

LEARNING OUTCOMES FOR A HOLY CROSS EDUCATION

[March 31, 2019]

A. MODES OF INQUIRY AND EXPRESSION

Students should understand the modes of inquiry and expression and the major ideas that comprise the liberal arts, and use this knowledge as beginning practitioners to address complex issues or problems.

B. FOUNDATIONAL COMPETENCIES

Students should demonstrate key competencies in the service of intellectual and academic life.

Critical thinking: Students should synthesize, critique, and evaluate information and methods, assess arguments, and make logical, evidence-based claims, decisions and judgments.

Inquiry and analysis: Students should ask informed questions, and use appropriate analytical, methodological, theoretical and critical approaches to form well-reasoned responses and meaningful conclusions.

Information literacy: Students should recognize how information is created, communicated and disseminated, as well as the context in which it is being applied, evaluate the validity of sources, distinguish different types of information, and use and share information appropriately, responsibly and with integrity.

Problem solving: Students should construct clear and insightful problem statements, identify suitable approaches, allocate resources, evaluate the effectiveness of proposed solutions, and modify approaches when necessary.

Creative thinking: Students should be able to generate new ways to address issues and meet challenges, as well as apply and express ideas in original ways.

Quantitative reasoning: Students should comprehend, analyze and interpret quantitative information to evaluate the validity of claims and answer questions related to the information, as well as present their analyses and interpretations in a clear and informative way to various audiences.

Scientific reasoning: Students should understand the scientific method and its use in generating and evaluating knowledge, employ appropriate techniques of data collection, both in the laboratory and in the field, and competently analyze and interpret the data in the pursuit of answers to empirical questions.

Aesthetic literacy: Students should be able to analyze and appreciate the conceptual, aesthetic and technical elements of artistic creation in various forms and movements.

Historical literacy: Students should understand both the continuity and change that characterize human affairs, and be able to reflect critically on the past as the past, and as it constitutes the present.

Reading and textual analysis: Students should be able to appreciate, comprehend, evaluate and interpret meaning in different kinds of texts.

Communication: Students should articulate ideas eloquently, effectively and persuasively, adapting their language and expression to different forms and contexts, and building a productive, ethical relationship with readers and/or listeners.

Writing: Students should practice writing as a process, as a means of expression, and as a way to think through positions, problems and questions.

Oral communication: Students should be able to speak to audiences of varying sizes, both formally and extemporaneously.

Teamwork and collaboration: Students should be able to work effectively in groups of varying sizes, share responsibilities and ideas, communicate clearly and respectfully, compromise fairly, and leverage different talents and perspectives within a group.

Technological literacy: Students should be competent in, but not dependent upon, a wide range of technologies appropriate to the academic tasks they need to complete.

C. RESPONSIBLE CITIZENSHIP

Students should recognize their responsibilities as citizens of local, national and global communities, and demonstrate a commitment to fulfilling those responsibilities.

Ethical reasoning and action: Students should reason through ethical issues that affect their own lives as well as those of others, be patient with epistemic and moral uncertainty, listen with charity, and seek to exemplify the Jesuit commitment to justice and the common good.

Social justice: Students should critically evaluate the interplay between justice, equity and power, both locally and globally, and examine the ways in which the College's Jesuit and Catholic identities obligate us to promote conditions consistent with human dignity and to reject those conditions that threaten intrinsic human value.

Environmental stewardship: Students should recognize and critically assess the impact of individual and collective actions on the environment (including their own actions), and seek to exemplify the Jesuit and Catholic commitment to responsible stewardship of nature.

Enduring questions: Students should engage in dialogue about fundamental religious and philosophical questions about the pursuit of truth and the conduct of human life, and appraise different possible answers, including, but not limited to, those informed by the College's Jesuit identity and its approach to the Catholic Intellectual Tradition.

Difficult conversations: Students should be able to engage in challenging conversations about complex issues while demonstrating empathy for the lived experiences of others, a willingness to listen attentively, an awareness that some questions have multiple answers or no answers at all, an understanding of how differences in power shape perspectives, and the ability to reexamine their own values, biases, and assumptions.

Global citizenship: Students should reflect critically on the shared responsibilities of global citizenship, and recognize how they are bound to fellow human beings through both difference and commonality.

Intercultural competence: Students should analyze fundamental assumptions underlying cultural differences and claims of universal truth, engage respectfully with diverse ideas, practices and perspectives, examine complex global issues from multiple cultural perspectives, and discuss how such an examination has helped them to develop a more informed sense of self, others, and the world.

Global inquiry: Students should analyze the historic and contemporary role and differential effects of human organizations and actions on global systems, and develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

Languages: As appropriate to the students' proficiency level and language choice, students should demonstrate sufficient linguistic skills and cultural competence in a language other than English to engage productively with its associated communities and/or texts and traditions, and to recognize the intimate links between language and cultural meaning.

D. INTEGRATION AND APPLICATION

Students should integrate and apply knowledge and skills from different disciplines, learning environments and facets of the human experience.

Interdisciplinary integration: Students should be able to draw upon and integrate the insights of different disciplines to address complex issues and problems.

Applied learning: Students should make connections between their learning inside and outside the classroom, and integrate and apply the knowledge and skills acquired in both contexts to address complex issues or questions.

Cura personalis: Students should understand how the value of the Jesuit conception of *cura personalis* is realized through a respect and concern for all aspects of the human person, including their physical, spiritual, intellectual, ethical, artistic, social and civic selves.

E. ADVANCED ACCOMPLISHMENT IN CHOSEN AREA(S) OF STUDY

Students should demonstrate expertise in their chosen area(s) of study, including a command of the associated knowledge and skills.

F. HABITS FOR LIFELONG LEARNING

Students should practice habits that foster lifelong learning. Among them,

1. Curiosity, creativity, risk-taking and a passion for learning, as an aid to exploring new ideas and engaging in unfamiliar and challenging intellectual pursuits;
2. Resilience and perseverance, so as to use failure and constructive criticism as an opportunity for intellectual and personal development;
3. Initiative, to set and achieve goals and conduct independent work;
4. Reflection and discernment, to make appropriate academic, personal and vocational choices; and,
5. Openness and flexibility, as an aid to reexamining their views and behaviors.