

## **Learning Outcomes for Core Courses and Attributes**

**October 11, 2017**

This document is prepared to assist Department Curriculum Committees in developing their assessment plans for Core courses and courses with the following attributes: Integrative Writing (IW), Multicultural Competency (MC), and Service Learning (SRV/SRVI). Each Core course has specific Learning Outcomes, organized by elements, which must be met. Each attribute (IW, MC, and SRV/SRVI) has learning outcomes which must be met. The learning outcomes for specific elements, attributes, and the overall University Learning Objectives (ULO) may overlap.

For the Core assessment, faculty are required to measure student achievement of each learning outcome listed for the element and attributes assigned to the course.

For convenience, all learning outcomes for Core and the attributes are listed in this document.

### **Table of Contents**

Core Learning Outcomes	2-5
Integrative Writing in Core Learning Outcomes	6
Multicultural Competence	7
Service Learning	8-9

**For the Core assessment, measure all outcomes listed for the Element in which the course is listed. If the course is listed in more than one Element, measure the outcomes in the course for the Element being measured this specific academic year.**

The excerpt below is taken from

[https://www.wright.edu/sites/www.wright.edu/files/page/attachments/2017-18\\_CORE.pdf](https://www.wright.edu/sites/www.wright.edu/files/page/attachments/2017-18_CORE.pdf)

A university degree goes beyond preparing graduates for a profession; it transforms their lives and their communities. Wright State graduates will have the ability to apply insights from multiple disciplines to engage effectively with a diverse world. **The Wright State Core** is an integrated program of courses and experiences that provides students with the breadth of skills, knowledge and understanding expected of university graduates. The program helps students develop the knowledge and skills essential for critical thinking, creative problem solving, meaningful civic engagement, multicultural competence, appreciation for the arts, and life-long learning.

## **UNIVERSITY LEARNING OBJECTIVES**

Wright State graduates will be able to:

1. communicate effectively
2. demonstrate mathematical literacy
3. evaluate arguments and evidence critically
4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. participate in democratic society as informed and civically engaged citizens

## **THE ELEMENTS OF THE WRIGHT STATE CORE**

The Elements of the Wright State Core are the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives that together provide Wright State University students with the ability to negotiate their roles successfully and constructively in a changing world. Even more than in the past, graduates must be proficient in all methods of communication, able to use and interpret mathematical and statistical information, and must understand the methods of inquiry of the historian, the scientist, and the humanist.

# LEARNING OUTCOMES

AT THE COMPLETION OF THE WRIGHT STATE CORE, A STUDENT WILL BE ABLE TO DO EACH OF THE FOLLOWING:

## ELEMENT 1: COMMUNICATION

The foundational skills students need in academic discourse, research, and documentation in an electronic environment

- Adapt rhetorical processes and strategies for audience, purpose, and type of task
- Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- Employ appropriate mechanics, usage, grammar, and spelling conventions
- Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments
- Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately
- Present focused, logical arguments that support a thesis
- Use electronic environments to draft, revise, edit, and share or publish texts



## ELEMENT 2: MATHEMATICS

The foundational skills required to use and interpret mathematics and statistics

- Identify the various elements of a mathematical or statistical model
- Determine the values of specific components of a mathematical/statistical model or relationships among various components
- Apply a mathematical/statistical model to a real-world problem
- Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data
- Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs

### **ELEMENT 3: GLOBAL TRADITIONS**

Historical analysis and global perspectives necessary to understand our diverse world

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

### **ELEMENT 4: ARTS AND HUMANITIES**

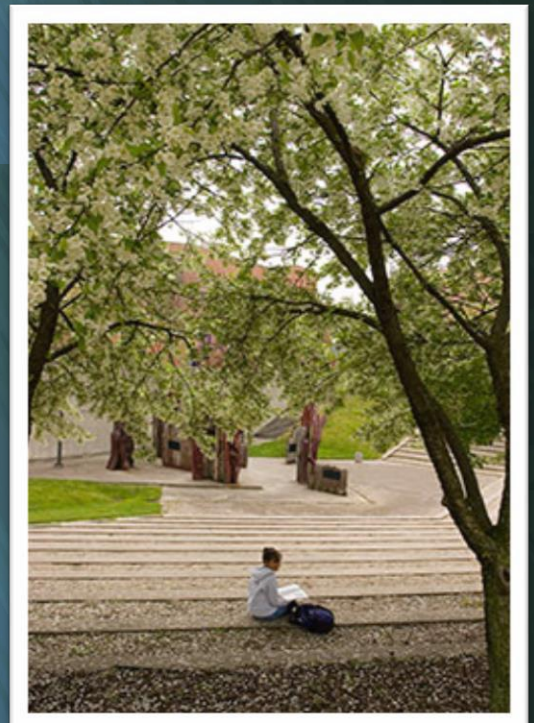
Tools for analysis and appreciation of the arts, philosophy, and religious thought

- Critically analyze significant creative, literary, philosophical or religious works
- Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works
- Recognize, evaluate and respond to creative, philosophical or religious works
- Develop appropriate and ethical applications of knowledge in the humanities or the arts

### **ELEMENT 5: SOCIAL SCIENCE**

Perspectives on human behavior and culture informed by the disciplines of the social sciences

- Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns
- Explain and critique the methods of inquiry of social science disciplines
- Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge
- Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society





## **ELEMENT 6: NATURAL SCIENCE**

Introductions to the scientific understanding of the physical and biological phenomena

- Understand the nature of scientific inquiry
- Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources
- Distinguish between science and technology and recognize their roles in society
- Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry
- Discuss fundamental theories underlying modern science

**For the assessment of Core courses with the Integrative Writing (IW) attribute, measure all outcomes listed below under WAC Learning Outcomes. IW Core courses must also meet the IW requirements listed below.**

The excerpt below is taken from <https://www.wright.edu/academic-affairs/programs/writing-across-the-curriculum/requirements>

## **WRITING ACROSS THE CURRICULUM**

Writing Across the Curriculum (WAC) at Wright State University is a comprehensive program extending writing throughout each student's undergraduate career. The Writing Across the Curriculum program consists of two parts--Writing in the Wright State Core and Writing in the Major--and has the following goals:

- To help students grow as writers,
- To encourage students to use writing as a tool to discover and communicate ideas, and
- To introduce students to discipline-specific ways of writing.

## **WAC Learning Outcomes**

Wright State students will be able to produce writing that

- Demonstrates their understanding of course content,
- Is appropriate for the audience and purpose of a particular writing task,
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and
- Shows competency in standard edited American English.

## **IW Core Requirements**

- Each IW Core course will include writing assignments totaling approximately 2000 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement.
- Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).
- All writing will count as part of students' performance in the course.

**For the assessment of Core courses with the Multicultural Competence (MC) attribute, measure all outcomes listed below under MC Learning Outcomes.**

The information below summarizes <https://policy.wright.edu/policy/4220-multicultural-course-development-and-approval>

### **Requirements for a Course to be designated as a CORE Multicultural Competence Course**

#### **Courses with MC attribute:**

- All Service Learning (SRV) CORE courses or sections are MC designated courses.
- All Study Abroad CORE courses are MC designated courses.
- Courses approved by the Undergraduate Curriculum Committee (UCC) as MC.

#### **MC Learning Outcomes**

- Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world;
- Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity;
- Demonstrate an understanding of contemporary social or ethical issues related to diversity; and
- Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

**For the assessment of Core courses or sections with the Service-Learning (SRV) and Service-Learning Intensive (SRVI) attribute, measure all outcomes listed below under SRV/SRVI Learning Outcomes.**

The information below summarizes <https://policy.wright.edu/policy/4227-service-learning-course-development-and-approval>

## **SERVICE-LEARNING IN THE CURRICULUM**

Service-Learning at Wright State University is an effective instructional method that deepens student learning and provides a service that benefits a community partner. Service-learning engages students in a community project designed to let undergraduate students apply new knowledge to a real situation. Service-Learning courses are offered in the Wright State Core and courses at all levels. Service-Learning has the following goals:

- Deepen student learning through a community project;
- Engage students with professionals seeking to improve socio-economic life; and
- Provide a service to a community.

### **SRV/SRVI Learning Outcomes**

- Demonstrate understanding of how course content relates to a community problem;
- Demonstrate ability to apply course learning content in a community project; and
- Demonstrate skills required to engage in an informed and respectful way with members of a community.

### **Requirements Service Learning Outcomes Service Learning**

SRV courses or sections must be designed to include service work that:

- Meets course learning objectives;
- Involves a reciprocal relationship between the faculty member/s and one or more community partners to identify the service objectives, plan the project and establish the student orientation requirements;
- Actively engages students with one or more community partners;



- Involves students in reflection activities that integrate the learning from the service experience with the course content; and
- Provides faculty members and community partners the opportunity to share feedback about the service project.

SRVI courses or sections must be designed to meet the objectives of the SRV designation and:

- engage students in a minimum of 20 hours of service;
- Link at least 50% of the course grade to the academic products of the Service-Learning experience; and
- Engage all participants (students, faculty members and community partners) in reflection and feedback activities that integrate the learning from the service experience with the course content.