

**MARQUETTE UNIVERSITY
CORE OF COMMON STUDIES
LEARNING OUTCOMES**

At the completion of the Core of Common Studies, the graduate is able to:

1. Apply the perspectives, concepts and traditions of multiple disciplines to personal, professional, intellectual, and societal challenges.
2. Communicate in modes appropriate to various subjects and diverse audiences.
3. Pursue an integration of knowledge into a comprehensive, transcendent vision of life.
4. Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity.

Marquette University
Learning Assessment Plans by Department or College
Core of Common Studies

Program: University Core of Common Studies

Date: revised 5.16.06

Program Learning Outcomes Students will be able to:	Performance Indicators (What would you see if the student has learned?)	Measures (What is the measure and where, how, and when is data collected?)	Use of the Information (Who collects and compiles, who reviews)
1. Apply the perspectives, concepts and traditions of multiple disciplines to personal, professional, intellectual, and societal challenges.	<ul style="list-style-type: none"> • Evaluates arguments and evidence from multiple perspectives • Problem-solves drawing on appropriate quantitative, logical, rhetorical, empirical, narrative, and aesthetic methods 	Direct Measures: <ul style="list-style-type: none"> • Senior discussion group on interdisciplinary topic ¹ • Integrated core learning outcomes assessment Indirect Measure: <ul style="list-style-type: none"> • Senior Survey 	Gathered and compiled by Academic Affairs and reviewed by CCRC: <ul style="list-style-type: none"> • To provide the basis for cross-disciplinary programs involving core courses and interdisciplinary faculty development

¹ Discussion groups consisting of representative sampling of graduating seniors conducted and observed by trained facilitators who report data to CCRC for review and response.

<p>2. Communicate in modes appropriate to various subjects and diverse audiences.</p>	<ul style="list-style-type: none"> • Accurately interprets quantitative and qualitative subject matter and evidence • Uses modes of representation (language, symbols, equations, images, etc.) accurately • Presents ideas in logical sequence • Adapts to audience needs for different argumentative and/or explanatory strategies • Supports points with evidence and reasons • Anticipates and responds to objections • Acknowledges biases and self-interest 	<p>Direct Measures:</p> <ul style="list-style-type: none"> • Oral communication in senior discussion groups • Samples of written communication by seniors • Integrated core learning outcomes assessment <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Surveys of seniors • Surveys of Alums • Surveys of faculty across university teaching seniors 	<p>Gathered and compiled by Academic Affairs and reviewed by CCRC:</p> <ul style="list-style-type: none"> • To facilitate exchange among faculty regarding what communication skills students need and how they might acquire them • To support faculty development in teaching communications skills relevant to each of the knowledge areas
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<p>3. Pursue an integration of knowledge into a comprehensive, transcendent vision of life.</p>	<ul style="list-style-type: none"> • considers ethical dimension when approaching problems and exhibits a consistent framework for making ethical decisions. • can discuss the framework of his/her beliefs. 	<p>Direct Measure:</p> <ul style="list-style-type: none"> • attitudinal measurement instrument • Senior discussion groups • Integrated core learning outcomes assessment <p>Indirect Measure</p> <ul style="list-style-type: none"> • Student surveys pre- and post- MU • Alumni survey 	<p>Gathered and compiled by Academic Affairs and reviewed by CCRC:</p> <ul style="list-style-type: none"> • To identify opportunities for students to reflect upon and more fully develop a transcendent vision of life • To co-ordinate academic experiences with co-curricular opportunities for integrating knowledge into a comprehensive, transcendent vision of life.
<p>4. Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity.</p>	<ul style="list-style-type: none"> • Modifies behavior in light of knowledge of global interdependence • Modifies behavior in light of knowledge of causes of poverty • Modifies behavior in light of knowledge of human diversity 	<p>Direct Measures:</p> <ul style="list-style-type: none"> • attitudinal measurement instrument • integrated core learning outcomes assessment <p>Indirect Measures:</p> <ul style="list-style-type: none"> • Student surveys 	<p>Gathered and compiled by Academic Affairs and reviewed by CCRC:</p> <ul style="list-style-type: none"> • To identify opportunities to infuse core courses with global learning content • To support faculty development in teaching diverse cultures courses • To look for means within the core to enhance students' experiences with and understandings of people unlike themselves