and analyzing information to formulate their own ideas in response to the world around them; and to strengthen students' citizenship in the global community by developing integrity and a "sense of other" in global to local contexts. These three skills will help students learn to express themselves on a personal and professional level, solve problems by applying logical thinking skills, and become a member of the "global community" with a greater understanding of gloval impacts on decisions and outcomes.

105	if they communicate among their fellow students, they will gain time for any thing else.
106	Communication without critical thinking is just words.
107	I believe that all three of the ideas should be combined. To engage in global to local contexts a person needs to have good communication skills and needs to use critical thinking.
108	Critical thinking skills will assist students in developing effective ways to communicate.
109	I already di this in the previuos section. I don't believe it is possible and certainly not desireable to separate culture, thinking and language. I combined under thinking since it was listed in the middle position.
110	I did this in the previous box, sorry, didn't know this box was coming up.
111	An interdisciplinary approach naturally leads a student to combination of multiple themes from different disciplines (or different areas of thought).
112	How can the college assist students to become more aware of political and citizenship responsibilities?
113	Students will develop better communication skills and become more creative and innovative thinkers by engaging in learning activities that involve populations from local, national and global communities. This will enhance their knowlege, problem solving abilities, understanding of other cultures and enable them to become better global citizens.
114	<b>Communication and Critical Thinking</b> This theme seeks to improve students' ability to communicate ideas through the demonstrated use of creative, critical, and analytical thinking. Using a variety of reliable and valid research methods and sources, students will be able to formulate and support their ideas in response to the personal and ethical choices that they will face in their workplace and in the larger community.
115	Reach out and touch somebody.
116	This theme seeks to improve students' ability to comprehend and critically evaluate written information and arguments, and to communicate their understanding and evaluation in writing and speech. These abilities will enable students to become more effective decision makers in the global environemnt.
117	Students will use their ability to communicate and critical thinking to contribute to a healthier personal and professional life.
118	<b>Communication and Critical Thinking</b>
119	<b>Enabling Student Engagement in Global to Local Contexts</b> This theme seeks to strengthen students' citizenship within the global community by developing integrity and awareness of relationship of local to global contexts. Students will become more effective decision makers and communicators which will make them more prepared for the global environment.
120	Students will gather, analyze, and synthesize information to become critical, analytical thinkers who can understand and assess global impacts on decisions and outcomes. Through cross-cultural communication, interaction, and dialogue, students will expand their perceptions of the world around them, developing integrity and a "sense of other" in global to local contexts. By engaging in ethical problem solving to the benefit of themselves and the larger community, students will become more effective participants in the global environment, making them more competitive in the global workplace and empowering them for citizenship in the global community.
121	Students will be able to effectively present data, explain hypotheses, and defend the conclusions they draw from experiments.
122	Students will learn to approach community and global problem solving through improved critical thinking skills and communication. This improvement will empower the student to become an assest to their community and throughout in assessing and attacking future problem solving. This gained knowledge will encourage student to be an active participant both locally and globally in all aspects that influence quality of living.
123	Finding solutions to problems is not the end of the story. Solutions must also be communicated to others, and their validity defended.

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