

# UW-Green Bay General Education Measurable Learning Outcomes

## Fall 2014 Implementation

The Skills Development aspects of each course will be used during the GEC approval process of all future general education course proposals. Additionally when the General Education Program undergoes regular internal program evaluations in the future the Skills components of the general education courses will be reviewed/assessed during that process. Please note the one area that you have seen in both the skills and specific general education course requirements to this point is in the area of Quantitative Literacy/Competency. This was originally proposed as a Skill only aspect but the Faculty Senate voted to include such a course as a general education curricular requirement. That aspect will now be assessed with the other general education course requirements and not during the General Education Program Review process.

### **Interdisciplinary Learning Outcome:**

Students will be able to:

- Apply interdisciplinary thinking to issues and problems.
- Articulate how different perspectives enhance our ability to understand a problem/issue.

### **Problem Solving Learning Outcome:**

Students will be able to:

- Articulate a problem including assumptions and definitions.
- Identify, employ, and evaluate techniques for generating possible solutions.
- Identify criteria by which to evaluate possible solutions.

### **Communication Learning Outcome:**

Students will be able to:

- Speak and write effectively using appropriate channels or mechanisms of communication.
- Interpret complex messages from multiple perspectives.

### **Information Literacy Learning Outcome:**

Students will be able to:

- Identify, collect, evaluate, and use information and its sources critically.
- Use information to accomplish a specific purpose.

All other areas of General Education Measurable Outcomes will be assessed in the campus wide assessment of general education that in essence is prepared for the external accrediting body that grants university accreditation. It is our goal to remain one of those campuses that will now regularly find itself on a ten-year accreditation cycle as it took UW-Green Bay many years to reach that benchmark.

### **Global Culture Learning Outcome:**

Students will be able to:

- Demonstrate an understanding of cultural, political, geographic, economic and /or socio-cultural similarities or differences outside the United States.
- Apply cultural understanding in judgments about global issues.

or

Students completing a travel course or study abroad will be able to:

- Recognize and analyze similarities, differences, and interconnections between the host country and the United States.

### **Ethnic Studies Learning Outcome:**

Students will be able to:

- Identify ethnic, racial, and cultural contrasts and similarities in the United States.
- Describe ethnic/racial relations in the United States from multiple perspectives.

**Sustainability Learning Outcome:**

- Students will be able to engage in informed judgments about sustainability and its complex and contentious problems as socially responsible citizens.

**Quantitative Competency Learning Outcome:**

Students will be able to:

- Communicate and validate quantitative information.
- Apply analytical concepts and operations to aid in problem-solving, decision-making, and other real-world problems.

**Natural Sciences Learning Outcomes:**

Students will be able to demonstrate a fundamental understanding of the natural sciences, including being able to:

- Explain central principles and theories of physical **and** biological sciences
- Describe the inquiry process through which the sciences approach the development of understanding of the physical world.

**Humanities Learning Outcomes:**

Students will be able to demonstrate a fundamental understanding of the humanities, including being able to:

- Describe the humanities unique ways of understanding major events and movements in Western and world civilizations. **and/or**
- Critically examine a range of literary, philosophical, and other cultural texts produced by those movements. **and/or**
- Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. **and/or**
- Analyze and produce complex forms of expression.

**Social Sciences Learning Outcomes:**

Students will be able to demonstrate a fundamental understanding of the social sciences, including being able to:

- Identify major concepts of social, political, geographic and economic structures. **or**
- Analyze the impact that social institutions and values have on individuals and groups in a culture. **or**
- Apply social science methods and tools to address problems.

**Fine Arts Learning Outcomes:**

Students will be able to demonstrate a fundamental understanding of the arts, including being able:

- Identify the historical and cultural significance of an art form. **and/or**
- Apply the technical skills and knowledge necessary to create or perform artistic works.

## Assessment Inventory – General Education Quantitative Literacy

Please answer the following questions regarding student performance on a selected assignment, project, test question, etc. in your course this semester. If a student meets the criteria 75% or more of the time please answer “yes.” If the criteria doesn’t pertain to your selected assignment, etc. skip the question.

<b>Interprets data or information presented in various formats</b>	<b>yes</b>	<b>no</b>
Accurately reads data or information		
Demonstrates a basic understanding of fundamental measurements		
Identifies relationships between variables		

<b>Validates quantitative information</b>	<b>yes</b>	<b>no</b>
Evaluates source quality		
Identifies limitations and/or sources of error		
Notes inconsistencies in data or information		
Cross-checks information		

<b>Communicates quantitative information</b>	<b>yes</b>	<b>no</b>
Provides a logical framework for discussion		
Uses terminology appropriately		
Describes relationships between concepts		
Presents results in an appropriate format		

<b>Applies analytical knowledge for real world understanding</b>	<b>yes</b>	<b>no</b>
Identifies relevant concepts		
Draws evidence based conclusions		
Supports conclusions with sophisticated arguments		
Makes meaning from quantitative information		

<b>Demonstrates analytical skills in decision-making and creative problem solving</b>	<b>yes</b>	<b>no</b>
Utilizes an appropriate process for the problem		
Uses appropriate concepts in creation of original work		
Performs operations accurately		
Makes evidence based decisions		
Supports decisions with reasoned arguments		

## Assessment Inventory – General Education Sustainability

Please answer the following questions regarding student performance on a selected assignment, project, test question, etc. in your course this semester. If a student meets the criteria 75% or more of the time please answer “yes.” If the criteria doesn’t pertain to your selected assignment, etc. skip the question.

<b>Demonstrates a basic knowledge of sustainability</b>	<b>yes</b>	<b>no</b>
Defines environmental sustainability		
Defines social sustainability		
Defines economic sustainability		
Recognizes sustainable principles and practice		

<b>Recognizes the complexity and multi-faceted nature of sustainability</b>	<b>yes</b>	<b>no</b>
Recognizes the interdependence of economic, social, and environmental spheres on sustainability		
Generalizes underlying principles of sustainability across contexts		
Identifies the social, economic, and technological limitations to implementing sustainable practice		
Recognizes the influence of spatial (local to global) scale on sustainability		
Recognizes the influence of temporal (historical to contemporary) scale on sustainability		
Recognizes that personal values influence views of sustainability		

<b>Makes informed judgments</b>	<b>yes</b>	<b>no</b>
Distinguishes between sustainable principles and practice versus non-sustainable principles and practice		
Weighs the short-term and long-term impact of decisions relating to sustainability		
Synthesizes knowledge and values (personal, religious, political, etc) to inform decisions		

<b>Integrates sustainability and social responsibility</b>	<b>yes</b>	<b>no</b>
Recognizes the effect of personal choices on sustainability		
Articulates political solutions surrounding sustainability		
Demonstrates engagement in sustainable practices		