

University of Guam Institutional Learning Outcomes (ILOs)							
Upon completion of degree, a University of Guam student will be able to :							
	I	II	III	IV	V	VI	VII
ILOs	Mastery of critical thinking and problem solving	Mastery of quantitative analysis	Effective oral and written communication	Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	Responsible use of knowledge, natural resources, and technology	An appreciation of the arts and sciences	An interest in personal development and lifelong learning
CORE STATEMENTS							
Core Statements	<i>Core statement: Frame a complex scientific, social, technological, economic or aesthetic challenge or problem and propose a “best approach” to the question or challenge using evidence; explain how the methods of inquiry and research can be brought to bear, judge the likelihood that perspectives and methods would contribute to the resolution of a challenge, and justify the importance of the challenge in a social or global context.</i>	<i>Express familiarity with basic mathematical concepts &amp; methods, utilize numeric skills to interpret and process quantitative data, identify and classify functions by properties and applications areas, and present, visualize and solve problems using mathematical concepts and skills.</i>	<i>Core statement: Express ideas and facts to others effectively in a range of settings and in a variety of formats, particularly written, oral, and visual formats</i>	<i>Core statement: Show an understanding of core values of adaptation, tolerance and cultural respect to be able to work effectively with diverse groups in forging harmonious community relations, in developing and administering public policies, and resolving conflicts.</i>	<i>Core statement: Evaluate informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions</i>	<i>Core Statement: Appreciate forms of creative human expression by observing, organizing, and evaluate data (information); making informed judgments about the past; recognizing and describing the significance of a particular artistic object, work, or experience; identifying many forms of creative works of art and human expression; beginning to understand the artistic languages of the performing and visual arts by recognizing common terms, techniques, and methods of expression; and engaging in creative expression through artistic activity.</i>	<i>Core Statement: Using skills from information literacy (i.e. constructing a problem statement, locating and gathering sources, evaluating sources) students will articulate perspectives about educational and life experiences which provide foundation for expanded knowledge, growth, and maturity over time.</i>

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Clarifying Statement 1	Interpret and analyze ideas and facts such as current global, regional, local events and issues	Interpretation: Provide accurate explanations of information presented in mathematical forms. Make appropriate inferences based on that information.	Construct sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma.	Demonstrate cultural sensitivity in providing business and public services and in workforce management to ensure fair treatment of all.	Understand the relationship of our efforts to describe and interpret natural and social phenomena and experiences to a broader intellectual framework.	Recognize and describe the aesthetic significance of an object, work or experience	Evaluate health and wellness information.

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examples for clarifying statement 1		Example: A. Accurately explain the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Examples: A. Define and properly use the principal terms in the field, both historical and contemporaneous. B. Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) C. Syntax and Mechanics: Use graceful language that skillfully communicate meaning to readers with clarity and fluency, and is virtually error free. D. Demonstrate skillful use of highquality, credible, relevant sources and evidence to develop ideas that are appropriate for the discipline and genre of the writing.	Examples: A. Present and effectively explain research and professional experiential data to policymakers in the formation of public policies that affect the general community and ethnic groups to facilitate the development of informed legislation. B. Develop and apply policies and practices that are legally compliant and accommodate or remediate cultural idiosyncracies in the delivery of business and public services and in employment. C. Mediate and resolve conflicts involving cultural or ethnic differences in community, group, or individual settings.		Examples: A. apply basic scientific principles and methods to explore the workings of the natural world, particularly in this region	Examples: A. Formulate questions concerning their personal health and/or wellness  B. Develop a personal philosophy concerning health and wellness

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Clarifying Statement 2	Evaluate, clarify and frame a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.	Representation: Convert any relevant information into various meaningful mathematical forms (equations, graphs, diagrams, tables, words).	Context of and Purpose for Writing: Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Describe how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.	Characterize knowledge as resulting from systematic inquiry into social and material life, subject to revision based on new observations, discoveries and insights.	Engage in the many forms of creative works of art, literature, artistic languages / techniques and creative expression.	Evaluate critical issues in society.

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examples for clarifying statement 2	<p>Examples:</p> <p>A. Construct a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.</p> <p>B. Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.</p> <p>C. Explain a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields; explain how the methods of inquiry and research in those disciplines can be brought to bear, judge the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justify the importance of the challenge in a social or global context.</p> <p>D. Present a project or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in</p>		<p>Example:</p> <p>A. Explain an issue: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>	<p>Example:</p> <p>A. Construct a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines cultural perspectives; and explains how they differ from each other.</p>			<p>Example:</p> <p>A. Initiative: Complete required work, generate and pursue opportunities to expand knowledge, skills, and abilities.</p>

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Clarifying Statement 3	Provide evidence: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Calculation: Identify and propose solutions for problems using quantitative tools and reasoning using calculations.	Content Development: Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Analyze and understand the interconnectedness of global and local communities and describe our role in creating and forging international synergies and long-term cooperative structures.	Incorporate principles of scientific inquiry in natural and social sciences into the assessment of public policy and solving real world problems.	Explain diverse perspectives on contested issues evaluate insights gained from evidence and community perspectives and develop a position.	Work across traditional course and disciplinary boundaries
examples for clarifying statement 3	Examples: A. State a position (perspective, thesis, hypothesis): Specific position (perspective, thesis / hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). B. State conclusions and related outcomes (implications and consequences): Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed	Examples: A. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. B. Calculations are also presented elegantly (clearly, concisely, etc.)	Example: A. Genre and Disciplinary Conventions: Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.			Examples: A. characterize scientific knowledge as theories and principles that result from experimentation that are subject to revision based on new observations and discoveries	Example: A. Independence: Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.

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Clarifying Statement 4	Apply, Analyze, Evaluate, and Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions	Application / Analysis: Use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	The students oral organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Demonstrate ability to integrate multiple cultural worldviews and experiences historically or in contemporary contexts while accurately taking into account connections with broader global systems of inequality and opportunity, by initiating meaningful interactions with varied cultures and perspectives with respect and willingness to learn.	Evaluate the impact of technology and resource use on complex social systems.	Research and Information Literacy: Develop an awareness of the positive and negative consequences of the utilization and adaptation of information literacy; Explain a problem in arts or sciences from a discipline's perspective through use of research process and contribute to its resolution.	Review prior learning inside and outside of the classroom to help modify/refine life perspectives.

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examples for clarifying statement 4	<p>Example:</p> <p>A. Influence of context and assumptions: Thoroughly (systematically and methodically) analyze own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>		<p>Examples:</p> <p>A. Language: Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</p> <p>B. Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</p>			<p>Example:</p> <p>A. observe, describe and interpret natural and experimental phenomena within the context of a scientific paradigm</p>	



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Clarifying Statement 5	Differentiates and evaluates theories and approaches to complex standard and nonstandard problems within his or her major field. (Analytic inquiry)	Assumptions: Explicitly describe assumptions and provide compelling rationale for why each assumption is appropriate.	Incorporate multiple information resources in different media or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards. (Use of information resources)	Demonstrate a commitment to upholding the ethical rules and responsibilities imposed by their discipline by taking responsible action to address ethical, social, and environmental challenges in global systems, and evaluates the consequences of individual and collective interventions.	Critically assess the role of cultural values and biases in shaping the impact of technology as well as the appropriate use of natural resources.		Research: Explore a topic in depth, yielding a rich awareness indicating intense interest in the subject.

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examples for clarifying statement 5		Example:  A. Show awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Example:  A. Use a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Example:  Demonstrate knowledge of regional and global events that adversely impact cultural and social mores and environmental sustainability in Micronesia.			Example:  A. Transfer: Make explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
Clarifying Statement 6		Communication: Use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicates it with consistently high quality.		Research and Information Literacy: Formulate and advocate before policymakers and stakeholders remediation measures based on accurate research and analysis.	Demonstrate appropriate and ethical mastery of tools, technologies and methods used in the discipline.		

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example for clarifying statement 6		Example:  Translate verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects. (Quantitative fluency)					
Clarifying Statement 7					Integrate information technology into our search for knowledge and understanding.		

Resources:

UOG GenEd student learning outcomes (GLIUPUI Principles of Undergraduate Learning)	Bloom's Taxonomy
Lumina DQP Profile Matrix	AACU VALUE Rubrics

Prepared by the University Assessment Committee, Fall 2014

Endorsed by Faculty Senate, March 19, 2015