

Core Student Learning Outcomes

Derived from the Six Core Review Task Force Reports and
 Submitted by the Editorial Reconciliation Committee, Spring 2007
 Approved by the University College Advisory Board, April 3, 2007

Communication Skills			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Read and/or view a communication product; identify strategies and analyze the strategies used considering the intended audience, purpose and context; recommend changes to improve its likelihood of success.	Lower and Upper division coursework	CLA “Break and Argument”
	Identify an issue on which they will communicate, select an audience to address <i>OR</i> analyze an assigned audience; offer a appropriate, clearly articulated and developed message for audience and purpose, considering constraints.	Lower and Upper division coursework	
	Select appropriate communication channels (speech, email, report, phone call, brochure, etc.). Choose and implement appropriate technologies (PPT, web, handouts, posterboard displays, props, etc.). Use technology to enhance and reinforce rather than overshadow the content communicated.	Lower and Upper division coursework	
	Choose an organizational strategy to assemble their material into a clear beginning, middle and end, the content/duration/style of which sections are adapted to purpose and audience <i>OR</i> appropriate to required format/genre. Be able to adjust a communication product for multiple situations (for example, create an oral presentation with extemporaneous elements based on a manuscript).	Lower and Upper division coursework	
	Revise written communication so that 1) paragraphs have unified topics; 2) transitions between sections and paragraphs are appropriate to format or genre, audience, and purpose; 3) style is appropriate to audience and purpose.	Lower and Upper division coursework	
	Use at least one documentation style (such as MLA or APA) correctly, preferably one used in their intended major; format both in-text citations and bibliographic material as the style dictates.	Lower and Upper division coursework	Sophomore Capstone

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Communication Skills			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Share responsibility for creating texts with group members.	Lower and Upper division coursework	
	Implement strategies to manage apprehension before public speaking	Lower and Upper division coursework	
	Implement vocal and physical behaviors to support communication, and interject appropriate, spontaneous comments based on audience response, during public speaking	Lower and Upper division coursework	
	Develop means for requesting audience feedback on, and assessing audience reaction to, speeches/presentations; use feedback to adjust strategies	Lower and Upper division coursework	

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Reasoning Skills Part One: Critical Thinking			
Students	Learning Outcome	Embedded Assessment	University-wide Assessment
	Recognize when reasons have been given and when they have not	Tests in upper and lower division courses	
	Identify correctly the conclusion and supporting reasons and evidence in written and oral passages	Tests in upper and lower division courses	CLA – “Break an Argument”
	Recognize and explain common reasoning errors (e.g., ad hominem fallacy, post hoc reasoning, hasty and biased generalizations; anecdotal evidence) in written and oral passages drawn from various sources (editorials, advertisements, political discourse, research studies)	Tests in upper and lower division courses	CLA – “Break an argument”
	Determine the reasonableness of supporting statements by appealing to personal experience, testimony from eyewitnesses, experts, and background knowledge	Tests in lower division classes	CLA – “Break an argument”
	Restate fairly and accurately points of view different from one’s own	Projects in upper and lower division courses	NSSE 1v. Has had serious conversations with students who are different from one’s self in terms of religious beliefs, political opinions, or personal values.
	Assess arguments and supporting reasons and evidence according to explicitly stated standards, i.e., truth, relevance, sufficiency, and others	Tests in various upper and lower division courses	CLA – “Break an Argument”

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Reasoning Skills Part One: Critical Thinking		
Learning Outcome	Embedded Assessment	University-wide Assessment
Students		
Reconsider their own point of view about specific issues by assessing the reasons and evidence for contrary points of view	Projects in upper and lower division courses	NSSE 6d. "Examines strengths and weaknesses of one's own views"
Develop original conclusions or hypotheses appropriate to their major using various forms of evidence drawn from multiple sources	Project(s) in major	CLA - "Make an Argument"
Demonstrate open-mindedness, fairness, honesty, intellectual curiosity, and other similar habits of mind in searching for reasons and evidence contrary to one's own point of view about specific issues	Project(s) in upper division courses	NSSE 6e - "...imagine how an issue looks from another person's perspective" 11e. "...university helped develop critical thinking and analytical reasoning"

Reasoning Skills Part Two: Quantitative Literacy		
Learning Outcome	Embedded Assessment	University-wide Assessment
Students		
Correctly calculate, interpret, and assess statistical data and concepts, including data presented in graphs, charts, or tables, in various forms of documents and discourse	Tests in upper and lower division courses	Rising Junior Exam (CBASE)
Solve problems involving percentages, proportions, and rates of change	Test or project in lower division course	PRAXIS
Make calculations, of area, perimeter, and volume for basic geometric figures such as	Test or project in	Rising Junior Exam

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Reasoning Skills Part Two: Quantitative Literacy		
Learning Outcome	Embedded Assessment	University-wide Assessment
Students rectangles, cubes, and circles	upper or lower division courses	(CBASE)
Are able to apply math to problems of everyday living, such as, estimating and calculating interest rates and keeping personal finance records	Test or project in lower or upper division course	Rising Junior Exam (CBASE)
Solve linear equations and problems involving exponents and roots.	Test or project in lower or upper division course	Rising Junior Exam (CBASE)
Accurately assess statements of probability and risk	Test or project in lower or upper division course	

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Inquiry Skills			
Students	Learning Outcome	Embedded Assessment	University-wide Assessment
	Are able to effectively formulate various kinds of questions based on an information need.	Lower division course exams and writing Samples	
	Demonstrate how, when and why to apply library research techniques in library databases and the Internet.	Upper division course projects, Chesnutt Library Bibliographic Instruction in the Content Areas	Complete electronic “Chesnutt Library Skills Workbook-the Basics,” ICT Capstone course, Online Portfolio
	Are able to organize a search strategy, identify key words and subject headings relevant to their research, and find sufficient resources to meet the information need.	Upper division course projects, reports and exams and specialty exams	NSSE, ICT
	Are aware of the complexity and diversity of research sources available on a topic and are able to compare, contrast, evaluate, and synthesize information to reach reasonable conclusions	Upper division courses	ICT
	Understand and apply concepts of intellectual property and fair use. Students give credit for works used by citing and listing references. Students accept responsibility for their work and avoid plagiarism.	Second English course and all course activities	ICT, Online Portfolio
	Will be able to preserve, organize, sort, and retrieve information and documents. Students will be able to use appropriate technologies to present research findings in print, oral, and/or electronic formats.	Information Technology courses	Computer Competency Exam, ICT

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Inquiry Skills			
Students	Learning Outcome	Embedded Assessment	University-wide Assessment
	Understand how access to information and free expression of ideas are essential to a democratic society	Class discussions, pro-cons debates and making arguments and weighing evidence Bibliographic instruction in Chesnutt Library	

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Scientific Literacy			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Recognize the role of observation and experimentation in the development of scientific theories	Lower-Division Courses	CBASE
	Develop and test a hypothesis using appropriate research methods.	Lower-Division Courses	CBASE
	Interpret and express the results of observation and experimentation.	Lower-Division Courses	CBASE
	Understand the fundamental concepts of one natural science.	Lower-Division Courses	CBASE
	Understand the fundamental concepts of one social science.	Lower-Division Courses	CBASE
	Understand the similarities and differences between the natural and social sciences.		
	Understand the role of science and technology in everyday life.		CLA
	Develop and defend an informed position concerning science, technology, and human values.		CLA
	Assess and apply scientific knowledge to promote physical and psychological well-being.		

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Global Literacy			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them.	Lower and Upper division coursework	NSSE
	Explain issues and problems from the standpoint of various cultures.	Lower and Upper division coursework	
	Develop and assess proposed solutions to problems involving cultural differences.	Lower and Upper division coursework	
	Explain continuity and change, tradition and innovation, in the development of different societies, cultures, and political systems.	Lower and Upper division coursework	NSSE, CBASE
	Interpret insightfully works of art, literature, philosophy, religion, music, and other cultural achievements from multiple traditions..	Lower and Upper division coursework	CBASE
	Interact effectively with individuals who are different in terms of ethnicity, religious beliefs, language, culture, and opinions.	Lower and Upper division coursework	NSSE
	Explain the processes of political, economic, and social interdependence of twenty-first century nations and peoples.	Lower and Upper division coursework	
	Address the global context and implications of their major field of study.	Lower and Upper division coursework	

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Ethics and Civic Engagement			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Show self-discipline and responsibility in managing their academic priorities, e.g. in regular and punctual class attendance, timely submission of assignments, and mastery of course material.		Student GPA, # of EA grades, survey data from faculty, staff, and students. Pass rates on standardized tests.
	Are fair-minded in examining their own beliefs and practices and those that differ from their own	Assignments and research projects in 100 – 400 level courses	
	Prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations	Assignments and research projects in 200 – 400 level courses And organizational affiliation	Student resumes, survey data, , honors and awards earned, and NSSE items.
	Engage in approved volunteer activities	Academic coursework and organizational affiliation.	Portfolio; certificates earned, awards earned, survey data , testimonial letters, and NSSE items
	Demonstrate an understanding of the importance of honesty, fairness, and respect in interpersonal relationships.		Portfolio and NSSE items
	Understand and respond effectively to ethical questions that arise in connection with their major field of study.	Assignments in upper level classes and courses in ethics	

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Ethics and Civic Engagement			
Students	Learning Outcome	Embedded Assessment	University-Wide Assessment
	Synthesize source material from a variety of disciplines to arrive at a coherent knowledge of ethical and moral systems from earliest history to the present day. They characterize and evaluate several popular theories of what makes acts right or wrong and apply them to concrete situations.	Assignments in upper and lower level classes and courses in ethics.	

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