"Strengths to be Gained through Attaining a College Education at Alverno," as drawn up by Mr. Riedy, in relation to the four objectives that the faculty and curriculum committee are currently working with.

**OBJECTIVE I: Problem Solving**
Develop a workable problem solving skill. (3)
Sharpen analytical capabilities. (2)

**OBJECTIVE II: Involvement**
Develop a facility for Social interaction. (6)
Achieve an understanding of the relationship of the individual and the environment. (2)
Relate your education to the requirements of earning a living or to a career orientation. (11)
Develop an awareness and understanding of the world in which the individual lives (past, present and future). (10)

**OBJECTIVE III: Communication (Communicative Skills-The Creative Process)**
Develop an effective communications skill. (1)
Develop a knowledge, understanding and appreciation of the arts. (12)

**OBJECTIVE IV: Valuing**
Develop a facility for making value judgments and independent decisions. (6)
Strengthen one's life style and philosophical base for living. (7)

The following two objectives have been listed by departments under the categories of both involvement and valuing:

Attain self-understanding and self-confidence. (4)
Achieve self-direction and self-motivation through the integration of knowledge and skills acquired through higher education. (5)
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<th>8. Develop a facility for making value judgments &amp; independent decisions.</th>
<th>Structuring of a situation to be judged or decided upon. Effectively communicate judgment or decision, so persuade others to it, or to defend it.</th>
<th>Identify real objective of judgment or decision, &amp; potential alternatives. Evaluate alternatives; weigh consequences of each.</th>
<th>Forecast potential effects &amp; consequences of alternatives. Scientific &amp; technological tools available to aid in making judgements &amp; decisions.</th>
<th>Study environmental balance in non-industrial countries. Career opportunites in environmental control.</th>
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<td>11. Relate your education to the requirement of earning a living or to a career orientation.</td>
<td>Writing of resumes; writing of articles; rationale for a career choice. Prepare model &amp; writing letters &amp; reports.</td>
<td>Attitude testing; acquiring scientific &amp; technological skill necessary for chosen vocation; acquiring broad basic scientific &amp; technological knowledge necessary for contemporary life, &amp; for career flexibility &amp; adaptability. Relationship between various vocations &amp; society; their respective significance to society. Evaluation of personal &amp;/or public (internal/external) rewards potentially available through various vocations, as one factor in selection of a career.</td>
<td>Imporatance &amp; demand for various vocations in different geographic areas, within &amp; without the United States. Planned program of personal development with timetables.</td>
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<td>12. Develop a knowledge, understanding &amp; appreciation of the arts.</td>
<td>Develop basic knowledge of primary art forms, periods of development. Develop ability to evaluate quality, meaning &amp; significance of works of art.</td>
<td>Analysis of the &quot;art for art's sake&quot;, &quot;art as a vehicle of social protest&quot;, &amp; &quot;art for the betterment of man&quot; arguments &amp; controversies. Techniques &amp; materials of various art forms &amp; artistic expression: modern art; sculpture; printing &amp; reproduction; architecture; rock; electronic music; movies.</td>
<td>Art as a reflection of society (historical &amp; present); art's influence on society (religious &amp; political); artistic expression, modern art; sculpture; printing &amp; reproduction; architecture; rock; electronic music; movies.</td>
<td>Geographic &amp; historical comparison of art forms &amp; development. Training &amp; development of those interested in a career in art. Education as to the value &amp; potential use of art forms in vocations outside the arts: sales; advertising; education; therapy; design; city planning.</td>
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Above is a matrix which attempts to formulate a rough approach to the design of a new academic program based upon the outcomes of learning. The matrix provides the outcomes of learning in terms of a strategy for teaching those outcomes. The material inside the matrix should be viewed as planning objectives. Assuming this approach was acceptable to the faculty as a tool for redesign, we would need to define performance specifications and devise a means of measuring attainment. However, every aspect of the matrix is open to question and criticism, but the matrix and its composition may break the pattern of thinking about our educational program solely in terms of courses and credits.