

General Education Student Learning Goals

Outcomes Language for Students

Each General Education course provides instruction in, and participates in programmatic assessment of, two of the six University-wide student learning goals. Below are listed the Tier 3/Capstone-level outcomes for each of these learning goals. These goals are aspirational; they are what we hope students will achieve by the end of Gen Ed and prior to graduation. Familiarity with the specific outcomes that define each goal will help students recognize exactly what skills are expected of them in their courses and assignments. It would be appropriate to introduce the following language on course syllabi and/or signature assignments in Tier 1 and 2 courses as well as Tier 3 Capstones. Knowledge of the specific outcomes associated with each learning goal will prove useful as students work to develop and improve their skills.

Critical Thinking and Problem-Solving

Student Learning Outcomes for Critical Thinking and Problem-Solving	Tier 3/Capstone Level
Topic Identification and Management	Identifies creative, focused, manageable topic; addresses significant aspects of topic from an original perspective.
Explanation of issues	Describes issues/problems clearly and comprehensively; delivers information necessary for full understanding.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Provides sufficient interpretation/evaluation to develop comprehensive analysis of sources; thoroughly questions expert viewpoints.
Influence of context and assumptions	Thoroughly analyzes assumptions of self and others; carefully evaluates relevant contexts.
Student's position (perspective, thesis/hypothesis)	Presents imaginative position; addresses relevant complexities; synthesizes other points of view; acknowledges limits of position.
Theoretical Framework or Approach	Skillfully develops theoretical framework or approach. Synthesizes appropriate interdisciplinary or sub-disciplinary frameworks or approaches.
Conclusions and related outcomes (implications and consequences)	Demonstrates informed evaluation of evidence and perspectives. Presents logical conclusions and related outcomes, consequences, and implications.

Written Communication

Student Learning Outcomes for Written Communication	Tier 3/Capstone Level
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses all elements of the work.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to, and successful execution of, a wide range of conventions particular to a specific discipline and/or writing task including organization, content, presentation, formatting, and stylistic choices
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of the writing
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Oral Communication

Student Learning Outcomes for Oral Communication	Tier 3/Capstone Level
Organization	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful; content of the presentation is cohesive.
Language	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling; presentation is polished; speaker appears confident.
Supporting Material	A variety of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

**Civic Engagement and
Intercultural Knowledge**

Student Learning Outcomes for Civic Engagement and Intercultural Knowledge	Tier 3/Capstone Level
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of complex elements (related to history, values, politics, communication styles, economy, or beliefs and practices) important to members of another culture.
Diversity of Communities and Cultures	Demonstrates adjustment of attitudes and beliefs due to working with, and learning from, diversity in communities and cultures; promotes engagement with diversity.
Analysis of Knowledge	Connects and extends knowledge from one's own academic study/field/discipline to civic engagement and participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience and learning in civic engagement activities; demonstrates reinforced or clarified sense of civic identity and commitment to public action.
Civic Communication	Tailors communication strategies to express, listen, and adapt to others to build relationships that further civic action.
Civic Action and Reflection	Demonstrates independent experience and initiative in team leadership of complex or multiple civic engagement activities with insight or analysis about aims and accomplishments of one's actions.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Information and Technological Literacy

Student Learning Outcomes for Information and Technological Literacy	Tier 3/Capstone Level
Determine the Extent of Information and Technology Needed	Effectively defines scope of the research question or thesis and technology needed to access and/or utilize information. Effectively determines key concepts. Types of information and technology selected directly relate to concepts or answer research question.
Access and Use Needed Information with Appropriate Strategies and Technologies	Accesses information with effective, well-designed search strategies and appropriate information sources. Utilizes information with appropriate technologies to extract maximum value.
Evaluate Sources and Applications of Information Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources and determines applications after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, bias or point of view.) Determines full array of data needed.
Use Information Effectively to Accomplish a Specific Purpose, Using Technology as Needed	Communicates, organizes, and synthesizes information from sources with clarity and depth, using appropriate technology to fully achieve a specific purpose.
Access and Use Information and Technology Ethically and Legally	Correctly demonstrates information and technology strategies such as citation and reference; choice of paraphrasing, summary, and quotation; use of information in ways appropriate to original context; distinguishing between common knowledge and ideas that require attribution. Demonstrates understanding of ethical and legal restrictions on use of published, confidential, and/or proprietary information and technology.
Application of Information Literacy and Technology Resources	Demonstrates superior understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.
Evaluation of Web-Based and Technology Resources	Critically and systematically evaluates the authenticity and validity of World Wide Web resources. Identifies and utilizes appropriate technological resources.

Quantitative Literacy

Student Learning Outcomes for Quantitative Literacy	Tier 3/Capstone Level
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)
Application/Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.