Gustavus Adolphus College Student Learning Outcomes

# Institutional Student Learning Outcomes

At Gustavus Adolphus College, we seek to foster in students a capacity and passion for lifelong learning. The following Institutional Student Learning Outcomes provide a foundation for such learning.

Cognitive Practice

*College Understanding:* Cognitive practice encompasses skills such as critical thinking, effective reasoning, and creative problem solving. Cognitive practice includes the ability to analyze information, to creatively and thoughtfully explore questions, and to develop unique answers.

*Student Learning Outcome:* Students will thoughtfully analyze enduring and contemporary questions from multiple perspectives, will independently develop original and creative solutions to complex problems, and will support their reasoning while considering other possibilities.

Intellectual Capacities

*College Understanding:* Intellectual capacities encompass the skills necessary for effective written and oral communication, quantitative literacy, and creative expression.

*Student Learning Outcome:* Students will demonstrate the ability to understand and communicate effectively across a variety of modes, including written, oral, visual, creative, and quantitative.

Integration of Learning

*College Understanding:* Integration of learning is “the demonstrated ability to connect information from disparate contexts and perspectives.” (from “Liberal Arts Student Learning Outcomes: An Integrated Approach”). Integration of learning produces a seamlessness of perspective in which multiple fields are connected together in approaching a subject of study.

*Student Learning Outcome:* Students will synthesize and apply their broad and specialized knowledge, skills, and ways of knowing in varied contexts.

Ethical Reflection

*College Understanding:* Ethical reflection is the thoughtful evaluation of ethical questions and the development of a critical awareness regarding the values that inform the choices all people, including oneself, make when confronting such questions.

*Student Learning Outcome:* Students will critically contemplate the conflicting value choices of the ethically complex world in which we live, will articulate their own values, and will reflect on how these values shape their ethical decisions.

Intercultural Understanding

*College Understanding:* Intercultural understanding is the ability to engage respectfully with others who are both different from, and similar to, ourselves. Striving toward intercultural understanding is essential to an individual’s effort to be an informed and active member of one’s communities.

*Student Learning Outcome:* Students will thoughtfully consider different beliefs, customs, practices, and social behaviors as they develop strategies for respectful and constructive engagement with others in order to come to a broad sense of being in the world.

Leadership

*College Understanding:* Leadership is the capacity and willingness to take responsibility for and promote change within various communities, informed by careful reflection upon one’s goals and values, recognizing the important role that service to others plays in leadership.

*Student Learning Outcome:* Students will reflect upon philosophies of leadership, develop effective habits and practices of community empowerment, and work collaboratively to promote peace and justice.

Wellbeing

*College Understanding:* Wellbeing is a choice to assume responsibility for the quality of one’s life across multiple dimensions: intellectual, emotional, spiritual, vocational, career, financial, relational, environmental, and physical. It begins with a conscious decision to shape a healthy lifestyle. We strive to provide students with the intellectual and practical tools they need to live productive and healthy lives.

*Student Learning Outcome:* Students will develop an awareness of multiple dimensions of wellbeing and the intellectual and practical skills necessary to make thoughtful decisions in all dimensions of wellbeing.

The seven Institutional Student Learning Outcomes (ISLOs) were endorsed by the Gustavus faculty in the 2012-13 academic year.

# General Education

## General Education Student Learning Outcomes

1. Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
2. Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others’ responses to enduring and contemporary challenges.
3. Students will be able to examine issues of cultural difference both locally and globally.
4. Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.

## First Term Seminar Student Learning Outcomes

1. Students will be able to identify different purposes, contexts, and audiences for their writing; they will demonstrate the ability to adapt the style and content of their writing in order to communicate effectively in a variety of situations.
2. Students will be able to identify different purposes, contexts, and audiences for their oral communication; they will demonstrate the ability to adapt the style and content of their oral communication in order to communicate effectively in a variety of situations including discussions and formal presentations.
3. Students will be able to thoughtfully analyze questions from multiple perspectives; will identify how contexts and unstated assumptions influence arguments; will identify the implications and consequences of arguments; will develop original and creative solutions to complex problems; and will identify and evaluate alternative perspectives.
4. Students will demonstrate an understanding of the liberal arts curriculum at Gustavus; will demonstrate familiarity with campus resources related to advising, including using WebAdvisor; and will demonstrate an understanding of how the College functions as a community of learners.

## Liberal Arts Perspectives Student Learning Outcomes

### ACT Student Learning Outcomes:

1. Students will have opportunities to demonstrate improvement in elements of fitness such as muscular strength and endurance, flexibility, and body composition.
2. Students will improve knowledge of rules, strategies, skills, and safety associated with the lifetime activity courses they choose to complete;
3. Students will develop skills that promote personal health, reduce risk behaviors, and explore the body-mind connection.

### ARTS Student Learning Outcomes:

1. Students will expand and challenge their personal and world views by assessing and participating in broad artistic endeavors.
2. Students will demonstrate an understanding of the relationship between a work of art and its historical, cultural, and aesthetic context by identifying, analyzing, and evaluating works of art.
3. Students will demonstrate the aptitude and skills of creative scholarship by producing or researching artistic work(s) of significance within the context of their chosen discipline.

### FIT Student Learning Outcomes:

1. Students will analyze elements of their personal wellbeing and learn to set appropriate and achievable health goals.
2. Students will learn and apply fitness-related principles, set fitness goals, and monitor individual progress by designing an individual fitness plan.
3. Students will demonstrate an appreciation for lifelong fitness by fully participating in prescribed moderate-to-vigorous physical activity.

### GLOBL Student Learning Outcomes:

1. Students will show knowledge of the contemporary or past cultures, societies, religious worldviews, and/or political/economic systems of the populations being studied in the course.
2. Students will articulate an informed understanding of the shared beliefs, values, customs, behaviors, and artifacts of the cultures/societies being studied, as well as of multiple perspectives within those cultures/societies.
3. Students will identify, describe and understand the cultures/societies being studied using written, oral and visual materials produced within the cultures/societies where applicable.
4. Students will demonstrate an awareness of ways that aspects of cultures/societies being studied are constructed and contested.

### HIPHI Student Learning Outcomes:

1. Students will demonstrate understanding of human thought or historical events in one or more times, places, and/or cultures.
2. Students will construct an informed response to one or more fundamental questions about the creation and construction of meaning, value, and knowledge.
3. Students will evince an awareness of notions of and assumptions about truth in the discipline of the course.
4. Students will undertake an investigation into philosophical or historical studies based on questions of their own formulation.

### LARS Student Learning Outcomes:

1. Students will identify conventions that situate a text within a literary or rhetorical genre.
2. Students will describe the historical and cultural contexts in which texts are produced and received and explain the mutual influence between specific texts and contexts.
3. Students will engage critically with literary or rhetorical discourses in a variety of ways, which may include close reading, critical interpretation, personal reflection, creative expression, formulating questions, and raising issues of meaning and value.

### MATHL Student Learning Outcomes:

1. Students satisfying the Mathematical and Logical Reasoning requirement will:
2. communicate and represent mathematical. logical, or statistical problems in symbolic, graphical, or numerical forms;
3. formulate and solve problems using mathematical, logical, or statistical methods; and
4. provide proof or justification of mathematical, logical, or statistical results using deductive reasoning.

### NASP Student Learning Outcomes:

1. Students will demonstrate factual knowledge about some aspect of the natural world.
2. Students will describe the ways by which scientists organize knowledge into fundamental principles or theories that explain facts and make predictions about the natural world.
3. Students will employ scientific concepts, principles, and methodologies to solve problems or generate explanations about the natural world.
4. Students will describe the historical and/or cultural context and analyze the philosophical implications of one or more important scientific concepts.
5. Students will engage critically with the ethical and social impacts of science and technology.

### SOSCI Student Learning Outcomes:

1. Students will demonstrate knowledge of major concepts and methods used in a social or behavioral science.
2. Students will describe the historical development of the theories and principles of at least one discipline in the social sciences.
3. Students will analyze inﬂuences on social institutions and human behavior.
4. Student will apply disciplinary knowledge to understand ethical and social issues in at least one discipline in the social sciences.

### THEOL Student Learning Outcomes:

1. Students will demonstrate a basic understanding of selected historical, contemporary, and emerging expressions of the Christian faith.
2. Students will evidence an awareness of critical textual interpretations of the Bible, including the historical contexts in which it was written.
3. Students will be able to articulate a basic understanding of the nature of religious language and symbolism.
4. Students will be able to recognize and articulate the religious and theological dimensions of cultural, political, and intellectual issues.
5. Students will demonstrate a basic understanding of critical interpretations of religious claims.
6. Students will think critically about their own religious experience.

## Three Crowns Curriculum Student Learning Outcomes

1. Academic Skills and Abilities: Students will master academic skills and exhibit certain essential abilities, such as critical thinking, analytical argumentation, written and oral communication, and creative expression.
2. Knowledge of Intellectual History: Students will demonstrate knowledge of the artistic, literary, religious, philosophical, and scientific roots that underlie our modern society and develop an understanding of the evolution of ideas across time.
3. Interdisciplinarity and Integration of Knowledge: Students will demonstrate their comprehension of the connections between fields of knowledge. Students will apply the seven integrating questions in Three Crowns courses and other relevant learning opportunities.
4. Ethical Reflection and Moral Development: Students will reflect upon ethical theories, demonstrate their capacity to engage in moral argumentation, consider the practical implications of moral choices, and apply ethical principles to their lives.
5. Relationship between Individual and Community: Students will explore their relationships with the various local and global communities of which they are a part. Informed by their education and experiences in the Three Crowns Curriculum, students will solidify their individual worldviews as they identify ways in which they might better serve their communities.
6. Intentional Building of Community: Students will form personal and intellectual relationships with Three Crowns faculty and students through shared experiences, both within the curriculum cohort and during out-of-class Three Crowns Curriculum community building activities.

# Writing Across the Curriculum Student Learning Outcomes

## Writing Across the Curriculum Student Learning Outcomes

1. Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.
2. Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
3. Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.
4. Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.
5. Students create written works that exemplify the structures, genres, and conventions of the discipline.

## Writing in First Year Courses (FTS and Three Crowns) Student Learning Outcomes

1. Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.
2. Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
3. Students use writing to evaluate texts critically and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.
4. Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

## WRITI Course Student Learning Outcomes

1. Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing tasks.
2. Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
3. Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.
4. Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.

## WRITD Course Student Learning Outcomes

1. Students choose effective rhetorical strategies shaped by their appreciation for the purpose, audience, and context for the writing task.
2. Students use writing as a tool to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
3. Students use writing to evaluate texts critically, and to create arguments that communicate effectively with varied audiences, while acknowledging the limits of their own judgments.
4. Students develop a flexible process for writing that includes self-reflection and strategies for responding to feedback, enabling them to draft, revise and polish written work effectively.
5. Students create written works that exemplify the structures, genres, and conventions of the discipline.

## Interim Experience Potential Student Learning Outcomes

The list below includes a set of goals and accompanying student learning outcomes related to experiential learning developed by a working group of Gustavus faculty. These goals and outcomes have been written primarily with on-campus IEX courses in mind. Each learning outcome is accompanied by possible assessment methods. These learning outcomes are included as an optional resource for possible incorporation into the design and syllabus of an IEX course. The intent is to provide a menu of options from which the instructor may choose outcomes that are most appropriate to the course. They are not intended to be prescriptive.

**Goal 1. In an IEX course, students expand and challenge their understanding of a topic through direct experiential engagement.**

1. Students will describe connections between experience and academic knowledge.
2. Students will analyze factors that contribute to real-world issues or situations.
3. Students will articulate how they learn through experience and the impact that experiential learning activities have had on their relationship to the world in which they live.
4. Students will describe how experiential learning impacted their understanding of a topic.

**Goal 2. In an IEX course, students engage with learning experiences in a way such that they encounter ambiguity, practice curiosity, experiment, and assume responsibility for their own learning.**

1. Students will successfully manage uncertainty by developing and testing hypotheses.
2. Students will identify and independently research topics of interest to them and related to the learning experience.
3. Students will define a problem and identify strategies for solving the problem.
4. Students will articulate weaknesses and strengths of approaches they have used in problem-solving and identify evidence-based next steps to modify the process.
5. Students will describe the ways in which ambiguity and the capacity to work within it contributed to their evolving understanding of an issue or topic.

**Goal 3: Students will take prior knowledge and synthesize and apply it to the IEX experience, and likewise integrate their IEX experience into their overall understanding of a particular topic.**

1. Students will demonstrate synthesis and application of prior knowledge.
2. Students will demonstrate an ability to apply theory to describe an environment.
3. Students will demonstrate knowledge and skills to work in diverse populations as well as cultural self-awareness and empathy gained through their experiential learning.