

**Alignment of KVCC Educated Person with  
General Education Learning Outcomes by Domain**  
Adapted from the AACU VALUE Rubrics  
for General Education Outcomes in Higher Education

**Educated Person Outcome 1**

Function competently and responsibly as entry-level members of their respective professions and trades.

*Associated VALUE Rubrics Domains and Outcomes:*

- **Ethical Reasoning**
  - Develop ethical self awareness and value clarification
  - Identify different ethical perspectives and concepts
  - Demonstrate the ability to identify and discern an ethical issue
  - Apply different ethical perspectives and concepts in the analysis of an ethical issue
  - Evaluate the different ethical perspectives and concepts
  
- **Teamwork**
  - Contributes to team meetings
  - Facilitates the contributions of team members
  - Individual contributions outside of team meetings
  - Fosters a constructive team climate
  - Responds to conflict

**Educated Person Outcome 2**

Communicate clearly, effectively, and persuasively in both written and spoken word.

*Associated VALUE Rubrics Domains and Outcomes:*

- **Oral Communication**
  - Oral communication is a prepared, purposeful presentation which demonstrates appropriate:
    - Organization
    - Language
    - Delivery
    - Supporting Material
    - Central Message
  
- **Written Communication**
  - Writing includes consideration of audience, purpose, and the circumstances surrounding the writing tasks
  - Develop written content

- Demonstrate formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields
- Demonstrate ability to incorporate sources and evidence to support a thesis
- Demonstrate control of syntax and mechanics of writing

### **Educated Person Outcome 3**

Utilize resources and technology as lifelong learners in pursuit of both their personal and professional goals.

*Associated VALUE Rubrics Domains and Outcomes:*

- **Information Literacy**
  - Ability to determine the extent of information needed
  - Demonstrates the ability to access information
  - Demonstrates the ability to evaluate information and its sources
  - Use information effectively to accomplish a specific purpose
  - Access and utilize information ethically and legally
- **Inquiry and Analysis**
  - Topic selection
  - Existing knowledge, research, and/or views
  - Design process
  - Analysis
  - Conclusions
  - Limitations and Implications
- **Integrative Learning**
  - Makes connections between relevant experience and academic knowledge
  - Makes connections across disciplines and perspectives
  - Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations
  - Engages in integrated communication
  - Demonstrates a developing sense of self as a learner, building on prior experience to respond to new and challenging contexts (may be evidenced in self-assessment, reflection, or creative work)
- **Reading**
  - A process of simultaneously extracting and constructing meaning through interaction and involvement with written language which demonstrates:
    - Comprehension
    - Genres
    - Making meanings with texts in their contexts

- Interacting with texts in parts and as wholes in analysis
- Interpreting texts as blueprints for meaning
- Participating in academic discourse regarding academic voice

#### **Educated Person Outcome 4**

Recognize opportunities for career advancement through transfer programs with other colleges and universities.

*Associated VALUE Rubrics Domains and Outcomes:*

- **Lifelong Learning Foundations and Skills**
  - Purposeful learning activity, undertaken on an ongoing basis which demonstrates:
    - Curiosity
    - Initiative
    - Independence
    - Transfer of knowledge
    - Reflection

#### **Educated Person Outcome 5**

Solve problems and make decisions based upon logical thinking and analytical skills; Respect cultural, ethical, and intellectual diversity as involved members of their communities.

*Associated VALUE Rubrics Domains and Outcomes:*

- **Civic Engagement**
  - Demonstrates knowledge related to diversity of communities and culture
  - Analysis of knowledge and information
  - Identifies personal civic identity and commitment
  - Engages in civic communication
  - Engages in civic action and reflection
  - Develops an understanding of civic contexts and structures
- **Creative Thinking**
  - Acquire strategies and skills specific to the learning domain
  - Acquired the ability to take specific personal risks or risks of failure including, but not limited to, going beyond the original parameters of the assignment, introducing new materials and forms, tackling controversial topics, supporting unpopular ideas or solutions
  - Solving specific problems
  - Embracing contradictions
  - Demonstrating novel thinking

- Demonstrating the ability to connect, synthesize, and transform disparate information
- **Critical Thinking**
  - Explanation of issues
  - Selecting and using information to investigate a point of view or conclusion
  - Identify the influence of extant context and assumptions
  - Develop a personal position/perspective/thesis/hypothesis
  - Develop conclusions that identify the implications and consequences of the position
- **Intercultural Knowledge and Competence**
  - Cultural self-awareness
  - Knowledge of cultural worldview frameworks
  - Demonstration of empathy
  - Verbal and nonverbal communication which supports a multicultural sensitivity
  - Attitudes toward intercultural knowledge expresses curiosity
  - Attitudes toward intercultural knowledge expresses openness
- **Problem Solving**
  - Define problems
  - Identify strategies
  - Propose solutions and hypotheses
  - Evaluate potential solutions
  - Implement solutions
  - Evaluate outcomes
- **Quantitative Literacy**
  - Ability to explain information presented in mathematical forms
  - Ability to convert relevant information into various mathematical forms
  - Ability to perform mathematical calculations
  - Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis
  - Ability to make and evaluate important assumptions in estimation, modeling, and data analysis
  - Express quantitative evidence in support of the argument or purpose of the work