

# **Community College Examples of General Education Learning Outcomes\***

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**\*Materials were taken directly off campus websites and were sometimes lightly reformatted to fit the printed page.**

## Cabrillo Community College Core Competencies

Retrieved July 10, 2007 from  
[http://www.cabrillo.edu/services/pro/assess/assessweb/4cores\\_tmp.htm](http://www.cabrillo.edu/services/pro/assess/assessweb/4cores_tmp.htm)

### I. Communication

Students will communicate effectively, which means the ability to:

- A. Read – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs
- B. Write – Students demonstrate the ability to:
  - Communicate thoughts, ideas, information, and messages in writing
  - Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style, and format
  - Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar
- C. Listen—Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages
- D. Speak and/or Converse – Students have the ability to:
  - Organize ideas and communicate verbal, or non-verbal messages appropriate to the audience and the situation
  - Participate in conversations, discussions, and group activities
  - Speak clearly and ask questions

### II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

- A. Analyze – including:
  - Applying rules and principles to new situations
  - Discovering rules and applying them in the problem solving process
  - Using logic to draw conclusions from information given
  - Differentiating between facts, influences, assumptions, and conclusions
- B. Compute – demonstrated by an ability to:
  - Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator
  - Use tables, graphs, charts, and diagrams to explain concepts or ideas
  - Use basic geometrical shapes, such as: lines, angles, shapes, and space
- C. Research – demonstrate abilities to:
  - Collect Information
  - Identify the need for data
  - Obtain data from various sources
  - Organize, process, and maintain records of the information collected
  - Analyze the information for relevance and accuracy
  - Synthesize, evaluate and communicate the results
  - Determine which technology resources will produce the desired results
  - Use current technology to acquire, organize, analyze, and communicate information
- D. Solve Problems – Students demonstrate the ability to:

- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to resolve the issue
- Monitor, evaluate, and revise when necessary

### III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its:

- A. Scientific complexities – Students demonstrate an understanding of:
  - The scientific method
  - How experiments work
  - The major differences between social, natural and physical sciences
- B. Social diversity and civics – Students demonstrate an ability to:
  - Interface with people from a variety of backgrounds
  - Understand different cultural beliefs and behaviors
  - Recognize important social and political issues in their own community
- C. Artistic variety – Students have been exposed to:
  - The visual arts, including: drawing, painting, sculpture, photography and digital media, and/or music of one or many cultures.
  - Analytical techniques for understanding the meaning in art, or they have
  - Hands-on experience with creative endeavors

### IV. Personal Responsibility and Professional Development

- A. Understands and Manages Self - the student is able to:
  - Accurately assess his/her own knowledge, skills, and abilities
  - Motivate self and sets realistic goals
  - Accept that taking feedback well is important to success
  - Respond appropriately to challenging situations
- B. Social and Physical Wellness - students make an appropriate effort to:
  - Manage personal health and wellbeing
  - Demonstrate appropriate social skills in group settings
- C. Workplace Skills - students understand the importance of:
  - Being dependable, reliable, and accountable
  - Meeting deadlines and completing tasks
  - Maintaining a professional attitude

## Delta College GE Learning Outcomes

Retrieved July 10, 2007 from <http://www.delta.edu/gened/themes/index.html>

### **Theme 1: Information Processing - Students develop literacy skills to gather, process, apply and present information.**

- **Written Literacy Objective:** The student will demonstrate the ability to use written text (reading and writing) as a means of working with information.
- **Spoken Literacy Outcome:** The student will demonstrate the ability to use the spoken word as a means of working with information.
- **Quantitative Literacy Outcome:** The student will demonstrate the ability to use mathematical symbols as a means of working with information.
- **Arts Literacy Outcome:** The student will demonstrate the ability to use artistic works as a means of working with information.
- **Technology Literacy Outcome:** The student will demonstrate the ability to use technology as a means of working with information.
- **Access, Analyze and Utilize Information Outcome:** Students will demonstrate the ability to access, analyze and use information that will contribute toward a predefined goal.
- **Critical Thinking:** Using appropriate intellectual standards, students will propose a plan to work with information in order to reach a pre-defined goal.

### **Theme 2: Values Based Behaviors - Students reflect on their values in the context of relevant information to make informed decisions about their behaviors.**

- **Personal Wellness Outcome:** The student will identify their wellness choices and compare them to consequences of currently recommended habits.
- **Interpersonal Skills Outcome:** The student will identify the choices of their personal interaction skills and compare them to practices that facilitate productive interaction with others.
- **Civic Engagement Outcome:** The student will identify their civic engagement choices and compare them to the consequences of acting as an informed, thoughtful and effective member of a democratic society.
- **Global Awareness Outcome:** The student will identify how their choices interact with the dynamics of the contemporary global community and its geographic, cultural, economic, political and historical dimensions.
- **Diversity Outcome:** The student will identify their reactions to diversity, and how those reactions affect their lives at personal level, an interpersonal level, a societal level and a global level.
- **Critical Thinking:** Using appropriate intellectual standards, students will reflect on their behaviors and value systems and identify ways to better align the two.

## Lane Community College GE Learning Outcomes

Retrieved July 10, 2007 from <http://www.lanec.edu/vanguard/GenEdOutcomes.htm>

### Students completing general education will:

1. Communicate effectively
  - demonstrate understanding and use of effective and respectful listening, interpersonal, small group/collaborative, and public communication skills among diverse populations
  - demonstrate effective writing skills through principles of clear thinking; awareness of audience; appropriate conventions of format, structure, and language; and clear thesis development
  - be able to read critically for information; develop new ways of seeing and understanding the world; understand points of view and multiple perspectives
  - demonstrate general information literacy: critically analyze, synthesize, and evaluate various forms of information including written texts and other media
  - develop understanding of another culture through language study
2. Think critically and solve problems effectively
  - apply the scientific method, incorporating the appropriate mathematical skills or processes as needed in various problem solving contexts
  - interpret, translate, and communicate quantitative information expressed in mathematical notation, graphs, charts, tables, symbols, or standard English
  - interpret and make inferences from data; estimate outcomes where appropriate
  - determine whether conclusions or solutions are reasonable, using inductive and deductive reasoning
  - apply technology competently, selecting and using tools appropriate to tasks
3. Increase understanding of the relationship between self and community, including self-awareness and personal responsibility
  - describe interacting facets of environmental and personal health, and identify steps to protect and preserve environmental resources
  - plan, implement, and evaluate lifestyle change strategies which contribute to optimal physical and mental health
  - describe core aspects of today's integrated global society, including historical perspective, cross-cultural variation, gender issues, as well as group function, interaction and change
4. Explore academic disciplines of liberal arts, social sciences, and physical sciences
  - value artistic expression and human creativity
  - understand fundamental concepts of physical and life sciences
  - understand diverse roots of our nation and world civilizations
  - understand the role and appropriate uses of technology in our global society

## Mesa Community College GE Learning Outcomes

Retrieved July 10, 2007 from

<http://www.mc.maricopa.edu/about/orp/assessment/FAQ.html#Anchor-What-14210>

### **Communication**

1. Write a clear, well-organized paper using documentation and quantitative tools when appropriate.
2. Construct and deliver a clear, well-organized, verbal presentation.

### **Numeracy**

1. Identify and extract relevant data from given mathematical situations.
2. Select known models or develop appropriate models that organize the data into tables or spreadsheets, graphical representations, symbolic/ equation format.
3. Obtain correct mathematical results and state those results with the qualifiers.
4. Use the results.

### **Problem Solving/Critical Thinking**

1. Identify a problem or argument.
2. Isolate facts related to the problem.
3. Differentiate facts from opinions or emotional responses.
4. Ascertain the author's conclusion.
5. Generate multiple solutions to the problem.
6. Predict consequences.
7. Use evidence or sound reasoning to justify a position.

### **Scientific Inquiry**

*Demonstrate scientific inquiry skills related to:*

1. **Hypothesis:** Distinguish between possible and improbable or impossible reasons for a problem.
2. **Prediction:** Distinguish between predictions that are logical or not logical based upon a problem presented.
3. **Assumption:** Recognize justifiable and necessary assumptions based on information presented.
4. **Interpretation:** Weigh evidence and decide if generalizations or conclusions based upon given data are warranted.
5. **Evaluation:** Distinguish between probable and improbable causes, possible and impossible reasons, and effective and ineffective action based on information presented.

### **Arts and Humanities**

1. Demonstrate knowledge of human creations.
2. Demonstrate an awareness that different contexts and/or world views produce different human creations.
3. Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience.
4. Demonstrate an ability to evaluate human creations.

### **Information Literacy**

1. Given a problem, define specific information needed to solve the problem or answer the question.
2. Locate appropriate and relevant information to match informational needs.

3. Identify and use appropriate print and/or electronic information sources.
4. Evaluate information for currency, relevancy, and reliability.
5. Use information effectively.

### **Cultural Diversity**

1. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles.
2. Identify and explain major cultural, historical and geographical issues that shape our perceptions.
3. Identify and explain social forces that can effect cultural change.
4. Identify biases, assumptions, and prejudices in multicultural interactions.
5. Identify ideologies, practices, and contributions that persons of diverse backgrounds bring to our multicultural world.

### **What are the student learning outcomes for the workplace?**

1. **Ethics:** The ability to commit to standards of personal and professional integrity, honesty and fairness.
2. **Interpersonal Skills:** The ability to utilize oral, written and listening skills to effectively interact with others.
3. **Critical Thinking:** The ability to analyze and evaluate information and utilize a variety of resources in making decisions or solving problems.
4. **Organization:** The ability to prioritize, meet deadlines and complete assignments in a timely manner; adapt to a constantly changing workload and environment; and identify realistic goals and inventions for short and long term planning.
5. **Teamwork:** The ability to collaborate with others toward the accomplishment of common goals.
6. **Technology Literacy:** The ability to use technology and understand its value and purpose in the workplace.
7. **Personal and Professional Responsibilities:** The ability to assess the range of one's abilities, accept responsibility for setting realistic goals, and implement a plan for personal and professional well-being.

### **What are the student learning outcomes for developmental education?**

- **Reading**

Read written and graphically-presented information and draw correct and/or reasonable inferences and conclusions from the information.

Recognize how basic principles from one discipline generalize to other disciplines.

- **English**

Given written and graphically-presented information, create a thesis and support it with evidence from the information.

- **Mathematics**

Given a mathematical problem, demonstrate critical thinking skills by:

1. interpreting the problem
2. determining the correct mathematical operations for the problem
3. using estimation in reaching a solution
4. solving the problem
5. determining the reasonability of a solution

## Paradise Valley Community College General Education Learning Outcomes

Retrieved July 10, 2007 from <http://www.pvc.maricopa.edu/AI/outcomes.html>

### **Critical Thinking is exhibited by the ability to:**

- respond to material by distinguishing between facts and opinions, judgments and inferences, inductive and deductive arguments, and the objective and subjective;
- generate questions, construct and recognize the structure of arguments, and adequately support arguments;
- define, analyze, and devise solutions for problems and issues;
- collect, organize, classify, correlate, analyze and present materials and data;
- integrate information and identify relationships; and
- evaluate information, materials, and numerical and/or graphical data by drawing inferences, arriving at reasonable and informed conclusions, applying understanding and knowledge to new and different problems, developing rational and reasonable interpretations, suspending beliefs and remaining open to new information, methods, cultural systems, values and beliefs and by assimilating information.

### **I. Communication**

#### **A. Listening**

The student will be able to listen to others with literal and critical comprehension.

1. The student will be able to listen with literal comprehension.
  - a. recognize main ideas
  - b. identify supporting details
  - c. recognize explicit relationships among ideas
  - d. recall basic ideas and details
2. The student will be able to listen with critical comprehension.
  - a. attend with an open mind
  - b. receive the speaker's purpose and organization of ideas and information
  - c. discriminate between statements of fact and statements of opinion
  - d. distinguish between emotional and logical statements
  - e. detect bias and prejudice
  - f. recognize the speaker's attitude
  - g. synthesize and evaluate by drawing logical inferences and conclusions
  - h. recall the implications and arguments
  - i. recognize discrepancies between the speaker's verbal and nonverbal messages
  - j. employ active listening techniques when appropriate

#### **B. Reading**

The student will be able to read critically and to be able to:

1. identify both stated and implied main ideas.
2. define the relationships between main ideas and supporting ideas.
3. recognize the organizational structure of written material.
4. paraphrase ideas fairly.
5. distinguish between fact and opinion.
6. make appropriate inferences.

7. accurately describe the author's purpose and tone.
8. value reading as a source of lifelong learning and recreational enjoyment.
9. successfully apply critical reading skills to a wide range of materials.
10. comprehend, apply, synthesize, evaluate, form opinions, and make appropriate decisions based on written text.

### **C. Speaking**

The student will be able to:

1. communicate orally his/her ideas on a topic objectively or subjectively in a competent and confident manner.
2. choose and narrow a topic appropriately for the audience, occasion, and purpose.
3. communicate the thesis/specific purpose in a manner appropriate for the audience and occasion.
4. provide supporting material appropriate to the topic, audience, occasion, and purpose.
5. use an organizational pattern appropriate to the topic, audience, occasion, and purpose.
6. use language appropriate to the topic, audience, occasion, and purpose.
7. use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest and that is appropriate to the topic, audience, occasion, and purpose.
8. use pronunciation, grammar, and articulation appropriate to the topic, audience, occasion, and purpose.
9. use physical behaviors that support the verbal message and that are appropriate to the topic, audience, occasion, and purpose.

### **D. Writing**

The student will be able to communicate in writing his / her ideas:

1. on a topic objectively or subjectively in a competent manner.
2. in an organized manner using an appropriate rhetorical strategy.
3. logically using appropriate language (word choice, voice, and tone), supporting materials, and transitions that meet the needs of the intended audience.
4. using appropriate grammar, sentence structure, punctuation, spelling, and format, and within a given word count.

## **II. Information Literacy**

The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given task.

1. The student will be able to determine the nature and extent of the information needed.
2. The student will be able to access needed information effectively and efficiently.
3. The student will be able to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.
4. The student, individually or as a member of a group, will be able to use information effectively to accomplish a specific purpose.
5. The student will be able to understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

## **III. Problem Solving**

The student will be able to analyze information and solve problems.

The student will be able to:

1. distinguish between probable and improbable causes of a problem.
2. distinguish between plausible and implausible inferences, predictions and interpretations based upon a problem presented.
3. recognize and evaluate assumptions based on information presented in a short passage.
4. recognize restatement of data, valid hypotheses and the reasons for data presented.
5. weigh evidence and decide if generalizations or conclusions based upon the given data are warranted.
6. determine if data from various experiments (sources) support one or another hypothesis based upon a given problem.
7. distinguish between effective and ineffective action based on information presented.
8. predict consequences.
9. use evidence or sound reasoning to justify a position.
10. distinguish between relevant and extraneous facts when presented with a problem.
11. determine the appropriate method of inquiry when presented with a problem.

#### **IV. Technology**

The student will be able to use technological resources appropriately and efficiently.

The student will be able to:

1. use online and electronic resources to communicate, collaborate, and retrieve information.
2. The student will be able to use input and output devices to successfully access modern technologies.
3. The student will be able to use a variety of technology and multimedia resources and applications to remediate skill deficits, facilitate learning throughout the curriculum, and support personal, academic, and professional productivity.
4. The student will be able to determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
5. The student will be able to understand and communicate, using accurate terminology, common uses of technology in daily life and the advantages and disadvantages those uses provide.
6. The student will be able to understand and effectively utilize a networked computer system.
7. The student will be able to apply strategies for identifying and solving routine hardware and software problems.
8. The student will be able to advocate and apply positive social and ethical behaviors when using technology and identify the consequences of misuse.  
The student will be able to demonstrate knowledge of, and make informed choices among technology systems, resources, and services.