ABILITY 1: EFFECTIVE COMMUNICATION

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

By the end of a 1A general education course, student will be able to:

1. Control syntax and mechanics to communicate clearly
2. Choose content, organization and structure to accomplish the purpose of the writing task(s)
3. Respond to considerations of audience, purpose, and the circumstances surrounding the writing task(s)
4. Engage with specific writing processes, strategies, and modes of textual production or publication related to disciplines or specialized contexts
5. Effectively use sources and evidence

Comments addressing 1A more globally:

* Could this all be simplified?
* Students can develop an intro
* Student can write a paper using sources
* Student can write a conclusion
* In support of DEI, should we add an outcome that says, Student uses digital tools to spell check and correct accessibility issues

ABILITY 1: EFFECTIVE COMMUNICATION

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

By the end of a 1B general education course, student will be able to:

* + - 1. Present an identifiable and compelling central idea
1. Use delivery techniques that enhance the presentation
2. Use language that supports the effectiveness of a presentation
3. Make purposeful choices among possible alternatives that make them more likely to accomplish their purpose
4. Deliver presentations to increase knowledge, to foster understanding, or to promote change in an audience’s attitudes, values, beliefs, or behaviors

ABILITY 2: Critical thinking

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

By the end of a 2A general education course, student will be able to:

1. Explain issues and complex problems
2. Select and use information to investigate a point of view or conclusion
3. Analyze text, data, or issues
4. Assess influence of context and assumptions
5. Take specific positions in relation to an issue while acknowledging different perspectives
6. Make conclusions that reflect awareness of implications and consequences

ABILITY 2: Critical thinking

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

By the end of a 2B general education course, student will be able to:

1. Provide evidence of research and information-gathering processes
2. Determine the extent and type of information needed
3. Assess needed information
4. Evaluate information and its sources critically
5. Organize, Communicate, and synthesize information from sources to achieve a specific purpose
6. Access and use information ethically and legally

ABILITY 3: quantitative and scientific reasoning

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

By the end of a 3A general education course, student will be able to:

* 1. Generate empirically evidenced and logical arguments
	2. Distinguish scientific arguments from non-scientific arguments
	3. Recognize and apply methods of inquiry that lead to scientific knowledge
	4. Reason by deduction, induction, and analogy
	5. Distinguish between causal and correlational relationships

Comments addressing 3A more globally:

* Too broad (++)
* #2 is OK; the rest are too general
* Learning outcomes are suited for a Logic/Philosophy class. It is harder to apply to a science class
* Proposed outcome to include: Student is able to draw conclusions from data

Leslie unable to interpret sticky note reading:

|  |
| --- |
| * Scientific inquiry
* Evolutionary theory
* Conservation of mass and energy
* Orbital theory
 |

ABILITY 3: quantitative and scientific reasoning

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

By the end of a 3B general education course, student will be able to:

1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
3. Perform calculations to solve quantitative problems
4. Make judgments and draw appropriate conclusions based on quantitative analysis of data, and recognize the limits of this analysis
5. Make and evaluate necessary assumptions in estimation, modeling, and data analysis
6. Express quantitative evidence in support of the argument or purpose of the work

ABILITY 4: AWARENESS OF ONESELF AND THE WORLD

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

By the end of a 4A general education course, student will be able to:

1. Demonstrate awareness of the experiences of those in other cultures and historical contexts
2. Demonstrate understanding diverse worldviews based in cultural and historical context
3. Consider the experience of others through more than one worldview
4. Identifies their own cultural patterns, and compare and contrast them with others
5. Articulate an understanding of cultural variations in verbal and nonverbal communication

ABILITY 4: AWARENESS OF ONESELF AND THE WORLD

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

By the end of a 4B general education course, student will be able to:

1. Demonstrate understanding of social, cultural or professional contexts
2. Demonstrate personal self-awareness and responsibility to context
3. Recognize and evaluate ethical issues and situations
4. Evaluate ethical perspectives/concepts and apply them to engage in informed decision-making
5. Demonstrate effective teamwork