

UVM's Customizable Module		
During the current school year, about how often have you done the following? <i>Response options: 4=Very often, 3=Often, 2=Sometimes, 1=Never</i>	General Education Curricular Area	General Education Learning Outcome
a. Located information using library databases	Foundational Writing and Informational Literacy – FWIL	FWIL-4 Informational Literacy: Students can locate information using library databases and other means as appropriate.
b. Utilized citation conventions in at least one discipline (MLA Style, Chicago Style, APA Style, etc.)	FWIL	FWIL-6 Informational Literacy: Students can deploy citation conventions in at least one discipline.
c. Summarized the main ideas from an article, book, or other text source	FWIL	FWIL-7 Critical Reading: Students can effectively summarize and evaluate the main ideas and supporting evidence in a text.
d. Wrote multiple drafts of a written assignment to rethink ideas and structure, or edited for clarity	FWIL	FWIL-9 Substantive Revision: Students comprehend that writing is a process that requires multiple drafts to rethink ideas and structure, in addition to editing for clarity.
e. Used concepts learned in a course in recognizing dynamics related to racism in the US	Diversity 1: Race & Racism in the US – D1	D1-4 Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics and/or problem-solve in specific cases related to race and racism in the US
f. Recognized the role of identity-related power dynamics in understanding diversity-related problems	Diversity 2: The Diversity of Human Experience – D2	D2-4 Demonstrate the ability to recognize identity-related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.
g. Engaged in having an informed conversation about the multiple dimensions of sustainability	Sustainability – SU	SU-1 Students can have an informed conversation about the multiple dimensions and complexity of sustainability.

h. Evaluated sustainability using an evidence-based disciplinary approach	SU	SU-2 Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives.
i. Reflected critically about sustainability across a diversity of cultural values	SU	SU-3 Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global.
j. Recognized how your own actions impact sustainability	SU	SU-4 Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability.
NSSE Standard Survey		
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Quantitative Reasoning – QR	QR-2 Interpret data, solve problems, and draw conclusions from data presented in a variety of ways, including analytical, graphical, and tabular, and communicate the thought processes involved.
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QR	QR-3 Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided.
6c. Evaluated what others have concluded from numerical information	QR	QR-3 Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided.