

# SUU ESSENTIAL LEARNING OUTCOMES: DEFINITIONS

This document is designed to provide guidance to academic units in the formulation of the SUU essential learning outcomes for their degree programs (majors, minors, certificates, and course work). Three of these outcomes are to be incorporated into each general education course at SUU (two are assigned), with the intent that collectively, general education will introduce students to all of these essential learning outcomes. As per the NWCC&U accreditation standards, SUU assesses and uses the achievement of these learning outcomes in support of its mission fulfillment.

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## KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

Students demonstrate knowledge of human cultures and the physical and natural world through study in the fine arts, humanities, social and behavioral sciences, life and physical sciences.

## INTELLECTUAL AND PRACTICAL SKILLS

**Communication:** Students develop and express ideas and will be able to do so in a variety of ways, namely in writing, by speaking, visually, kinesthetically, through design or aurally.

**Creative Thinking:** Students combine or synthesize existing ideas, images, or expertise in original ways, as well as think, react, and work in an imaginative way.

**Critical Thinking:** Students demonstrate disciplined processes of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**Digital Literacy:** Students strategically and responsibly employ appropriate technologies to explore, create, collaborate, and organize in a digital context.

**Information Literacy:** Students identify, locate, evaluate, attribute and share information effectively and ethically.

**Inquiry & Analysis: Inquiry:** Students systematically explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. **Analysis:** Students break complex topics or issues into parts to gain a better understanding of them.

**Problem solving:** Students design, evaluate, and implement strategies to answer open-ended questions or achieve a desired goal.

**Quantitative Literacy:** Students can understand and create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

**Teamwork:** Students demonstrate productive interaction with others (in or out of class) to complete assignments, tasks or projects.

## PERSONAL & SOCIAL RESPONSIBILITY

**Civic Engagement:** Students demonstrate that they possess the combination of knowledge, skills, values and motivation to make a difference in the civic life of their community and to promote the enhancement of the quality of life in a community through both political and non-political processes.

**Ethical Reasoning:** Students describe and analyze positions on ethical issues, apply reasoning about right and wrong human conduct, demonstrate ethical decision-making skills, and demonstrate an evolving ethical self-identity.

**Intercultural Knowledge and Competence:** Students demonstrate that they possess a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

**Lifelong Learning:** Students demonstrate that they possess the skills and dispositions that are necessary for a self-sufficient learner to engage in purposeful, ongoing learning activities with the aim of improving knowledge, skills, and competence.

## **INTEGRATIVE LEARNING**

**Integrative learning:** Students make connections among ideas and experiences and can synthesize and transfer their learning to new, complex situations within and beyond the campus.