

# **Institutional Learning Outcomes**

Adopted by the Pierce College Academic Senate October 10, 2005

We live in a biologically and culturally interdependent world that requires problem solvers with a variety of knowledge and skills. We value knowledge in and of itself, but all of us, as individuals, are asked to engage in the world in pragmatic and constructive ways. What follows is the college's understanding of the foundation and higher level skills and arenas for engagement with the wider world for which the college experience will prepare students.

## **I. Knowledge and Skills**

### **A. Foundation Skills**

Students demonstrating these competencies will have the academic underpinning required to enable them to develop higher order skills of analysis and synthesis.

#### **1 *Listening***

- a. Attend to, receive, interpret, and respond appropriately to verbal and nonverbal messages
- b. Recognize main ideas and supporting detail
- c. Differentiate between statements of opinion and statements of fact

#### **2 *Speaking***

- a. Organize ideas logically to explain ideas, express feelings, or support conclusions
- b. Use nonverbal messages to enhance verbal messages
- c. Use language and delivery style appropriate to the situation, topic, audience, and purpose

#### **3 *Reading***

- a. Locate, understand & interpret written information in prose & documents such as manuals, graphs & schedules
- b. Develop a strategy for reading, reviewing, and retaining a large volume of information
- c. Value and appreciate reading as a means of enjoyment and lifelong learning

#### **4 *Writing***

- a. Organize and express ideas and concepts with clarity
- b. Communicate thoughts, ideas, and information in writing using standard English
- c. Accurately cite the sources of all information used in written material when appropriate

#### **5 *Numeracy***

- a. Perform basic computations
- b. Apply computation to practical situations

**6 Technology Literacy**

- a. Recognize and use changing technologies
- b. Use technology to locate and understand information, and to communicate thoughts, ideas, and solutions

**7 Personal Qualities**

- a. Assess self and learn strategies to persevere towards goal attainment
- b. Participate cooperatively with others and exercise leadership

**B. Higher Order Skills**

Building on the foundation skills in breadth and depth, students will demonstrate these higher order skills of analysis and synthesis that equip them to understand and engage the wider world and to pursue fruitful lives. These skills are solution-oriented and are designed to foster integrative thinking, inquisitiveness, and creativity.

**1 Research**

- a. Gather and organize material from multiple sources
- b. Evaluate information gathered for relevance and accuracy

**2 Quantitative Reasoning**

- a. Apply numeric, graphic, and symbolic skills accurately and appropriately
- b. Use data to convey information and explain how such information is synthesized

**3 Critical Reasoning**

- a. Examine and evaluate evidence, claims, arguments, graphics, and questions for validity
- b. Integrate disparate knowledge and insights to gain deeper understanding of complex issues
- c. Distinguish between concepts supported by external evidence and those derived by non-objective means
- d. Employ problem-solving strategies with clearly focused, sound reasoning
- e. Draw valid conclusions

**4 Communication**

- a. Present integrated ideas effectively in written, verbal, or other creative forms
- b. Use the most appropriate presentation tool for the audience and content

## **C. Engaging with the World**

We live in an interdependent world. As students hone their foundation and higher-order skills, they become well-prepared to engage with the wider world and to live responsible, productive, and creative lives.

### **1 Knowledge of Complexity**

- a. Examine the responsibilities of living in community with other species and the natural environment
- b. Use the familiar in efforts to understand or explain the unfamiliar
- c. Illustrate connections between knowledge and application
- d. Analyze the interactions that influence human behavior

### **2 Living in Community**

- a. Examine how culture gives context to human behavior
- b. Become an informed participant in the community, the nation, and the world
- c. Practice emotional and physical health and well-being
- d. Incorporate aesthetic reflection into life activities

### **3 Creating a Meaningful Life**

- a. Interact with people from different cultures, experiences, and life circumstances with integrity, civility, and empathy
- b. Practice life-long learning to satisfy personal and professional curiosity
- c. Value and enjoy forms of artistic expression
- d. Pursue professional interest and objectives based on knowledge, competencies, and thoughtful analysis

## **II. Implementation and Measurement**

- A. These institutional learning outcomes are determined primarily so faculty in individual departments and disciplines can use them to guide the development of student learning outcomes for programs and courses, and secondarily to guide the decision-making processes of the college.
- B. We will measure the main topics under *Foundation Skills* and *Higher Order Skills* and use the explanatory text to help us devise appropriate methodologies.
- C. *Engaging with the World* expresses expectations of how students might apply the college experience throughout their lives.