

## Higher Order Learning Goals (HOLG)

*Note: the Higher Order Learning Goals (HOLGs) do not replace the Core Learning Outcomes (CLOs). CLOs will still be used to evaluate whether a course should receive Core designation. HOLGs will be used exclusively for assessing student learning in Core courses.*

| <u>WASC</u>  | <u>ILO</u>              | <u>HOLG</u>  | <u>CLO</u>              |
|--|-------------------------|--|-------------------------|
| <b>A1: PUBLIC SPEAKING</b>                                       |                         |  |                         |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 1<br>ILO 2<br>ILO 3 | 1. Analyze, interpret, and evaluate the effectiveness of academic and civic communications by using rhetorical concepts and principles, and by identifying ethical problems in public address.               | A1: 4<br>A1: 5          |
| Written Communication<br>Oral Communication                      | ILO 4                   | 2. Compose and present well-organized speeches, and well-reasoned, appropriately supported oral arguments.   | A1: 1<br>A1: 2<br>A1: 3 |
| <b>A2: RHETORIC AND COMPOSITION</b>                              |                         |  |                         |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 1<br>ILO 2<br>ILO 3 | 1. Analyze, interpret, and evaluate linguistic and rhetorical strategies used in a variety of texts, and connect multiple texts in an argumentative essay, by making comparisons and contrasts between them. | A2: 1<br>A2: 2          |
| Information Literacy   | ILO 5<br>ILO 6          | 2. Compose sophisticated research questions and arguments in response to those questions, by conducting library research and using academic documentation methods.   | A2: 3<br>A2: 4<br>A2: 5 |
| <b>B1: MATH</b>  |                         |  |                         |

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|---|----------------------------------|--|-------------------------|
| Critical Thinking<br>Quantitative Reasoning<br>Information Literacy | ILO 2<br>ILO 3<br>ILO 5<br>ILO 6 | 1. Design and implement mathematical solutions to algebraic, algorithmic, statistical, numerical, or computational problems.                           | B1: 1<br>B2: 2          |
| <b><u>WASC</u></b>  | <b><u>ILO</u></b>                | <b><u>HOLG</u></b>   | <b><u>CLO</u></b>       |
| Critical Thinking<br>Quantitative Reasoning<br>Information Literacy | ILO 5<br>ILO 6                   | 2. Evaluate the validity of a solution and its relevance to the original problem using quantitative reasoning as the norm for decision making.         | B1: 3                   |
| <b>B2: SCIENCE</b>  |                                  |  |                         |
| Critical Thinking<br>Quantitative Reasoning<br>Information Literacy | ILO 2<br>ILO 3<br>ILO 5          | 1. Demonstrate literacy in the content and principles of a scientific discipline.  | B2: 1                   |
| Critical Thinking<br>Quantitative Reasoning<br>Information Literacy | ILO 1<br>ILO 3<br>ILO 5<br>ILO 6 | 2. Conduct laboratory or field procedures that explore content, principles and application of scientific disciplines in a socially responsible manner. | B2: 2<br>B2: 3<br>B2: 4 |
| <b>C1: LITERATURE</b>   |                                  |  |                         |
| Critical Thinking<br>Information Literacy                           | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate the historical, social, and cultural influences that inform diverse literary works.                                | C1: 1<br>C1: 2<br>C1: 3 |
| Written Communication<br>Oral Communication<br>Critical Thinking    | ILO 3<br>ILO 4                   | 2. Articulate the ideas, plural meanings, moral and social implications, and formal features of literary works.  | C1: 2<br>C1: 3          |

|  |                                  |  |                         |
|--|----------------------------------|--|-------------------------|
|  |                                  |  | C1: 4                   |
| <b>C2: HISTORY</b>   |                                  |  |                         |
| Critical Thinking<br>Information Literacy                        | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate a significant span of history over a wide geographic area, and the histories of past societies and civilizations using the values and standards of their own contexts and times. | C2: 1<br>C2: 3          |
| <b><u>WASC</u></b>   | <b><u>ILO</u></b>                | <b><u>HOLG</u></b>   | <b><u>CLO</u></b>       |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 3<br>ILO 4                   | 2. Articulate how significant historical forces shape the development of societies and civilizations, and use historical thinking to consider ethical issues in the past and present.                                | C2: 2<br>C2: 3<br>C2: 4 |
| <b>D1: PHILOSOPHY</b>  |                                  |  |                         |
| Critical Thinking<br>Information Literacy                        | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate central philosophical issues.  | D1: 1<br>D1: 2          |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 3<br>ILO 4                   | 2. Articulate using philosophical methods primary philosophical themes and issues found in the writings of the major philosophers.   | D1: 3<br>D1: 4          |

| <b>D2: THEOLOGY &amp; RELIGIOUS STUDIES</b>                         |                                  |   |                         |
|---|----------------------------------|---|-------------------------|
| Critical Thinking<br>Information Literacy                           | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate the value of how religion, theology, and spirituality underlies and correlate with a broad range of human experience.             | D2: 1<br>D2: 2          |
| Written Communication<br>Oral Communication<br>Critical Thinking    | ILO 3<br>ILO 4                   | 2. Articulate the similarities and differences among diverse religious traditions and their ethical and social implications.  | D2: 3                   |
| <b>D3: ETHICS</b>   |                                  |   |                         |
| Critical Thinking<br>Information Literacy                           | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate central ethical issues concerning right and wrong; good and bad; and equality, justice, and rights.                               | D3: 1<br>D3: 2<br>D3: 3 |
| Written Communication<br>Oral Communication<br>Critical Thinking    | ILO 3<br>ILO 4                   | 2. Articulate ethical theories and values and apply them in professional and personal decision making.  | D3: 4<br>D3: 5<br>D3: 6 |
| <b>E: SOCIAL SCIENCES</b>   |                                  |   |                         |
| Critical Thinking<br>Information Literacy                           | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate issues regarding humans and the processes that shape their relationships, institutions, and interactions with their environments. | E: 1<br>E: 2<br>E: 3    |
| Critical Thinking<br>Quantitative Reasoning<br>Information Literacy | ILO 3<br>ILO 5<br>ILO 6          | 2. Use qualitative or quantitative data, analysis, or theory to evaluate causal arguments in the social sciences.   | E: 2<br>E: 3<br>E: 4    |

|  |                                  |  |                      |
|--|----------------------------------|--|----------------------|
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 3<br>ILO 4                   | 3. Articulate social science arguments that recognize connections between the social, economic, political, and environmental spheres of human life in a socially responsible manner. | E: 1<br>E: 5<br>E: 6 |
| <b>F: VISUAL &amp; PERFORMING ARTS</b>                           |                                  |  |                      |
| Critical Thinking<br>Information Literacy                        | ILO 1<br>ILO 2<br>ILO 3<br>ILO 5 | 1. Analyze, interpret, and evaluate the aesthetic, historical, socio-political, and cultural influences that inform diverse art works.   | F: 1<br>F: 2         |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 3<br>ILO 6                   | 2. Apply conceptual and technical skills related to an artistic discipline by engaging in creative and scholarly processes.  | F: 2<br>F: 3         |
| Written Communication<br>Oral Communication<br>Critical Thinking | ILO 3<br>ILO 4                   | 3. Articulate the ethical and socio-political significance of the content and form of artistic works and the processes used to create them.  | F: 1<br>F: 2<br>F: 4 |

## CORE LEARNING OUTCOMES

### Area A: Foundations of Communications

#### A1. Public Speaking

Students will:

1. Craft and present well organized, thesis-driven speeches.
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
3. Deliver speeches using an audience-centered, extemporaneous approach.

4. Use rhetorical concepts and principles to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

## **A2. Rhetoric and Language**

Students will develop competence in these areas:

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
5. Revision: Students develop revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

## **Area B: Math and Science**

### **B1. Math**

Students will be able to determine whether a problem lends itself to a mathematical\* solution, and, if so:

1. Design a mathematical solution
2. Implement the design or identify and correct problems with the design
3. Evaluate the validity of a solution and its relevance to the original problem using reasoned discourse as the norm for decision making

(In the outcomes "mathematical" can mean one or more of "algebraic," "algorithmic," "statistical," "numerical," or "computational.")

### **B2. Science**

Students will:

1. Demonstrate understanding of and literacy in the content and principles of a scientific discipline.

2. Perform laboratory or field procedures and that explore the content and principles of these disciplines.
3. Carry out scientific procedures in a socially responsible manner.
4. Accurately observe, record, analyze, and report data collected in the scientific laboratory or the field.

## **Area C: Humanities**

### **C1. Literature**

1. Demonstrate a basic understanding of the literary, historical, social, and cultural influences that inform literary works, including diversity of perspectives, experiences, and traditions.
2. Articulate in writing and discussion their responses to literary texts (75% of which must be written texts) with a view to equipping them with the knowledge, values, and sensitivity to succeed as persons and professionals.
3. Demonstrate a basic critical ability to identify, interpret, and evaluate the ideas and formal features of an integrated body of literary texts in the context of a socially responsible learning community of high quality scholarship and academic rigor.
4. Show a sensitivity to the plurality of meanings within a literary text, including the moral implications of human choices.

### **C2. History**

1. Demonstrate a basic understanding of a significant span of history over a wide geographic area.
2. Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.
3. Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.
4. Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.

## **Area D: Philosophy and Theology and Religious Studies**

### **D1. Philosophy**

Students will:

1. Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility.
2. Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being.

3. Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers.
4. Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.

## **D2. Theology and Religious Studies**

Students will:

### *Human Dimensions of Religion, Theology, and Spirituality*

1. Understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

### *Religious Diversity*

2. Understand, differentiate, and appreciate various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions.

### *Social Justice*

3. Investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.

## **D3. Ethics**

1. Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.
2. Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.
3. Investigate ways of settling ethical disputes in arriving at ethical judgments.
4. Think and write critically about classic and contemporary moral issues.
5. Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.
6. Demonstrate an ability to apply ethical theories and values in personal decision-making.

## **Area E: Social Sciences**



Students will:

1. Engage in the systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.
2. Employ one or more social science methods or social science theories and philosophies.
3. Analyze explanations of human behavior, human relations, or human institutions.
4. Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.
5. Understand and demonstrate social responsibility.
6. Communicate social science knowledge to a world shared by all people and held in trust for future generations.

### **Area F: Visual and Performing Arts**

Students will:

1. Demonstrate an understanding of the broad historical and theoretical foundations of an area of the Performing Arts: Dance, Music, and Theater; Fine Arts; Art History; Architecture or Design; through an examination of specific cultural, social, economic and political contexts. Topics should be ones that consider the field of study with depth and breadth.
2. Demonstrate orally, in writing, or through production, an understanding of critical approaches to evaluating key works in the respective area and the specific movements and periods associated with it.
3. Develop technical and conceptual skills related to the area by engaging in individual and/or collaborative classroom activities.
4. Demonstrate a broader, critical understanding of specific communities of makers and users by attending presentations related to the subject art (lectures, performances, and museum or other exhibits.)