

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