

## Learning Outcomes

The Council on General Education developed the following set of student learning outcomes that were used for the eCore Fact Book 2001-2006. They are derived from the sets of student learning outcomes submitted by institutions of the University System at the time they converted from the quarter calendar to the semester calendar. The Council speculated that the set corresponded to approximately eighty percent of any given institution's learning outcomes. The eCore Subcommittee subsequently adopted these learning outcomes for eCore.

The Council decided not to set out separate learning outcomes for critical thinking and technology skills, even though those outcomes were deemed important. Instead, the Council treated them as components of each learning outcome, where appropriate.

This current report for FY 2007-2010 reflects the same outcomes but be advised that as of October 2009, the Board of Regents approved a new Core Curriculum Policy by USG Core Curriculum Evaluation Committee reflecting new outcomes to be implemented by Fall 2011. The updated outcomes and matrix will be reflected in our next report for FY 2011.

## Common Student Learning Outcomes

The current common student learning outcomes are defined as follows:

### I. Communications:

Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness. Competence within the context of collegiate general education is defined by the following outcomes:

Ability to assimilate, analyze, and present in oral and written forms, a body of information

Ability to analyze arguments

Ability to adapt communication to circumstances and audience

Ability to consider and accommodate opposing points of view

Ability to interpret content of written materials on related topics from various disciplines

Ability to communicate in various modes and media, including the proper use of appropriate technology

Ability to produce communication that is stylistically appropriate and mature

Ability to communicate in standard English for academic and professional contexts

Ability to interpret inferences and develop subtleties of symbolic and indirect discourse

Ability to sustain a consistent purpose and point of view

Ability to compose effective written materials for various academic and professional contexts

*Note: Courses in which a significant number of these elements will be emphasized: ENGL 1101, 1102, 2111, 2112, 2131, 2132; ETEC 1101; HIST 1111, 1112, 2111, 2112; HUMS 1100; PHIL 1001; POLS 1101; COMM 1100; all foreign language courses.*

### II. Quantitative Reasoning and Mathematics:

Quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving. Competence within the context of collegiate general education objectives is defined by the following outcomes:

Ability to model situations from a variety of settings in generalized mathematical forms

Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems

Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning

Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations

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Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships

Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions

Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe

Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life

*Note: Courses in which a significant number of these elements will be emphasized: ETEC 1101; MATH 1101, 1111, 1113, 1501 (Calculus), 1401 (Statistics); BIOL 1011K; GEOL 1011K; ISCI 1101; CSCI 1301; CHEM 1211K, 1212K; PHYS 1211K, 1212K.*

### III. Cultural and Social Perspective:

Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. Competence within the context of collegiate general education objectives is defined by the following outcomes:

Ability to relate local, national, and global social policy

Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change

Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups

Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture

Ability to identify and analyze both contemporary and historical perspectives on contemporary issues

Ability to relate the contributions of groups and individuals to the history of ideas and belief systems

Ability to critically analyze one's own culture

*Note: Courses in which a significant number of these elements will be emphasized: ENGL 2111, 2112, 2131, 2132; ETEC 1101; HIST 1111, 1112, 2111, 2112; HUMS 1100; PHIL 1001; POLS 1101; PSYC 1101; SOCI 1101; all foreign language courses.*

### IV. Scientific Reasoning:

Scientific reasoning will be characterized by understanding and applying the scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena. Competence within the context of collegiate general education objectives is defined by the following outcomes:

Ability to understand basic scientific principles, theories, laws as they apply to all scientific disciplines

Ability to demonstrate knowledge in at least one area of science; Ability to discern the role in and impact on science on society

Ability to identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data

Ability to understand the physical universe and science's relationship to it

Ability to understand the changing nature of science

Ability to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena

Ability to demonstrate critical observation and analysis

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Ability to apply mathematical principles to scientific inquiry, including the use of statistics and formulae to understand quantitative data

*Note: Courses in which a significant number of these elements will be emphasized: MATH 1101, 1111, 1113, 1501 (Calculus), 1401 (Statistics); BIOL 1011K; GEOL 1011K; ISCI 1101; CSCI 1301; CHEM 1211K, 1212K; PHYS 1211K, 1212K; ETEC 1101.*

### V. Aesthetic Perspective:

Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression. Competence within the context of collegiate general education is defined by the following outcomes:

Ability to make informed judgments about art forms from various cultures including one's own culture

Ability to recognize the fine, literary, and performing arts as expressions of human experience

Ability to discern the impact and role of artistic and literary achievement in society and one's personal life

*Note: Courses in which a significant number of these elements will be emphasized: ARTS 1100 (Art Appreciation); ENGL 1101, 1102, 2111, 2112, 2131, 2132; HIST 1111, 1112, 2111, 2112; HUMS 1100; MUSC 1100; PHIL 1001; all foreign language courses.*