

# Oregon Tech

Students will demonstrate these institutional student-learning outcomes:

- Effective oral, written and visual communication.
- The ability to work effectively in teams and/or groups.
- An understanding of professionalism and ethical practice.
- Critical thinking and problem solving.
- Lifelong and independent learning skills.
- Mathematical knowledge and skills.
- Scientific knowledge and skills in scientific reasoning.
- Cultural awareness.

# Oregon State University

## **Category Learning Outcomes of the Baccalaureate Core**

For all Bacc Core courses, category learning outcomes must appear verbatim on the course syllabus and must be assessed.

Students taking a course in the designated category will:

## **Skills**

### **Writing I**

1. Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.
2. Demonstrate an understanding of language, form, and style.
3. Incorporate critical thinking at all steps in their writing process.

### **Writing II**

1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
3. Apply critical thinking to writing and writing process, including revision.

### **Speech**

1. Demonstrate ethical and competent communication.
2. Articulate theories of communication and/or rhetoric.
3. Apply critical thinking to communication and/or rhetoric.

### **Mathematics**

1. Identify situations that can be modeled mathematically.
2. Calculate and/or estimate the relevant variables and relations in a mathematical setting.
3. Critique the applicability of a mathematical approach or the validity of a mathematical conclusion.

### **Fitness**

1. Identify and explain scientific principles and concepts of physical fitness, nutrition, and positive health behaviors.
2. Develop a personally appropriate fitness and health program, including, for example, realistic physical activity, behavior-change strategies, stress management, and nutrition.
3. Through regular and sustained engagement, demonstrate the knowledge, skill, and ability to participate in a selected physical activity for health, fitness, sport, or recreation.

## **Perspectives**

### **Biological and Physical Sciences**

1. Recognize and apply concepts and theories of basic physical or biological sciences.
2. Apply scientific methodology and demonstrate the ability to draw conclusions based on observation, analysis, and synthesis.
3. Demonstrate connections with other subject areas.

### **Cultural Diversity**

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

### **Literature and the Arts**

1. Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.
2. Analyze how literature/the arts reflect, shape, and influence culture.
3. Reflect critically on the characteristics and effects of literary and artistic works.

### **Social Processes and Institutions**

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

#### **Western Culture**

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

### **Synthesis**

#### **Contemporary Global Issues**

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

#### **Science, Technology, and Society**

1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

### **Difference, Power, and Discrimination (DPD)**

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

### **Writing Intensive Courses (WIC)**

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

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[Bacc Core Outcomes \(PDF\)](#)

# Lane Community College

## Core Learning Outcomes

### THINK • ENGAGE • CREATE • COMMUNICATE • APPLY

#### Think critically

*Definition:* Critical thinking is an evaluation process that involves questioning, gathering, and

analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think

critically:

- **Identify** and define key issues
- **Determine** information need, find and cite relevant information
- **Demonstrate** knowledge of the context and complexity of the issue
- **Integrate** other relevant points of view of the issue
- **Evaluate** supporting information and evidence
- **Construct** appropriate and defensible reasoning to draw conclusions

#### Engage diverse values with civic and ethical awareness

*Definition:* Engaged students actively participate as citizens of local, global and digital communities. Engaging requires recognizing and evaluating one's own views and the views of

others. Engaged students are alert to how views and values impact individuals, circumstances,

environments and communities. Students who engage:

- **Recognize and clarify** personal values and perspectives
- **Evaluate** diverse values and perspectives of others
- **Describe** the impact of diverse values and perspectives on individuals, communities, and the world
- **Demonstrate** knowledge of democratic values and practices
- **Collaborate** with others to achieve shared goals.

#### Create ideas and solutions

*Definition:* Creative thinking is the ability and capacity to create new ideas, images and solutions, and combine and recombine existing images and solutions. In this process, students

use theory, embrace ambiguity, take risks, test for validity, generate new questions, and persist

with the problem when faced with resistance, obstacles, errors, and the possibility of failure.

Students who create:

- **Experiment** with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes
- **Explore** or resolve innovative and/or divergent ideas and directions, including contradictory ideas
- **Utilize** technology to adapt to and create new media
- **Invent** or hypothesize new variations on a theme, unique solutions or products; transform and

revise solution or project to completion

- **Persist** when faced with difficulties, resistance, or errors; assess failures or mistakes and rework

- **Reflect** on successes, failures, and obstacles

## Communicate effectively

*Definition:* To communicate effectively, students must be able to interact with diverse individuals and

groups, and to adjust messages according to audience, purpose, language, culture, topic, and context.

Effective communicators also value and practice honesty and respect for others, exerting the effort

required to listen and interact productively. Students who communicate effectively:

- **Select** an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for

conveying the message

- **Create and express** messages with clear language and nonverbal forms appropriate to the audience

and cultural context

- **Organize** the message to adapt to cultural norms, audience, purpose, and medium

- **Support** assertions with contextually appropriate and accurate examples, graphics, and quantitative

information

- **Attend** to messages, negotiate shared meaning, identify sources of misunderstanding, and signal

comprehension or non-comprehension

- **Demonstrate** honesty, openness to alternative views, and respect for others' freedom to dissent

## Apply Learning

*Definition:* Applied learning occurs when students use their knowledge and skills to solve problems,

often in new contexts. When students also reflect on their experiences, they deepen their learning. By

applying learning, students act on their knowledge. Students who apply learning:

- **Connect** theory and practice to develop skills, deepen understanding of fields of study and broaden

perspectives

- **Apply** skills, abilities, theories or methodologies gained in one situation to new situations to solve

problems or explore issues

- **Use mathematics and quantitative reasoning** to solve problems

- **Integrate and reflect** on experiences and learning from multiple and diverse contexts

# Southwestern Oregon Community College

## Associate of General Studies Degree

### General Education Outcomes

Upon successful completion of this program the student will be able to:

#### Writing

- Read actively, think critically, and write purposefully, capable, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice and self expression.
- Focus, organize and logically develop the ideas in their written work.

#### Speech/Oral Communication

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

#### Mathematics

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

#### Health and Physical Education

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed, and power.

#### Computer Literacy

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: Start and exit either the Word or Excel application, modify the display of tool bars and other on-screen elements, use online help, and perform file

management, editing, formatting, and printing functions common to Word, Excel and most Windows applications.

- Identify common terminology associated with computer networks and the Internet
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

### **Distribution Requirements Outcomes**

Upon successful completion of this program the student will be able to:

#### Arts and Letters

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

#### Social Sciences

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

#### Math/Science/Computer Science

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
- Comprehend scientific and technical information to generate new ideas, solutions, models and further questions confidently, and creatively.