

Campus Learning Goals

Campus Learning Outcomes

Program Learning Outcomes

This matrix is designed to: ♦ show connections between Campus student learning goals and learning outcomes; ♦ provide some example learning outcomes that reflect the scope of each campus learning goal; and ♦ show how a learning outcome becomes more specific when stated in the language of a program.

THIS IS A ONLY A TOOL—to help transition from campus goals and outcomes to more specific outcomes at the program level. There is no intent to limit program learning outcomes. There is no directive that programs need to address any set number of campus learning outcomes.

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009 ¹		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Campus Learning Goals	Campus Learning Outcomes		
Knowledge Knowledge Acquisition, Construction, Integration, & Application	Students will be able to: SLO #1. Demonstrate competence in a major field(s) SLO #2. Construct, integrate, and apply knowledge from instruction and experience	<p>Knowledge acquisition from study and experience. Possess knowledge of human cultures and the physical world; possess knowledge of [a specific] one or more subjects</p> <p>Knowledge integration. Connecting knowledge to other knowledge, ideas, and experiences. Use multiple sources of information and their synthesis to solve problems; know how to access diverse sources of information such as the internet, text observations, and data bases</p> <p>Knowledge construction. Personalize learning; make meaning from text, instruction, and experience; use experience and other sources of information to create new insights; generate new problem solving approaches based on new insights; recognize one’s own capacity to create new understandings from learning activities and dialogue with others</p> <p>Knowledge application. Seek new information to solve problems; relate knowledge to major and career decisions; make connections between classroom and out-of-classroom learning; articulate career choices based on assessment of interests, values, skills, and abilities; provide evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios</p>	<p>From B.A.Sc. Psychology:understand basic research methods in psychology, including research design, data analysis, and interpretation.</p> <p>From B.S. Computer Information Systems:...design, develop, and analyze significant software systems.</p> <p>From Advising...Students will be competent in seeking out relevant and credible information through multiple resources.</p> <p>From B.A. Urban and Regional Studies:...analyze urban and regional problems from a variety of different disciplinary perspectives and synthesize these different viewpoints into a coherent analysis.</p>

¹ Learning goals were adapted from Learning Reconsidered (2006) and CAS Learning and Development Outcomes (2008).

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Campus Learning Goals	Campus Learning Outcomes		
<p>Thinking</p> <p>Cognitive Complexity</p>	<p>Students will be able to:</p> <p>SLO #3. Think critically and creatively in seeking solutions to practical and theoretical problems</p>	<p>Critical thinking. Identify important problems, questions, and issues; analyze, interpret, and make judgments of the relevance and quality of information; assess assumptions and consider alternative perspectives and solutions</p> <p>Reflective thinking. Apply previously understood information, concepts, and experiences to a new situation or setting; rethink previous assumptions</p> <p>Effective reasoning. Use complex information from a variety of sources including personal experience and observation to form a decision or opinion; are open to new ideas and perspectives</p> <p>Creativity. Integrate mental, emotional, and creative processes for increased insight; formulate a new approach to a particular problem</p> <p>Systems thinking. Have the ability to analyze and act using holistic problem-solving skills based on understanding of characteristics of effective systems or organizations. Lead and relate to change as an organizing force; develop capacity to respond to change rapidly and with resiliency; involve others in experimentation, solution generation, and reflection; examine complex problems as a whole</p> <p>Quantitative reasoning. Explain information presented in mathematical form; successfully perform calculations; make informed judgments based on quantitative analysis of data; clearly communicate quantitative information to others, shaping it into an argument, solution or conclusion as appropriate</p>	<p>From B.S. Biochemistry: Apply acquired professional knowledge to solve problems in biochemistry.</p> <p>From Advising: Students will employ complex thinking skills in managing their lives.</p> <p>From Comm Sciences/Disorders: Graduates will demonstrate self-evaluation of effectiveness of practice.</p> <p>From B.A.Sc . Psychology: ...appropriately interpret findings from psychological research.</p>

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Campus Learning Goals	Campus Learning Outcomes		
<p>Self-Realization</p> <p>Intrapersonal Development</p>	<p>Students will be able to:</p> <p>SLO #4. Use ethical reasoning to make informed and principled choices</p> <p>SLO #5. Demonstrate self-knowledge across a range of developmental areas</p>	<p>Realistic self-assessment and understanding. Assess, articulate, and acknowledge personal skills, abilities, and growth areas; use self-knowledge to make decisions such as those related to career choices; articulate rationale for personal behavior; seek and consider feedback from others; critique and subsequently learn from past experiences; employ self-reflection to gain insight; function without need for constant reassurance from others; balance needs of self with needs of others</p> <p>Identity development. Integrate multiple aspects of identity into a coherent whole; recognize and exhibit interdependence in accordance with environmental, cultural, and personal values; identify and commit to important aspects of self</p> <p>Moral development. Explore and articulate the values and principles involved in personal decision-making; act in congruence with personal values and beliefs; gain awareness of the relationship between community and personal values/moral standards; accept personal accountability</p> <p>Emotional intelligence. Identify and manage emotions, control impulses and handle anxiety and anger; display a capacity for resiliency in response to setbacks; are able to read and respond to the emotions of others with appropriate empathy</p> <p>Spiritual awareness. Develop and articulate personal belief system; understand roles of spirituality in personal and group values and behaviors; critique, compare, and contrast various belief systems; explore issues of purpose, meaning, and faith</p>	<p>From B.A.Sc. Psychology: weigh evidence, tolerate ambiguity, act ethically, and reflect values that are underpinnings of psychology as a discipline.</p> <p>From Advising... Students will reflect on and make meaning of their college experiences toward developing self-authorship</p>

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Campus Learning Goals	Campus Learning Outcomes		
<p>Relationships</p> <p>Relational Interdependence</p>	<p>Students will be able to:</p> <p>SLO #6. Communicate effectively through writing, speaking, and interpersonal and group interactions</p>	<p>Meaningful relationships. Establish healthy, mutually beneficial relationships with others; treat others with respect; manage interpersonal conflicts effectively; demonstrate appropriately assertive behavior</p> <p>Interdependence. Seek help from others when needed and offer assistance to others; share a group or organizational goal and work with others to achieve it; learn from the contributions and involvement of others; accept supervision and direction as needed</p> <p>Collaboration. Work cooperatively with others, including people different from self and/or with different points of view; seek and value the involvement of others; listen to and consider others' points of view</p> <p>Effective leadership. Demonstrate skill in guiding and assisting a group, organization, or community in meeting its goals; identify and understand the dynamics of a group; exhibit democratic principles as a leader or group member; communicate a vision, mission, or purpose that encourages commitment and action in others</p> <p>Effective communication. Convey meaning in a way that others understand by writing and speaking coherently and effectively; write and speak after reflection; influence others through writing, speaking or artistic expression; effectively articulate abstract ideas; use appropriate syntax and grammar; make and evaluate presentations or performances; listen attentively to others and responds appropriately</p>	<p>From B.B.A.: demonstrate the ability to work effectively in a team.</p> <p>From Advising.... Students will effectively engage with others in accomplishing goals.</p>

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Student Learning Goals	Student Learning Outcomes (SLO)		
<p>Social Responsibility</p> <p>Community Engagement and Humanitarianism</p>	<p>Students will be able to:</p> <p>SLO #4. Use ethical reasoning to make informed and principled choices</p> <p>SLO #7. Apply understanding of cultural differences in diverse environments</p> <p>SLO #8. Contribute to communities in which they live</p>	<p>Cross-cultural collaboration. Understand one's own identity and culture; seek involvement with people different from oneself; articulate the advantages and impact of a diverse society; identify systematic barriers to equality and inclusiveness, then advocate and justify means for dismantling them; in interactions with others, exhibit respect and preserve the dignity of others</p> <p>Global perspective. Understand and analyze the interconnectedness of societies worldwide; demonstrate effective stewardship of human, economic, and environmental resources</p> <p>Ethical social action. Incorporate ethical reasoning into action; recognize social systems and their influence on people; appropriately challenge the unfair, unjust, or uncivil behavior of other individuals or groups; translate the values and principles involved in personal decision-making into ethical action; affirm and value the worth of individuals and communities</p> <p>Civic engagement. Demonstrate consideration of the welfare of others in decision-making; engage in critical reflection and principled dissent; understand and participate in relevant governance systems; educate and facilitate the civic engagement of others</p>	<p>From B.B.A.: recognize, describe and interpret the impact of diversity issues and trends on organizational activities.</p> <p>From Advising.... Students will be aware of co-curricular opportunities and understand how they contribute to their educational and life goals.</p>

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Student Learning Goals	Student Learning Outcomes (SLO)		
<p>Life Skills</p> <p>Practical Competence</p>	<p>Students will be able to:</p> <p>SLO #9. Apply life skills to succeed in college and beyond.</p>	<p>Pursuit of goals. Set and pursue individual goals; articulate rationale for personal and educational goals and objectives; articulate and make plans to achieve long-term goals and objectives; identify and work to overcome obstacles that hamper goal achievement</p> <p>Technological competence. Demonstrate technological literacy and skills; demonstrate the ethical application of intellectual property and privacy; use technology ethically and effectively to communicate, solve problems, and complete tasks; stay current with technological innovations</p> <p>Management of personal affairs. Exhibit self-reliant behaviors; manage time effectively; develop strategies for managing finances</p> <p>Career development. Take steps to initiate a job search or seek advanced education; construct a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognize the importance of transferrable skills</p> <p>Professional skill development. Accept supervision and direction as needed; value the contributions of others; hold self accountable for obligations; show initiative; assess, critique, and then improve the quality of one's work and one's work environment</p> <p>Maintenance of health & wellness. Engage in behaviors and contribute to environments that promote health and reduce risk; articulate the relationship between health and wellness in accomplishing goals; exhibit behaviors that advance the health of communities</p> <p>Sense of purpose. Make purposeful decisions regarding balance among education, work, and leisure time; act in congruence with personal identity, ethical, spiritual, and moral values</p>	<p>From B.S. Mathematics: Analyze data using software.</p> <p>From Advising.... Students will clarify their own goals and plan & implement strategies to accomplish them.</p>