

# SUU ESSENTIAL LEARNING OUTCOMES: DEFINITIONS

<b>1.0. Civic Engagement</b>	<b>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.</b>
1.1. Diversity of Communities & Cultures	Fluency is demonstrated evidence of adjustment in one's attitudes and beliefs because of work/learning among diverse communities and cultures.
1.2. Analysis of Knowledge	Fluency demonstrates connections and extensions of knowledge from one area towards civic engagement and personal participation in civic life, politics and government.
1.3. Civic Identity & Commitment	Fluency is provided evidence of experience in civic engagement activities and reflection upon a reinforced and clarified sense of civic identity and commitment to public action.
1.4. Civic Communication	Fluent students tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.
1.5. Civic Action and Reflection	Fluency demonstrates independent experience and initiative in team leadership, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
1.6. Civic Contexts/Structures	Fluency demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

<b>2.0. Communication</b>	<b>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.</b>
2.1. Idea	Fluency clearly expresses a unique perspective/idea.
2.2. Organization	Fluency exhibits a structure that is clear and consistently observable, skillfully encoded using proper conventions.
2.3. Supporting Elements	Fluency demonstrates proper and skillful use of a variety of high-quality sources.
2.4. Command of Content	Demonstrated thorough understanding and use of discipline specific content.
2.5. Presentation	Fluency is a product that is clear, effective and compelling, with no distracting errors.

<b>3.0. Creative Thinking</b>	<b>Students combine or synthesize existing ideas, images, or expertise in original ways, as well as think, react, and work in an imaginative way.</b>
3.1. Acquiring Competencies	Fluency involves the reflection/evaluation of creative processes and products. Fluency is more than adapting, modeling or reproducing processes and products.
3.2. Taking Risks	Fluency is actively seeking out and following through on untested and potentially risky directions or approaches to the assignment in the final product.
3.3. Convergent Thinking	Fluency is the development of a logical, consistent plan to solve problems and recognizes the diversity and consequences of solutions, articulating the reasons for choosing the solution.
3.4. Divergent Thinking	Fluency involves the integration of alternate, divergent, or contradictory perspectives or ideas fully.
3.5. Innovative Thinking	Fluency demonstrates novel or unique ideas, questions, formats, or products to create new knowledge or knowledge that crosses boundaries.
3.6. Connecting, Synthesizing, & Transforming	Fluency demonstrates the ability to not only connect or synthesize ideas or solutions, but illustrates the capacity to transform these ideas or solutions into new forms.

<b>4.0 Critical Thinking</b>	<b>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.</b>
4.1. Explanation of Issues	Fluency requires an issue/problem to be considered critically, stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
4.2. Evidence	Fluency demonstrates information taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
4.3. Influence of context and assumptions	Fluency thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
4.4. Student's position	Fluency requires that a specific position is imaginative, taking into account the complexities of the issue. Limits of position are acknowledged. Others' points of view are synthesized within position.
4.5. Conclusions	Fluency is stating a conclusion that is logical and reflects the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

<b>5.0. Digital Literacy</b>	<b>Students strategically and responsibly employ appropriate technologies to explore, create, collaborate, and organize in a digital context.</b>
<b>5.1. Media Production</b>	Fluency involves the skillful creation, modification and sharing of digital media using appropriate technologies and formats.
<b>5.2. Digital Collaboration</b>	Fluency is demonstrated through collaborative efforts that seamlessly use a variety of technologies (e.g., social media, texting, cloud sharing, web conferencing, etc.) as part of project management.
<b>5.3. Digital Organization</b>	Fluency is demonstrated through intentional structure and management of digital assets in project management (e.g., documents, streams and record management, ePortfolio design, etc.).
<b>5.4. Digital Adaptability</b>	Fluency is skillfully employing new and expanded technologies in project management.
<b>5.5. Digital Citizenship</b>	Fluency is demonstrated appropriate and responsible behavior with regard to technology use (e.g., information access, commerce, communication, wellness, laws, rights and responsibilities, and security).

<b>6.0. Ethical Reasoning</b>	<b>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.</b>
<b>6.1. Ethical Self-Awareness</b>	Fluent students will be able to analyze and discuss in detail, depth and clarity, both core beliefs and the origins of the core beliefs.
<b>6.2. Understanding Different Ethical Perspectives/Concepts</b>	Fluent students can name the theory, can present the gist of said theory, and accurately explain the details of the theory used.
<b>6.3. Ethical Issue Recognition</b>	Fluent students can recognize ethical issues when presented in a complex, multilayered context and can recognize cross-relationships among issues.
<b>6.4. Application of Ethical Perspectives/Concepts</b>	Fluent students can independently apply ethical perspectives/concepts to an ethical question, accurately, and are able to consider full implications of the application.
<b>6.5. Evaluation of Different Ethical Perspectives/Concepts</b>	Fluent students can adequately and effectively state a position as well as the objections, assumptions, and implications, and can reasonably defend different ethical perspectives/concepts.

<b>7.0 Information Literacy</b>	<b>Students identify, locate, evaluate, attribute and share information effectively and ethically.</b>
<b>7.1. Determine the Extent of Information Needed</b>	Fluent students can effectively define the scope of the research question or thesis and determine key concepts. Types of information (sources) selected directly relate to concepts or answer research questions.
<b>7.2. Access the Needed Information</b>	Fluency is the ability to access information using effective, well-designed search strategies and most appropriate information sources.
<b>7.3. Evaluate Information and its Sources Critically</b>	Fluent students thoroughly (systematically and methodically) analyze own and other's assumptions and carefully evaluate the relevance of contexts when presenting a position.
<b>7.4. Use Information Effectively to Accomplish a Specific Purpose</b>	Fluent students communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.
<b>7.5. Access and Use Information Ethically and Legally</b>	Fluent students correctly use all of the following information use strategies; citations and references, choice of paraphrasing, summary, or quoting, distinguish between common knowledge and ideas requiring attribution, and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

<b>8.0. Inquiry &amp; Analysis</b>	<b>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.</b>
<b>8.1. Topic Selection</b>	Fluency is the identification of a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.
<b>8.2. Existing Knowledge, Research, and/ or Views</b>	Fluency is the synthesis of in-depth information from relevant sources representing various points of view/ approaches.
<b>8.3. Design Process</b>	Fluency is the skillful development and use of appropriate methodologies or theoretical frameworks.
<b>8.4. Analysis</b>	Fluency is the organization and synthesis of evidence to reveal insightful patterns, differences, or similarities related to focus.
<b>8.5. Conclusions</b>	Fluency is stating a conclusion that is a logical extrapolation from the inquiry findings.
<b>8.6. Limitations &amp; Implications</b>	Fluency would demonstrate an insightful detailed discussion using relevant and supported limitations and implications.

<b>9.0. Intercultural Knowledge &amp; Competence</b>	<b>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.</b>
9.1. Cultural self-awareness	Fluent students articulate insights into own cultural rules and biases.
9.2. Cultural worldview frameworks	Fluency demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
9.3. Empathy	Fluent students can interpret intercultural experiences from the perspectives of own and more than one worldview and demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group.
9.4. Verbal and Nonverbal Communication	Fluent students can articulate a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.
9.5. Curiosity	Fluent students ask complex questions about other cultures, seeking out and articulating answers to those questions that reflect multiple cultural perspectives.
9.6. Openness	Fluent students can initiate and develop interactions with culturally different others. Suspends judgement in valuing her/his interactions with culturally different others.

<b>10.0. Integrative Learning</b>	<b>Students make connections among ideas and experiences and can synthesize and transfer their learning to new, complex situations within and beyond the campus.</b>
10.1. Connections to Experience	Fluent students meaningfully synthesize connections among experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view.
10.2. Connections to Discipline	Fluent students independently create wholes out of multiple parts or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
10.3. Transfer	Fluent students independently adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
10.4. Integrated Communication	Fluent students fulfill the assignment(s) by choosing a format, language, or graph in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
10.5. Reflection and Self-Assessment	Fluent students envision a future self that builds on past experiences that have occurred across multiple and diverse contexts.

<b>11.0. Knowledge of Human Cultures &amp; the Physical &amp; Natural World</b>	<b>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.</b>
11.1. Fine Arts	Students will be able to: (1) Discuss the scope and variety with the fine arts (i.e., art, music, theatre, or dance); (2) Recognize the aesthetic standards used in making critical judgments in various artistic fields; (3) Analyze and articulate understanding of a range of artistic processes; (4) Participate as an active contributor to the performance, production, exhibition, or design process in the Fine Arts; and (5) Demonstrate how the creative process is informed and limited by social and historical contexts.
11.2. Humanities	Students will be able to: (1) Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought; (2) Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances; (3) Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; and (4) Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.
11.3. Life Sciences	Students will be able to: (1) Demonstrate understanding of science as a way of knowing about the natural world; (2) Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce; (3) Discuss the organization and flow of matter and energy through biological systems; (4) Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; and (5) Describe how the Life Sciences have been shaped by historical, ethical, and social contexts.
11.4. Physical Sciences	Students will be able to: (1) Demonstrate understanding of science as a way of knowing about the physical world; (2) Demonstrate understanding of forces in the physical world; (3) Discuss the flow of matter and energy through systems (in large and small scales); (4) Develop evidence-based arguments regarding the effect of human activity on the Earth; and (5) Describe how the Physical Sciences have been shaped by historical, ethical, and social contexts.
11.5. Social and Behavioral Sciences	Students will be able to: (1) Demonstrate understanding of relevant social and behavioral science methodologies and how they are used to understand or explain human relations or interactions; (2) Identify general principles of behavioral and social functioning; (3) Connect those questions and issues to the students' own experiences; and (4) Demonstrate a critically reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

<b>12.0. Lifelong Learning</b>	<b>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.</b>
12.1. Curiosity	Fluency demonstrates exploration of a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.
12.2. Initiative	Fluency results in completed required work, generates and pursues opportunities to expand knowledge, skills, and abilities.
12.3. Independence	Fluent students exhibit educational interests and pursuits that exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.
12.4. Transfer	Fluent students make explicit references to previous learning and applies this knowledge and skills in an innovative way to demonstrate comprehension and performance in novel situations.
12.5. Reflection	Fluency involves the in-depth review of prior learning to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.

<b>13.0. Problem Solving</b>	<b>Students design, evaluate, and implement strategies to answer open-ended questions or achieve a desired goal.</b>
13.1. Define Problem	Fluency demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
13.2. Identify Strategies	Fluent students can identify multiple approaches for solving the problem that apply within a specific context.
13.3. Propose Solutions/Hypotheses	Fluent students propose one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.
13.4. Evaluate Potential Solutions	Fluent students demonstrate deep and elegant evaluation of solutions and thoroughly completes all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solutions.
13.5. Implement Solution	Fluent students implement the solution in a manner that addresses, thoroughly and deeply, the multiple contextual factors of the problem.
13.6. Evaluate Outcomes	Fluent students review results relative to the defined problem with thorough and specific considerations of the need for further work.

<b>14.0. Quantitative Literacy</b>	<b>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).</b>
14.1. Interpretation	Fluent students will be able to provide accurate explanations of information in mathematical forms.
14.2. Representation	Fluent students skillfully convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
14.3. Calculation	Fluent students are successful in calculations that are sufficiently comprehensive to solve the problems. Calculations are also presented elegantly.
14.4. Application/Analysis	Fluency is the use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.
14.5. Assumptions	Fluent students explicitly describe assumptions and provide compelling rationale for why each assumption is appropriate. They would also show awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
14.6. Communication	Students will be able to use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicates it with consistently high quality.

<b>15.0. Teamwork</b>	<b>Students demonstrate productive interaction with others (in or out of class) to complete assignments, tasks or projects.</b>
15.1. Contributes to Team Meetings	Fluent students help the team move forward by articulating the merits of alternative ideas or proposals.
15.2. Facilitates the Contributions of Team Members	Fluency demonstrates engaged team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
15.3. Individual Contributions Outside of Team Meetings	Fluent students complete all assigned tasks by deadline, work accomplished is thorough, comprehensive, and advances the project. They proactively help other team members complete their assigned tasks to a similar level of excellence.
15.4. Fosters Constructive Team Climate	Fluent students support a constructive team climate by doing all of the following: treats members respectfully, uses positive vocal or written tone, motivates teammates, provides assistance and/or encouragement to team members.
15.5. Responds to Conflict	Fluent students address destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.