
University-wide Student Learning Goals and Sample Outcomes

The following are sample learning outcome statements for each of the eight university-wide student learning goals. These outcome statements are intended to serve as examples as to how the university-wide goals could be assessed at different levels of student performance. The Assessment Committee recommends that programs involved in assessing the university-wide goals develop their own outcome statements and corresponding assessment measures. However, if you are unsure about how to assess these goals, the sample outcomes are a good place to start.

As you think about assessing the university-wide goals, keep in mind that the expectation is that all Dominican students are developing to some extent with respect to these goals. Every student should, therefore, be assessed, but this does not mean that every student will be assessed along every possible associated outcome or that every course within a school or program will assess every outcome. Rather, over the course of a student's career at Dominican, a representative set of outcomes will be assessed in enough courses where enough information is collected so that one can make a value judgement regarding student development with respect to these goals.

1. Knowledge: Depth and Breadth

Students will develop a significant level of mastery within a major field of study and will develop an appropriate degree of literacy in other disciplines.

Level 1:

- Students will define key terms within a discipline.
- Students will use disciplinary terms in the proper context.
- Students will demonstrate information literacy skills.
- Students will demonstrate computer literacy skills.

Level 2:

- Students will describe key methods of research, scholarship, or inquiry associated with a particular field.
- Students will explain key areas of contention within a particular field.
- Students will identify the appropriate strategy to solve a problem.

Level 3:

- Students will use the knowledge of a discipline to solve a problem.
- Students will evaluate knowledge claims within a discipline.

2. Critical Thinking

Students will develop the necessary skills to think critically.

Level 1:

- Students will summarize a pattern within presented information.
- Students will identify additional information needed to make a decision.

University-wide Student Learning Goals and Sample Outcomes

Level 2:

- Students will separate given information as either relevant or irrelevant to a presented issue.
- Students will identify assumptions inherent in an argument or position.

Level 3:

- Students will identify suitable solutions for real-world problems.
- Students will evaluate if presented information supports an assertion.
- Students will provide alternative explanations for a given claim.

3. Communication

Students will be able to communicate effectively.

Level 1:

- Students will apply appropriate communication skills for a given setting and audience.
- Students will use technology appropriately to communicate effectively.

Level 2:

- Students will develop a written or oral communication designed to inform an audience.
- Students will develop a written or oral communication designed to persuade an audience.
- Students will analyze communication variables in personal, professional, or community settings.

Level 3:

- Students will evaluate their own communication behavior.
- Students will explain the roles their own values, beliefs, and attitudes play in their own personal communication.

4. Global Citizenship

Students will develop as global citizens.

Level 1:

- Students will describe what it means to be a global citizen.
- Students will articulate the benefits of interacting with someone from a different culture.

Level 2:

- Students will describe how aspects of their discipline are practiced worldwide.
- Students will explain the advantages of participating in cross-cultural events.

University-wide Student Learning Goals and Sample Outcomes

Level 3:

- Students will apply knowledge, theories or principles from their discipline to explain global issues or events.
- Students will critically engage with others of differing views on matters involving a global perspective.

5. Civic Engagement/Social Responsibility

Students will demonstrate socially responsible behavior and civic engagement.

Level 1:

- Students will describe different types of civic engagement.
- Students will explain different strategies that can be employed to further social justice.

Level 2:

- After participating in a service-learning project, students will articulate how the experience was personally transformative.
- Students will advocate for social justice for a vulnerable or oppressed group of people.

Level 3:

- Students will propose novel strategies to address entrenched problems in society.
- Students will describe the ways different social systems promote or deter people in maintaining or achieving well-being.

6. Integrative/Interdisciplinary Inquiry

Students will have the knowledge of and ability to conduct integrative/interdisciplinary inquiry.

Level 1:

- Students will identify differing views on a topic from at least two different disciplines.
- Students will identify relationships between at least two different disciplines.

Level 2:

- Students will synthesize knowledge from multiple disciplines in order to produce something greater than would be possible from any one disciplinary perspective.
- Students will apply knowledge, methods, or principles from one discipline to another.

Level 3:

- Students will evaluate knowledge from a broad range of disciplines.
- Students will evaluate the importance of a specific disciplinary perspective to a given issue.

University-wide Student Learning Goals and Sample Outcomes

7. Research and Scholarship

Students will have the knowledge base and skill set necessary for conducting research and/or scholarship in a particular area of study.

Level 1:

- Students will prepare an annotated bibliography.
- Students will collect data.
- Students will organize data into useful arrangements.

Level 2:

- Students will conduct a literature review.
- Students will design/propose a research/scholarship project.
- Students will summarize a research/scholarship article
- Students will prepare a research/scholarship proposal.

Level 3:

- Students will evaluate a research/scholarship article.
- Students will defend a research/scholarship thesis.
- Students will draw conclusions from data analysis.

8. Catholic-Dominican *ethos*

Students will have an understanding of the Catholic-Dominican *ethos*.

Level 1:

- Students will state the Dominican University mission.
- Students will identify prominent figures in the Catholic intellectual tradition.
- Students will identify key texts associated with the Catholic intellectual tradition.

Level 2:

- Students will describe the Dominican approach to pursuing truth.
- Students will explain how critical reflection figures in the Catholic-Dominican tradition.
- Students will describe Dominican habits of inquiry.
- Students will describe the benefits of participating in activities designed to uphold the dignity of the person.

Level 3:

- Students will analyze the influence of the Catholic-Dominican tradition on the human condition.
- Students will explain how the dignity of the person relates to the solidarity of the community.

University-wide Student Learning Goals and Sample Outcomes

- Students will explain the relationship between dignity of the person and the realization of the common good.
- Students will explain how their discipline contributes to or upholds the dignity of the person.
- Students will explain how their discipline contributes to the common good.