

CORE CURRICULUM STUDENT LEARNING OUTCOMES (SLOS)

In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively:

- A – Locate, evaluate, and use information
- B – Read and think critically
- C – Apply mathematical methods
- D – Write and revise for a variety of purposes
- E – Create and deliver oral presentations
- F – Analyze their own society and its relationship to the larger global context
- G – Interact in intercultural situations
- H – Apply scientific principles
- I – Analyze and value creative artistic endeavor

CORE CURRICULUM STUDENT LEARNING OUTCOMES – SUB-OUTCOMES

The sub-outcomes provide more detailed definitions of the SLOs above. These outcomes were last revised by the Core Curriculum and General Education Committee on December 14, 2017.

A – Locate, evaluate, and use information

1. identify relevant sources for specific information needs and use appropriate search tools and search strategies to access the needed information.
2. recognize research and inquiry as iterative processes and recognize the contributions of scholarly communication and other information sharing networks to the creation of new knowledge.
3. apply their knowledge of the capabilities and constraints of information developed through various creation processes when assessing the alignment of information products and information needs and apply knowledge of the constructed and contextual nature of authority when evaluating the credibility of claims.
4. recognize that information possesses value and that legal, social, and economic factors influence information production, dissemination, and access and deploy this understanding to make informed and ethical decisions about how they access and use information.

B – Read and think critically

1. identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact.
2. engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective.
3. construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.

C – Apply mathematical methods

1. use arithmetic, algebraic, geometric, and statistical methods, to demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.
2. perform calculations with integers, fractions (rational numbers), decimals, ratios, and percentages.
3. interpret and represent quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.

D – Write and revise for a variety of purposes

1. analyze contexts and audiences and then act on that analysis in comprehending and creating texts (Rhetorical Knowledge).
2. analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts (Critical Thinking).
3. recognize and use multiple strategies, to conceptualize, develop, and finalize projects (Writing Processes).
4. recognize formal rules and informal guidelines that define genres, and shape readers' and writers' perceptions of correctness or appropriateness (Knowledge of Conventions).
5. compose text using a range of media (from traditional pen and paper to digital technologies; Composing).

E – Create and deliver oral presentations

1. group and sequence ideas and supporting material in a presentation (Organization).
2. employ language appropriate to the topic and audience that is grammatical, clear, and free from bias (Language).
3. stand and move with authority, look more often at the audience than at his/her speaking materials/notes, use their voice expressively, and use few vocal fillers (“um,” “uh,” “like,” “you know,” etc.; Delivery).
4. include credible and relevant supporting material (Supporting Material).
5. articulate a clear central message that is easy to identify and compelling (Central Message).

F – Analyze their own society and its relationship to the larger global context

1. have knowledge of historic economic, political, or social systems around the globe.
2. analyze the relationship of historical economic, political, or social systems to the creation of the current global structures.
3. describe how current economic, political, or social systems are interconnected.

G – Interact in intercultural situations

1. approach diversity and inclusion with a positive cultural orientation, tolerance for ambiguity, and cultural self-efficacy.
2. analyze intercultural situations through self-awareness, social monitoring, and application of cultural knowledge.
3. act appropriately in intercultural situations by employing behavioral and emotional self-regulation.

H – Apply scientific principles

1. recognize sound science (this includes the ability to evaluate good and bad data).
2. draw conclusions and solve problems based on data, observations, and graphs (deduction).
3. use models to predict outcomes.

I – Analyze and value creative artistic endeavor

1. define and apply methodologies to investigate the products of the creative process (Product).
2. define and apply methodologies to investigate the creative process through the study and/or participation in the production of art, design and other areas of creative practice (Process/Practice).
3. define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact (Context).