

Track-level SLOs can and should reflect mastery of knowledge, skills, and values at a level (basic, intermediate, or advanced) suited to the course and its role in the curriculum. For example, the First-Year Seminar introduces basic ethical reasoning skills that a student then develops in PHIL T122 and masters in an Ethics course. The following description of the Core Competencies provide examples of basic, intermediate, and advanced SLOs for each of the Core Competencies.

Core Competency #1: Students will demonstrate the ability to think critically in a variety of contexts.

The student learning outcomes below are derived from the student learning outcomes written by the Common Curriculum workgroups in the following areas: A1 (Critical Thinking) and A2 (Creative Thinking). For assessment purposes, a random sample of students shall be chosen from the following courses, which claim critical thinking as a core competency: First Year Seminars, Philosophy I, Religious Studies I, History I, English I, Science Process, Philosophy II, Religious Studies II, History II, English II, Creative Arts & Cultures, Natural Science in Context, Engaging in Science: Lab, Social Science, Foreign Languages, and Ethics.

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Basic knowledge student learning outcomes:

1. Students will be able to evaluate evidence. (distinguish facts from inferences, judge credibility of evidence, judge reliability of sources, etc)
2. Students will be able to support a thesis with evidence. (state a defensible position, select appropriate supporting evidence, organize evidence persuasively, etc)

Intermediate knowledge student learning outcomes:

3. Students will be able to identify faulty logic in an argument/text.
4. Students will be able to analyze a text/problem/issue. (identify significant elements, explain logical connections, describe relationship of parts to the whole)

Advanced knowledge student learning outcomes:

5. Students will be able to form conclusions based on empirical data/research.
6. Students will be able to form conclusions based on logical reasoning.
7. Students will be able to synthesize ideas/information into a coherent argument.

Core Competency #2: Students will demonstrate the ability to communicate effectively in a variety of contexts.

The student learning outcomes below are derived from the student learning outcomes written by the Common Curriculum workgroups in the following areas: A3 (Written Communication) and A4 (Oral Communication). For assessment purposes, a random sample of students shall be chosen from the following courses, which claim effective communication as a core competency: First Year Seminars, Philosophy I, Religious Studies I, History I, English I, Science Process, Philosophy II, Religious Studies II, History II, English II, Creative Arts & Cultures, Social Science, Engaging in Science: Lab, Foreign Languages, and Ethics.

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Basic knowledge student learning outcomes:

1. Students will be able to formulate a position.
2. Students will be able to organize information to defend a position.
3. Students will be able to demonstrate a clear grasp of grammar and mechanics.

Intermediate knowledge student learning outcomes:

4. Students will be able to use a level of discourse appropriate to context and audience. (including appropriate vocabulary)
5. Students will be able to demonstrate cogent reasoning in an analysis / argument.
6. Students will be able to express positions from multiple points of view.

Advanced knowledge student learning outcome:

7. Students will be able to apply critical thinking skills to written and oral communication.

Core Competency #3: Students will demonstrate the ability to use quantitative reasoning in a variety of contexts.

The student learning outcomes below are derived from the student learning outcomes written by the Common Curriculum workgroups in the following areas: A5 (Quantitative Literacy), B1 (Scientific Reasoning), and B2 (Mathematics). For assessment purposes, a random sample of students shall be chosen from the following courses, which claim quantitative reasoning as a core competency: Math, Science Process, Natural Science in Context, Engaging in Science: Lab, and Social Science.

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Basic knowledge student learning outcomes:

1. Students will be able to perform basic computational operations. (e.g., addition, subtraction, multiplication, division, fractions, percentages, etc.)

2. Students will be able to interpret summaries of data.
3. Students will be able to demonstrate problem-solving capability. (e.g., define a problem, translate a problem into a mathematical model or algebraic equation, use variables, etc.)

Intermediate knowledge student learning outcomes:

4. Students will be able to demonstrate how basic mathematical concepts illustrate scientific notions. (e.g., $\text{force} = \text{mass} * \text{acceleration}$ in a discussion of motion)

Advanced knowledge student learning outcomes:

5. Students will be able to analyze data. (e.g., weigh evidence, perform basic statistical operations, etc.)
6. Students will be able to form conclusions based on empirical results. (e.g., structure arguments, demonstrate inductive and deductive reasoning skills, draw inferences, etc.)
7. Students will be able to support arguments based on empirical results. (e.g., explain information presented in mathematical forms, including equations, graphs, diagrams, tables, etc.)

Core Competency #4: Students will demonstrate the ability to use information literacy skills in a variety of contexts.

The student learning outcomes below are derived from the student learning outcomes written by the Common Curriculum workgroups in the following area: A6 (Information Literacy). For assessment purposes, a random sample of students shall be chosen from the following courses, which claim information literacy as a core competency: First Year Seminars, Religious Studies I, History I, English I, Science Process, Philosophy II, Religious Studies II, History II, English II, and Creative Arts & Cultures.

Basic knowledge student learning outcomes:

1. Students will be able to find information relative to a topic.
2. Students will be able to identify appropriate sources of information relative to a topic. (e.g., reliable, unbiased, relevant, and current)
3. Students will be able to use information according to standards of academic integrity.

Intermediate knowledge student learning outcomes:

4. Students will be able to interpret content of information.
5. Students will be able to attribute information from sources using appropriate citation styles.

Advanced knowledge student learning outcomes:

6. Students will be able to evaluate sources based on function and audience. (e.g., popular vs. scholarly sources, primary vs. secondary, etc.)
7. Students will be able to demonstrate appropriate use of sources in an assignment.

Core Competency #5: Students will demonstrate the ability to use ethical reasoning in a variety of contexts and to reflect critically on issues of social justice.

The student learning outcomes below are derived from the student learning outcomes written by the Common Curriculum workgroups in the following areas: D1 (Exploration of Diversity), D2 (Ethical Reasoning), D3 (Compassionate Engagement with the World), D4 (Commitment to Justice), and D5 (Acting Justly and Ethically), as well as the AAC&U VALUE rubric on ethical reasoning¹. For assessment purposes, a random sample of students shall be chosen from the following courses, which claim ethical reasoning as a core competency: First Year Seminars, Philosophy I, Religious Studies I, History I, Creative Arts & Cultures, Foreign Languages, and Ethics.

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Basic knowledge student learning outcomes:

1. Students will be able to identify ethical perspectives and concepts.
2. Students will be able to apply ethical perspectives or concepts to an ethical question.

Intermediate knowledge student learning outcomes:

3. Students will be able to recognize basic ethical issues in different contexts.
4. Students will be able to explain interrelationships between ethical issues.

Advanced knowledge student learning outcomes:

5. Students will be able to evaluate the implications of different ethical perspectives.
6. Students will be able to articulate their own values biases with respect to other moral and ethical traditions.

¹ More details on this national tool can be found here: <http://www.aacu.org/value/rubrics/>