

USD Learning Goals



Why are we constructing student learning goals?

- Spellings report: What are our students getting from their education?
- WASC: What are your learning goals at the levels of your institution, for graduates and undergraduates, in your academic programs, and in the core curriculum?
 - National context for evaluating student learning: institutionalization, external “accountability,” and internal “improvement.”
 - Student learning assessment focuses on what students will know, be able to do, and value upon completion of an educational program.

2 Questions



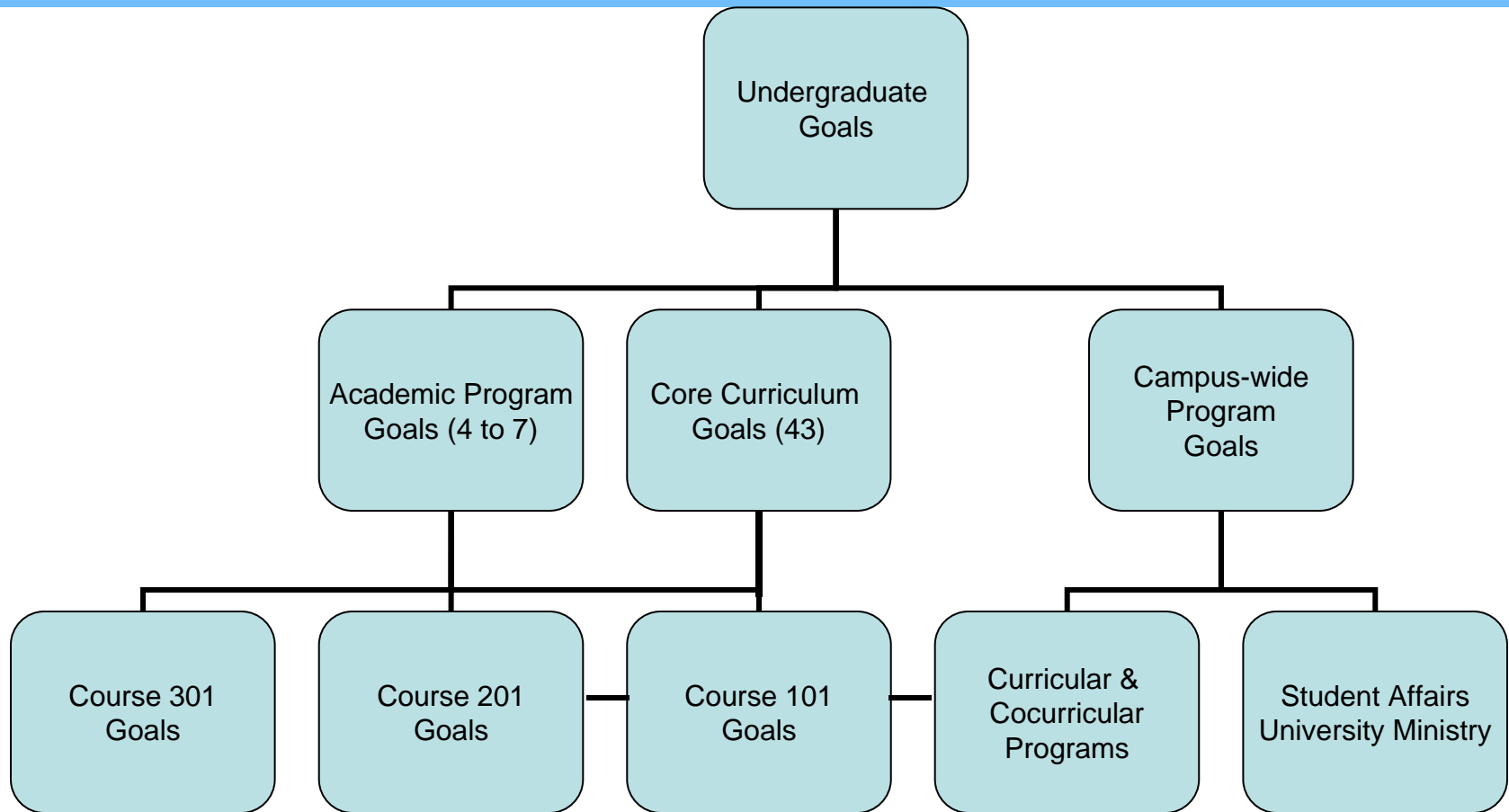
Intentional learning:

- What do we want students to learn?
- How do we know what they have learned?

Our Expectations for Student Learning

- Mission and Core Values
- Core Curriculum: Common goals across disciplines
- Academic Programs: Common goals across courses within a major/minor and at graduate/undergraduate levels
- Graduate Council and Undergraduate Goals Task Force
- FYE/SYE: Integrated model
- Other institutional models
- AAC&U's Essential Learning Outcomes:
<http://www.aacu.org/leap/vision.cfm>

UG Goal Alignment



Current Core Curriculum Competencies



- 1) Conceptual, theoretic, and methodological traditions of the disciplines of the sciences, social sciences, mathematics, philosophy and theology/religious studies, humanities, and arts.
- 2) Critical thinking and logic
- 3) Written and second language literacy
- 4) Ethical reasoning and judgment
- 5) Mathematics and quantitative competency
- 6) Diversity

USD Graduate Goals



Graduate Learning Goals:

- Research, analyze, critique, and use data.
- Consider multiple, diverse viewpoints.
- Integrate knowledge across content areas.
- Communicate ethically and effectively.
- Frame and address hypotheses.
- Demonstrate advanced practice on theoretical foundations and research.

Doctoral Candidates:

- Contribute to the body of knowledge in their field.

USD Undergraduate Goals



Current List of Broad Goal Categories:

1. Knowledge
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrated Learning

Knowledge



Students should be able to:

1. Demonstrate knowledge and understanding of conceptual, theoretical, and methodological content that is discipline-specific within the major and from our Liberal Arts core including our traditions in the disciplines of the sciences, social sciences, mathematics, philosophy and theology/religious studies, humanities, and arts.

Intellectual and Practical Skills



Students should be able to:

2. Problem-solve, develop the ability to locate information, and to critically analyze this information (**information literacy & critical thinking**).
3. Demonstrate tools for lifelong thinking and learning, developing autonomy, integrity, and collaborative skills through mental discipline and the process of intellectual inquiry (**process of inquiry and analysis; leadership and teamwork**).
4. Develop the capacity to express oneself and interact with diverse others through writing, speaking, and using a second language (**communication**).

Personal and Social Responsibility



Students should be able to:

5. Think about moral and spiritual issues as guides for personal development as a foundation for acting responsibly in whatever courses they may take, in whatever individual choices they make about social behavior, and whatever career path they might select (**spiritual reflection; ethical judgment and conduct**).
6. Demonstrate a firm commitment to becoming politically aware and socially responsible, to analyze their life choices from this perspective, to continue to implement these plans as USD alumni, and to mentor and serve others in the development of civic responsibility (**civic engagement**).

Personal and Social Responsibility



7. Appreciate and analyze one's own background while comparing and valuing cultures of distinct others, to differentiate between histories of cultural groups, and to construct partnerships with distinct groups (**cultural diversity**).
8. Demonstrate understanding in complex global contexts in which contact with other cultures occur, and to develop intercultural communication and competence (**global engagement**).

Integrated Learning



Students should be able to:

9. Develop a sense of balance in the habits of mind, heart, body, and spirit (**synthesis**).
10. Make make decisions that provide for the needs of the world's current population without damaging the ability of future generations to provide for themselves (**Sustainability**: encompasses the intertwined ideals of viable economies, equity and justice, and ecological integrity.)

Future Directions



- **Academic Paths and Processes:**
 - Program Review
 - Core Curriculum Management
- **Campus Change:**
 - Organizational Change
 - Integrated Models
 - WASC Reaccreditation