ESP FRAMEWORK for Student Learning Outcomes

Prior to 2015, the Student Learning Outcomes included additional contextual language, in italics, that was used in the development of their official catalog descriptions. These supporting elements are coupled with each outcome, in italics, below.

**Student Learning Outcome (SLO) 1**

Students will practice skills involved in Critical Inquiry and Creative Problem Solving through interdisciplinary, collaborative engagement of a specific issue or theme.

*Students have the curiosity and intellectual capacity to engage in critical inquiry of issues or themes and to seek creative ways of addressing those issues or themes. These courses provide the opportunity for students to identify and practice skills involved in asking questions and seeking informed answers in academic and professional settings. This happens in an environment where students learn by actively participating. These courses emphasize the integrated use of problem-solving tools from diverse perspectives.*

**Student Learning Outcome (SLO) 2**

Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making appropriate use of evidence and conventions, including Standard Edited English.

*Writing is a powerful tool for participating in academic, professional, and civic discourse. People use writing to understand, to learn, to create, to express, and more. Writers need opportunities to explore diverse strategies for finding questions, developing ideas, managing information, and composing various types of texts. They also need opportunities to address varying authentic rhetorical situations and to receive feedback and guidance in their efforts to do so. This includes guidance in the purposeful and reasonable use of credible outside sources. It also includes guidance in addressing conventions of text, style, and grammar.*

**Student Learning Outcome (SLO) 3**

Students will demonstrate communication competence in two or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by employing listening skills.

“As a ubiquitous and an invaluable element of the human experience, communication is critical to helping individuals expand their perspectives and strengthen their relationships. Communication skills are, in fact, life skills. Communication is the common denominator of human experience. As such, educational institutions should foster a mature understanding of the complexity of communication and teach students the communication skills fundamental to achieving a meaningful and successful life....”

(National Communication Association, Communication in the General Education Curriculum, A Critical Necessity for the 21st Century, 2003) Communication is a critical component of solving problems and adding meaning to personal, professional, and civic lives. This includes understanding the purpose of communication, designing messages for a variety of audiences, understanding communication contexts, and the importance of critical listening.

**Performance Criteria**

All students will meet the following performance criteria:

1. Demonstrate understanding of the ethical aspects of listening.
2. Demonstrate ability to engage the six-step process of listening; hearing, interpreting, understanding, remembering, evaluating, and responding.

Students will meet one of the following three performance criteria depending on course selection:
1. Demonstrate understanding of creating and delivering an effective speech.
2. Evaluate knowledge of factors affecting interpersonal interaction including conflict resolution, intercultural issues, non-verbal communication.
3. Demonstrate understanding of how to effectively communicate in groups

Student Learning Outcome (SLO) 4

Students will demonstrate the application of mathematical terminology, expressions, and logical reasoning abilities to model, draw inferences, and to mathematically solve problems within our world.

Mathematics is a skill used throughout the world in many fields, including education, business, and the sciences. This includes the use of quantitative, inferential, and logical reasoning to support the imaginative and critical exploration of complex human problems. Mathematics involves the practical use of reasoning skills to solve problems on a daily basis. It also serves as a means of communication through the use of appropriate mathematical terminology.

Performance criteria for Mathematics:
1. Students will communicate quantitative ideas using mathematical terminology.
2. Students will demonstrate skill manipulating mathematical expressions.
3. Students will organize, analyze, and interpret model and solve problems mathematically.

Student Learning Outcome (SLO) 5

Students will practice one or more creative art forms, such as music, theatre, creative writing, visual art, and the design arts.

In the arts, students explore the meaning of aesthetics and actively examine the nature of art. Students engage in a personal journey of inspiration, through the mechanics of artistic creation, to production of a finished work. Artistic critique then involves communication about the discovery process and learning from the experiences of others. This practice of the arts cultivates the skills “to observe acutely, to think spatially and kinesthetically, to identify the essential components of a complex whole, to recognize and invent patterns, to gain empathy with the objects of study and to synthesize and communicate the results of one's thinking visually, verbally, or mathematically.” (From For the Sake of Science, The Arts Deserve Support by Robert S. Root Bernstein, The Chronicle of Higher Education, July 11, 1997) While the creative process drives discovery in many human endeavors, nowhere is this discovery made more tangible than in the practice of the arts. The arts are essential in teaching students how to think, invent, and create.

Student Learning Outcome (SLO) 6

Students will employ scientific methodology to analyze and explain how the natural world functions and how humans interact with it.

Scientifically literate citizens possess the ability to formulate a logical hypothesis based on data, to process data, and apply and refine hypotheses. Understanding the discoveries of science and methods by which those discoveries are made also gives us perspectives into human history because advances in science and technology are at the heart of social change. Understanding the interactions that take place among physical systems, living systems, and technology will help build an appreciation for and development of problem solving skills, critical thinking skills and social consciousness.
Student Learning Outcome (SLO) 7

Students will examine the human condition by exploring cultural and aesthetic achievements illustrated in at least one of the disciplines in the humanities: visual and performing arts, literature, history, philosophy, or religion.

The humanities focus on the study of value in human life. They explore the way that human beings create and share meaning as individuals, communities, cultures, and across cultures through time. Through humanistic study, students are expected to learn how different methods of inquiry can be used to convey perspectives on the human condition. Students will also learn to apply the humanistic perspective to values, experiences, and meanings in their own lives.

Student Learning Outcome (SLO) 8

Students will study human behavior and social interactions integrating knowledge, theories, methods, or historical perspectives appropriate to the social sciences.

The social sciences explore patterns of human behavior and social organization across time and space in order to better understand the human condition in all its dimensions. These dimensions include the communicative, cultural, social, economic, psychological, and political aspects of human behavior. Spatially, these dimensions are studied across groups, communities, countries, and civilizations, often identified with geographical boundaries. Temporally, these same dimensions of human activity are studied from "primitive" societies to "post-modern" ones.

Student Learning Outcome (SLO) 9

Students will apply theories and principles of ethics and citizenship through the study of or participation in civic affairs.

A college education prepares students for their roles as citizens. Courses meeting this outcome focus specifically on this goal. In doing so, students learn and apply different perspectives of ethical behavior, focusing on their roles as members of various local, national, and global communities. Students also learn about civic participation and begin to participate in their responsibilities and opportunities as citizens. Ideally these outcomes are best met through experiential learning.

Student Learning Outcome (SLO) 10

Students will demonstrate knowledge of human diversity and interconnectedness and will analyze the implications of diversity in its various economic, cultural, social or political forms.

Humans seek well-being, self-expression and identity in multiple ways through differing customs, cultural artifacts, and practices. These patterns of behavior are identified with different forms of belonging, which are associated with various types of economic, political, cultural, and social groupings and patterns of interaction. It is important to understand the scope of diversity, and also the potential for conflict and cooperation that are inherent among and between diverse groups. Ideally these outcomes are best met through experiential learning.
**Student Learning Outcome (SLO) 11**

Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle.

Wellness is an active process which impacts the health and well-being of individuals, communities, and nations. The interrelationships of individual health and societal consequences are immense— from obesity epidemics to job performance to health care costs. Personal responsibility in wellness involves self-assessment of lifestyle behaviors and the application of knowledge and practices leading to positive change. In these courses the six dimensions of health (physical, emotional, social, spiritual, intellectual, and occupational) provide a framework for analyzing personal wellness, and incorporating wellness choices into daily lives. Positive life choices enhance individual and social responsibility.

**Student Learning Outcome (SLO) 12**

Students will complete a culminating experience that illustrates effective application of their Essential Studies skills, modes of inquiry and personal and social responsibility through one of the following projects:

An Essential Studies Capstone course (CAP 469 prefix) where students produce a creative or scholarly work requiring broad knowledge, appropriate technical proficiency, information collection, interpretation, synthesis, presentation, and reflection that grows out of interdisciplinary, collaborative engagement of a specific issue or theme.

A capstone, independent study or other advanced-project course within a specific department or program that meets SLO #12 criteria and has been approved by the Essential Studies Program committee. Successful completion of the project will include a presentation illustrating the application of Capstone Integration outcomes as outlined on the Essential Studies Program website. Approved courses also appear on the Essential Studies Program website.

Central to the Essential Studies Program is the development of students’ abilities to employ diverse skills and perspectives for engaging in critical inquiry and creative problem solving across disciplinary lines. In interdisciplinary courses, students will refine these abilities by creating a product that demonstrates collaborative investigation of an issue or theme.