

Student Learning Outcomes for GE “Core Competencies”

SLOs for Oral Communication

(Note: “GE Goals” are taken from EM 99-05. SLOs are derived from these goals)

GE Goal: Demonstrate the ability to discover, critically evaluate and accurately report information, engage in sound reasoning, organize presentations effectively, adapt to the audience and situation, and present their views with persuasive force.	
Derived SLOs	1. Students will demonstrate ability to effectively prepare for and deliver public presentations.
	SLO1: Students will effectively evaluate content for oral presentations.
	1.1.1 research sufficient content (types and sources of content)
	1.1.2 select appropriate/relevant content for specified audience/purpose
	1.1.3 accurately interpret and use content
	1.1.4 ethically use content (citing sources)
	SLO2: Students will effectively organize content used in oral presentations.
	1.2.1 clearly identify thesis for presentation (argument, topical, opinion)
	1.2.2 content corresponds to thesis
	1.2.3 coordinate content in logical or meaningful order
	1.2.4 show creativity in content development (themes, metaphors, larger organization principles)
	1.2.5 shape content to meet needs of audience
	SLO3: Students will effectively deliver oral presentations
	1.3.1 style of delivery is appropriate to context (memorized, manuscript, extemporaneous, impromptu)
	1.3.2 speaker demonstrates confidence with selected style
	1.3.3 speaker uses nonverbal channels to enhance delivery (eye-contact, facial expressions, gestures, body movement, voice quality)
	1.3.4 speaker responds to audience when necessary (corrects confusion, adjusts language, listens to and answers questions)
GE Goal: Demonstrate effective listening skills	
Derived SLOs	2. Students will demonstrate effective listening skills in various settings.
	SLO1: Students will accurately summarize speaker content or main ideas as an audience member.
	SLO2: Students will articulate constructive critique/feedback as an audience member.
	SLO3: Students will provide relevant, on-topic contributions (information, opinion, and/or argument) in various settings (group discussion, meeting, public forum)
GE Goal: Demonstrate understanding of the psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings	
Derived SLOs	3. Students will demonstrate understanding of how contextual factors (psychological, social, or cultural) influence effective communication in various group contexts.
	SLO1: Students will identify contextual factors relevant to effective oral presentations in a given context.

SLOs for Writing

CONTENT

1. Write texts that question, investigate and draw well-reasoned conclusions about ideas and issues based on the reading and analysis of sources appropriate to the subject and assignment.

ORGANIZATION & ARGUMENTATION

2. Use organizational patterns (sequences of paragraphs and ideas), evidentiary support, and stylistic and word choices appropriate to the discipline and assignment.

GRAMMAR & OTHER SURFACE FEATURES

3. Write papers that demonstrate proficiency in terms of grammar, syntax, punctuation and spelling, and which use a citation style consistent with the assignment and discipline.

Draft Student Learning Outcomes for Critical Thinking

While definitions of “critical thinking” are many, our concept is circumscribed by two documents, EM 99-05 and EO 1033, which govern our program. As implied in these documents, “critical thinking” refers to skills applicable to texts in which an issue or problem is addressed. It does not straightforwardly apply, for example, to artistic or expressive discourse. We therefore do not assume that the following learning outcomes are appropriate for every GE course. Nor do we assume the list is a comprehensive definition of “critical thinking.”

The critical thinking skills we identify fall into two categories, comprehension skills and reasoning skills. We have added text in *italics* that elaborates on each SLO.

Comprehension: In texts and other forms of discourse, students:

SLO 1. Can identify issues

Does the text address an issue or problem? If so, what is it?

SLO 2. Can distinguish between clarification, argument, persuasion and other ways of relating to an issue

How does the text address the issue or problem? Does it merely raise it? Does it seek to clarify it? Does it take a position on it? Does it attempt to persuade an audience of that position? Does it support or defend the position? Does it relate to the issue in another manner?

SLO 3. Can recognize the difference between conclusions and the arguments for them

If a conclusion has been reached, what is it? What arguments have been given for that conclusion?

SLO 4. Can distinguish between factual judgments and non-factual judgments

Is the issue a question of objective fact? Is it a normative question—i.e., a question calling for a value judgment? Is it purely subjective?

Reasoning: In texts and other forms of discourse, students:

SLO 5. Can distinguish between inductive reasoning and deductive reasoning

Do given arguments support their conclusion (induction) or do they demonstrate it (deduction)?

SLO 6. Can distinguish between truth and logic

Can students distinguish and assess the truth of a statement from the quality of the reasoning (i.e., logical structure) within which that statement may function? Can they, for example, avoid the errors of thinking that reasoning with one or more false statements entails bad logic? Or that reasoning that consists entirely of true statements entails good logic?

SLO 7. Can determine whether a consideration is relevant

Is the discussion relevant to the issue? Has rhetoric been offered in place of evidence?

SLO 8. Can recognize questionable assumptions and missing information

Have questionable assumptions been made? Is important information missing?

SLO 9. Can evaluate the credibility of statements and sources

Are sources and claims both credible?

SLO 10. Can identify ambiguity, vagueness, and common fallacies in reasoning

Are key passages vague, ambiguous, or otherwise unclear? Are there mistakes in reasoning?

SLOs for Mathematics and Quantitative Reasoning

Student Learning Outcomes [†] versus GE Goals [‡]	GE Program Goals			GE Core Skills		GE Math Goals	
	1	3	5	2	3	1	2
<i>Baccalaureate graduates of CSU, Chico will be able to:</i>							
1) view mathematics with heightened interest, increased confidence, and less anxiety as a result of their educational experiences.							
2) regard mathematics as a way to think, reason and conceptualize, not simply as a set of techniques.							
3) understand and appreciate the connections between mathematics and a variety of quantitative and non-quantitative disciplines.							
4) develop and apply measurement techniques to data collection, and evaluate potential sources of error, including variability and bias.							
5) interpret, make appropriate judgments, and draw reasonable conclusions based on numerical, graphical and symbolic information.							
6) critically evaluate quantitative information, and identify deceptive or erroneous reasoning.							

[†] Selected from *Learning Outcomes for Mathematical Reasoning for the Baccalaureate Degree*, Learning Outcomes Project Final Report, January 15, 1999.

[‡] As defined in EM 99-05 *The General Education Program*:

GE Program Goals are:

- 1) to improve ... mathematical reasoning, analysis and problem solving, and the ability to access, evaluate, and apply information
- 3) to enhance general knowledge and attitudes ...
- 5) to provide ... coherence, connectedness, and commonality within broad areas of undergraduate education

GE Core (Area A) Skills

The principal charge to this area is to provide students opportunities to learn and demonstrate:

- 2) effective mathematical reasoning
- 3) fundamental links between thinking ... and mathematical reasoning

GE Mathematics (Sub-Area A4) Goals

Students must demonstrate:

- 1) understanding of one or more mathematical fields ...
- 2) understanding of more than computational skills; they must also demonstrate understanding of basic mathematical concepts and apply these concepts to complex real world activities