CCRI’s Definition of an Educated Person

The faculty and staff of the Community College of Rhode Island have established four critical abilities that define the learning outcomes of a CCRI graduate. These four abilities can be applied in many contexts and are critical skills that must be developed not only at CCRI, but over the course of a lifetime. These core abilities guide students, faculty and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences. Effective Fall 2018:

# Effective Communication

### Create written work that develops and expresses ideas and that addresses a given context and target audience.

Key Indicators:

1. Student demonstrates control of syntax and mechanics to communicate clearly
2. Student makes conscious choices about content, organization and structure to accomplish the purpose of the writing task(s)
3. Student responds to considerations of audience, purpose, and the circumstances surrounding the writing task(s)
4. Student engages with specific writing processes, strategies, and modes of textual production or publication related to disciplines or specialized contexts
5. Student demonstrates effective use of sources and evidence

### Communicate effectively via oral presentations, performances, participation in group work, and visual presentations.

Key Indicators:

1. Student presents an identifiable and compelling central idea
2. Student demonstrates control of delivery techniques that enhance the presentation
3. Student uses language that supports the effectiveness of a presentation
4. Student’s presentation reflects purposeful choice among possible alternatives that make them more likely to accomplish their purpose
5. Student delivers presentations to increase knowledge, to foster understanding, or to promote change in an audience’s attitudes, values, beliefs, or behaviors

# Critical Thinking

### Identify, analyze, and apply evidence and ideas, question assumptions, and draw logical conclusions.

Key Indicators:

1. Student develops ability to explain issues and complex problems
2. Student selects and uses information to investigate a point of view or conclusion
3. Student completes analyses of text, data, or issues
4. Student assesses influence of context and assumptions
5. Student takes specific positions in relation to an issue while acknowledging different perspectives
6. Student makes conclusions that reflect awareness of implications and consequences

### Develop information literacy by locating, evaluating, synthesizing, and using information to accomplish a specific purpose.

Key Indicators:

1. Student provides evidence of research and information gathering processes
2. Student determines the extent of information needed
3. Student assesses needed information
4. Student evaluates information and its sources critically
5. Student communicates, organizes and synthesizes information from sources to fully achieve a specific purpose
6. Student accesses and uses information ethically and legally

# Quantitative and Scientific Reasoning

### Demonstrate an understanding of and apply scientific principles, theories, and methods.

Key Indicators:

* 1. Student generates empirically evidenced and logical arguments
  2. Student distinguishes scientific arguments from non-scientific arguments
  3. Student recognizes and applies methods of inquiry that lead to scientific knowledge
  4. Student reasons by deduction, induction, and analogy
  5. Student distinguishes between causal and correlational relationships

### Apply quantitative principles to solve problems and support arguments with quantitative evidence in a variety of formats (e.g. words, tables, graphs, equations, etc.).

Key Indicators:

1. Student explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
2. Student converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
3. Student performs calculations to solve quantitative problems
4. Student makes judgments and draws appropriate conclusions based on quantitative analysis of data, and recognizes the limits of this analysis
5. Student makes and evaluates important assumptions in estimation, modeling, and data analysis
6. Student expresses quantitative evidence in support of the argument or purpose of the work

# Awareness of Oneself and the World

### Demonstrate an understanding of global, cultural and historical perspectives.

Key Indicators:

1. Student demonstrates awareness of the experiences of those in other cultures and historical contexts
2. Student demonstrates understanding diverse worldviews based in cultural and historical context
3. Student considers the experience of others through more than one worldview
4. Student identifies their own cultural patterns, and compares and contrasts them with others
5. Student articulates an understanding of cultural variations in verbal and nonverbal communication

### Function effectively in social and professional environments and make reasoned decisions based on ethical standards, self-awareness, and personal responsibility.

Key Indicators:

1. Student demonstrates understanding of social, cultural or professional contexts
2. Student demonstrates personal self-awareness and responsibility to context
3. Student recognizes and evaluates ethical issues and situations
4. Student evaluates ethical perspectives/concepts and applies them to engage in informed decision-making
5. Student demonstrates effective teamwork