

**Here are the 6 ISLOs (4 + the proposed additions), along with the GE Area SLOs aligned beneath them. GE Committee Chair feedback is at the bottom of this doc:**

**ISLO #1: Communication** (written, visual, oral): Communicate effectively in writing, orally, and/or verbally using traditional and/or modern information resources and supporting technology.

- Communicate complex ideas to a variety of audiences through clear and effective writing. **(D: Written Composition)**
- Develop a successful writing process adaptable to diverse writing situations. **(D: Written Composition)**

**ISLO #2: Information Literacy:** Formulate strategies to locate, evaluate, and apply information from a variety of sources, print and/or electronic (Sarah/Dave).

- Document sources appropriately to build credibility as a scholar. **(D: Written Composition)**
- Evaluate information critically and express concepts and reasoning clearly. **(E: Communication and Analytical Thinking)**

**ISLO #3: Critical thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions. Recognize and identify the components of a problem or issue, look at it from multiple perspectives, and investigate ways to resolve it.

- Evaluate information critically and express concepts and reasoning clearly. **(E: Communication and Analytical Thinking)**
- Build clear and logical arguments to support or refute hypotheses. **(E: Communication and Analytical Thinking)**
- Develop and apply analytical and reasoning skills to define, plan and solve complex problems. **(E: Communication and Analytical Thinking)**

## **ISLO #4: Scientific and Quantitative**

**Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

- Apply the scientific method to explore physical and biological phenomena, including observation, hypothesis development, measurement, data collection, experimentation and analysis. **(A: Natural Sciences)**
- Articulate core concepts in a biological or physical science discipline. **(A: Natural Sciences)**
- Apply the approaches social and behavioral scientists use to explore social phenomena and human behavior, including observation, hypothesis development, measurement, data

collection, experimentation, evaluation of evidence, and analysis. **(B: Social and Behavioral Science)**

- Analyze and articulate core concepts in a specific social or behavioral science discipline. **(B. Social and Behavioral Science)**

**ISLO #5 (proposed): Civic responsibility:** Become ethically responsible, culturally proficient, equity-minded participants in society, informed and involved in civic affairs and environmental stewardship locally, nationally, and globally.

- Recognize, analyze, and reflect on significant cultural works. **(C. Arts and Humanities)**
- Foster a greater understanding of aesthetic, intellectual, linguistic, political, and religious dimensions of various cultures. **(C. Arts and Humanities)**
- Explore the history and evolution of the core concepts in American social, political and economic institutions. **(F. American Institutions)**
- Articulate how individuals connect to and affect their community, state, nation and the world. **(F. American Institutions)**
- Analyze and evaluate the organizations, movements, and roles of a broad range of ethnic and racial groups in America through history. **(G. Cross-Cultural Studies)**
- Evaluate misconceptions and stereotypes about cultural groups in America and recognize the influence of their own cultural group. **(G. Cross-Cultural Studies)**

**ISLO #6 (proposed): Personal and professional development:** Engage in healthful living and wellness physically, intellectually, emotionally and socially; enhance skills for the workplace and marketplace.

- Implement a cardiorespiratory, muscular strength and endurance plan compatible with your goals and lifestyle. **(H. Physical Activity)**
- Identify how much and the types of physical activity one should do for optimal health and wellness. **(H. Physical Activity)**

## **Feedback on the above from GE Committee Chair:**

Here few a couple of things I noticed while trying to map these:

1. Both Areas A and B in the GE pattern refer to analyzing and articulating core concepts within the fields of natural sciences and social/behavioral sciences, respectively. In the ISLOs, however, there isn't reference to students learning core concepts within fields. I don't know if this is important enough or not to recommend that SLOAC adjust the ISLOs.
2. I put the outcome "Evaluate information critically and express concepts and reasoning clearly" from Area E (Communication and Analytical Thinking) under both Information Literacy and Critical Thinking, since the connections seemed clear. If I had to choose one corresponding ISLO, I would put it under Information Literacy mostly because otherwise

that ISLO would only have one GE outcome connected. I don't know if SLOAC wants multiple outcomes corresponding to ISLOs, but if so, there may be some other GE outcomes that one could argue falls under multiple ISLOs.

3. The emphasis of Area C (Arts and Humanities) on engaging with important cultural works or producing art isn't really reflected in the ISLOs. The closest are is the language under civic responsibility, which mentions students being "culturally proficient" (though I'm exactly not sure what it means to be proficient at culture), so I've lumped Area C under that ISLO. However, it seems to me like the main outcome of arts and humanities GEs isn't really civic responsibility, but more cultural awareness, understanding, and appreciation of cultural works. , which isn't reflected in the ISLOs. I would recommend that SLOAC consider working in this idea of cultural awareness/understanding/appreciation into the ISLOs. Something like "Civic Responsibility and Cultural Awareness" as the header could work.
4. There is no reference to reading, understanding, interpreting, or otherwise being on the receiving end of information or language, except for distinguishing between facts, "influences" (Is this a typo?? Shouldn't this be "inferences"?), opinions, and assumptions in critical thinking and applying information in information literacy. But those seem different to me. Isn't one of our institutional outcomes that students should be able to read critically, comprehend speech well, and interpret visual signs effectively? I would recommend that SLOAC consider that "Written, Oral and Visual Communication" be framed not just in terms of producing communications for others but also effectively and critically understanding written, oral, and visual communication.