

## SUNY CANTON INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students will develop as a result of their education experience at SUNY Canton. Upon completion of a degree program at SUNY Canton, students will have competency in five areas:

1. Communication Skills
2. Critical Thinking
3. Foundational Skills
4. Social Responsibility
5. Industry, Professional, Discipline-Specific Knowledge and Skills

ISLO	Definition
<b>1. Communication Skills</b> <i>(all subsets required for programs)</i>	<b>The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.</b>
Oral	Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.
Written	Students develop and express ideas in writing. This written communication involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.
<b>2. Critical Thinking</b> <i>(one of three subsets required for programs)</i>	<b>The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.</b>
Critical Analysis	Students demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Inquiry and Analysis	Students demonstrate a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments (inquiry) and demonstrate the process of organizing complex topics or issues into parts to gain a better understanding of them (analysis).
Problem Solving	Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.
<b>3. Foundational Skills</b> <i>(all subsets required for programs)</i>	<b>The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.</b>

Information Management	Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.
Quantitative Literacy & Reasoning (QLR) <b>(Requirement filled by GER 1)</b>	Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.
<b>4. Social Responsibility</b> <i>(two of four subsets required for programs)</i>	<b>The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.</b>
Ethical Reasoning	Students demonstrate the ability to assess their own and others' ethical values and the social context of problems, recognize ethical issues in a variety of settings and contexts (which could include cultural, historical, or professional contexts), think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.
Global Learning	Students critically analyze and engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives and the earth's sustainability.
Intercultural Knowledge	Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.
Teamwork	Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
<b>5. Industry, Professional, Discipline-Specific Knowledge and Skills</b>	<b>The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.</b>