



AUBURN

UNIVERSITY

Core Curriculum Oversight Committee

Learning Outcomes
University Senate

Dr. Linda S. Glaze, Chair

Core Curriculum Oversight Committee

Faculty Representatives from the Core Areas:

James Bradley, Department of Biological Sciences

Philip Chaney, Department of Geology and Geography

Charles Israel, Department of History

Scott Phillips, Department of Theatre

Dennis Rygiel, Department of English

Ed Slaminka, Department of Mathematics

Core Curriculum Oversight Committee

Faculty Representatives from the Non-Core Areas:

Steve Duke, Department of Chemical Engineering

Mary Goodman, Department of Agronomy and Soils

Pamela Ulrich, Department of Consumer Affairs

David Zuwiyya, Department of Foreign Languages and Literatures

Core Curriculum Oversight Committee

Representative from the University Libraries:

University Librarian: Nancy Noe

Continuing/Ex-Officio:

Associate Provost for Undergraduate Studies: Linda S. Glaze

Director of Institutional Research and Assessment: Drew Clark

What Is This?

Intended Learning Outcomes

- More general in nature than outcomes for a typical program of study;
- Educational goals **all** students should reach, regardless of chosen degree program;
- Every course in the university curriculum may contribute to student attainment of these goals.

Curriculum Model vs. Learning Outcomes

➤ Curriculum Model:

- Defines the courses students must take;
- Implies what knowledge and skills students should acquire from the courses.

Curriculum Model vs. Learning Outcomes

➤ Learning Outcomes Approach:

- First defines the knowledge and skills students should acquire;
- Then considers the means by which students will acquire the knowledge and skills;
- Attempts a holistic assessment of the skills and competencies students have gained from their college experience;
- Individual courses remain central to achieving these outcomes;
- Most of the goals are introduced in the core curriculum and developed within the major, alongside co-curricular experiences.

Learning Outcomes (sample)

Goal	Student Learning Outcome
Analytical Skills and Critical Thinking	<p><i>Students will be able to apply simple mathematical methods to the solution of real-world problems.</i></p> <ol style="list-style-type: none">1. Demonstrate mathematical skills sufficient to interpret and critically evaluate quantitative information presented in news and other reports published for general audiences.2. Perform calculations with integers, fractions (rational numbers), decimals, ratios, and percents.3. Use arithmetic, algebraic, geometric, and statistical methods, to solve problems.4. Interpret quantitative or symbolic models such as formulas, graphs, tables, and charts, and draw inferences from them.5. Represent mathematical information symbolically, numerically, visually, and verbally.6. Generate and apply conclusions based on patterns.7. Recognize that mathematical and statistical methods have limitations.



Why This Matters?

➤ Importance of Learning Outcomes

- All faculty should be concerned about the total educational effort of the university;
- Enables the university to consider what abilities we want all Auburn graduates to attain;
- Enables the university to evaluate general strengths of an Auburn education.

Why This Matters?

➤ SACSCS C.S. 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Timeline

1. Faculty Feedback

- March 7-April 1;
- Several faculty members across the Colleges / Schools responded;

2. Requesting University Senate adoption.

Learning Outcomes

To see entire list of outcomes:

[http://www.auburn.edu/academic/provost/
undergrad_studies/ccoc_learningoutcomes.html](http://www.auburn.edu/academic/provost/undergrad_studies/ccoc_learningoutcomes.html)