

Proposal for Discussion:

Core Student Learning Outcomes

1. *Effective Communication.* *Students will demonstrate the ability to communicate ideas clearly and effectively through written, spoken and visual means.*
2. *Critical Thinking.* *Students will demonstrate the critical thinking ability to interpret information, adapt to changing situations, make complex decisions, solve problems, and critically evaluate actions and judgments.*
3. *Information Literacy.* *In the context of solving problems and answering questions, students will demonstrate information literacy by recognizing the need for information, identifying what information is needed, finding that information, evaluating the information critically for credibility, accuracy, and relevance to the question or problem, using the information to answer the question or solve the problem, while also using the information legally and ethically, including citing and acknowledging the work of others accurately.*
4. *Personal and Social Responsibility.* *Demonstrate personal and social responsibility through learning respect for free intellectual inquiry and open dialogue, appreciation and understanding of cultural diversity, as well as concern for freedom, justice, tolerance, and the common good.*
5. *Formal and Quantitative Reasoning.* *Demonstrate competence in the application of techniques and principles of formal and quantitative reasoning as found in mathematics, computational science, science, social sciences, and logic.*
6. *Cultural Literacy.* *Demonstrate cultural and historical literacy through understanding and appreciating the expressive analysis of the arts, and the roots of human culture in humanistic and historical studies.*

Eight Integrative Themes

Comments:

- **“Core Student Learning Outcomes” or “Core Competencies” rather than “Integrative Themes”**

1. Listen and effectively communicate ideals through written, spoken and visual means.

Comments:

- Change “ideals” to “ideas”
- The focus of the SLO should be on the “effective communication” and not the “listening” part of the SLO. There is a problem of measuring “listening.”
- Rewrite: *Students will demonstrate the ability to communicate ideas clearly and effectively through written, spoken and visual means.*

2. Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.

Comments:

- Include reference to “sound judgment” and learning techniques, standards, and rules of sound judgment in the SLO.
- Rewrite: *Students will demonstrate the critical thinking ability to ~~access and~~ interpret information, ~~respond and~~ adapt to changing situations, make complex decisions, solve problems, and critically evaluate actions and judgments.* (Adapted from Kansas State University)
- What about wrapping #4 into this SLO?
- Is this too broad?

3. Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.

Comments:

- Needs revision.
- What about cultural literacy?
- Rewrite: *In the context of solving problems and answering questions, ~~order to answer a question or solve a problem~~ students will demonstrate information literacy by recognizing the need for information, identifying what information is needed, finding that information, evaluating the information critically for credibility, accuracy, and relevance to the question or problem, using the information to answer the question or solve the problem, while also using the information legally and ethically, including citing and acknowledging the work of others accurately.* (Adapted from Suskie).

4. Compare and contrast self and others and **explain** their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.

Comments:

- How does this fit into the core?
- What is the important outcome of this theme? Interdependence? Comparison and contrast? Ethics?

- “Explain” does not adequately include the role of normative judgments.
- Kansas State has a core SLO concerning diversity: Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. Are we going for something like this?
- Also one on Academic and Professional Integrity. Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.

5. **Demonstrate good citizenship and service** to one’s community. Students also benefit when they engage in free intellectual inquiry seeking truth, understanding and appreciating self as well as a readiness to learn from and about different cultural and/or linguistic perspectives.

- Is this “academic” and/or a goal of our core?
- Is this a more general goal of the institution?
- How would this become an academic outcome?
- Combine with 8?
- Rewrite: *Demonstrate personal and social responsibility through learning respect for free intellectual inquiry and open dialogue, appreciation and understanding of cultural diversity, as well as concern for freedom, justice, tolerance, and the common good.*

6. **Apply and evaluate** quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other likeminded approaches that require precision of thought.

- Add “formal reasoning”?
- Rewrite: *Demonstrate competence in the application of techniques and principles of formal and quantitative reasoning as found in mathematics, computational science, science, social sciences, and logic.*

7. **Demonstrate an understanding** of visual and/or musical literacy through a formal, contextual, or expressive analysis of the arts.

- Is there a more general outcome that more core course address other than the visual and/or music programs that still satisfies the intent of the theme? What about cultural literacy? Or historical literacy? Can this be broadened to the Humanities?
- What is the underlying outcome here?
- Rewrite: *Demonstrate cultural and historical literacy through understanding and appreciating the expressive analysis of the arts, and the roots of human culture in humanistic and historical studies.*

8. **Demonstrate positive interpersonal skills** by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue and concern for the common good.

- Is this a pure academic goal?
- How could we make this an academic goal?
- Again the Kansas State SLOs address this through their diversity and Integrity SLOs.
 - Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.
- Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.
- How does this theme fit with the Core?
- Include in 5?

