

REVISIONS TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES

*Auburn University Senate Information Item,
August 2014*

Current Student Learning Outcomes (SLOs)

Information Literacy

1. Students will be information literate.

Analytical Skills and Critical Thinking

2. **Students will be able to read analytically and critically.**
3. **Students will be able to critique and construct an argument effectively.**
4. Students will be able to apply simple mathematical methods to the solution of real-world problems.
5. **Students will be able to select and use techniques and methods to solve open-ended, ill-defined or multi-step problems.**

Effective Communication

6. Students will be able to write effectively.
7. Students will demonstrate effective oral communication skills.

Informed and Engaged Citizenship

8. **Students will be informed and engaged citizens of the United States and the world.**

Intercultural Knowledge and Diversity Awareness

9. Students will understand and appreciate the diversity of and within societies of the United States and the world.

Scientific Literacy

10. **Students will understand and appreciate methods and issues of science and technology.**

Aesthetic Appreciation and Engagement

11. Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.

Changes – Analytical & Critical Reading (SLO 2)

Current measures:

1. Identify the situation behind the text, including the subject, the intended audience(s), and the writer's relationship to the subject and audience(s).
2. Identify the writer's purpose(s) and the main point or thesis that the author's purpose or set of purposes entails.
3. Analyze the major points made in developing and/or supporting the main point or thesis and the kinds of material used for the development and/or support.
4. Analyze the overall organization of the text as well as the organization of the body paragraphs.
5. Analyze the writer's voice, tone, and style.
6. Analyze the writer's basic assumptions and the implications of what the writer is saying.
7. Evaluate how well the writer accomplishes his or her purpose(s), and identify the elements that contribute to or detract from the effectiveness of the text.

As Approved by the CCGEC, Spring 2014:

1. Identify the writer's purpose(s) and its or their implications.
2. Analyze the major points made in developing the main point or thesis and the kinds of material used for the development and/or support.
3. Analyze the writer's basic assumptions and its implications.
4. Analyze the writer's voice, tone, style, and effectiveness of the writer's argument or major points.

Changes – Ability to Critique an Argument (SLO 3A)

Current measures:

1. Identify and state the central argument.
2. Identify and evaluate the key assumptions.
3. Identify and evaluate the supporting evidence.
4. Identify implications and/or consequences of the argument.
5. Identify and consider the influence of relevant contexts on the argument.
6. Analyze the presentation of the argument.
7. Evaluate the effectiveness of the presentation of the argument for the intended audience.
8. Evaluate the effectiveness of the presentation of the argument for other audiences.
9. Be aware of their perspective(s) and/or positions on the argument.

As Approved by the CCGEC, Spring 2014:

1. *Identify the conclusion of the argument.*
2. *Identify the claims intended to support conclusion—that is, the premises—both explicit and implicit.*
3. *Assess to what degree the premises, if true, support the conclusion.*
4. *Assess the likelihood that the premises are true.*

Changes – Ability to Construct an Argument (SLO 3B)

Current measures:

1. Establish a suitable central thesis, one that is arguable, appropriate, clear, and focused.
2. Construct an argument based on reasonable assumptions.
3. Provide suitable supporting evidence for their thesis, evidence that is relevant, effective, and adequate for the purpose, audience, and writing situation.
4. Anticipate and deal effectively with possible objections or opposing arguments.
5. Be able to structure an argument effectively.
6. Be able to present an argument using an appropriate voice and tone.
7. Be able to present an argument using appropriate language.
8. Be able to present an argument using contextually-appropriate genre conventions.

As Approved by the CCGEC, Spring 2014:

1. *Identify and clearly state a thesis or conclusion that is supported by the best available evidence.*
2. *State the best available evidence in the form of clear, unambiguous premises or claims.*
3. *Determine which premises or claims, if any, require the support of more basic premises or claims.*
4. *Make explicit any implicit premises, claims, or contexts.*
5. *Anticipate the strongest objections that can be made against the argument.*

Changes – Students will be able to select and use techniques and methods to solve open-ended, ill-defined or multistep problems. (SLO 5)

Current measures:

1. Develop problem statements or definitions.
2. Identify problem constraints, assumptions, and opportunities.
3. Generate and evaluate alternative solutions.
4. Determine the most effective or valid solutions.
5. Communicate or implement the solution to the problem.

As Approved by the CCGEC, Spring 2014:

Delete SLO 5.1-5. While this outcome is key to critical thinking, it is best understood as an over-arching outcome, or as the broadest way of describing what the other outcomes contain. Competency in this outcome is best seen in the specialized expertise students develop in their majors, not in general education courses.

Changes— Political Awareness (SLO 8)

Current outcome & measures:

SLO 8: Students will be informed and engaged citizens of the United States and the world.

1. Demonstrate knowledge of the world they live in and its history: be able to describe social, political, economic, or cultural systems within and outside the United States and to describe how historical, economic, political, social, or geographic relationships develop, persist, and change.
2. Demonstrate the ability to analyze these systems and relationships: be able to critically analyze both contemporary and historical perspectives on contemporary issues and to critically analyze one's own culture, history, and society.
3. Demonstrate awareness of avenues of engagement with these systems: be able to relate local, national, and global social policy; to recognize the social responsibility of the individual within a larger community; and to distinguish the possibilities, values, and limitations of social change.

As Approved by the CCGEC, Spring 2014:

SLO 8: Students will be informed about world geopolitical systems.

- 1. Describe social, political, economic, or cultural systems within and outside the United States and how historical, economic, political, social, or geographic relationships develop, persist, and change.*
- 2. Analyze critically both contemporary and historical perspectives on contemporary issues and one's own culture, history, and society.*
- 3. Recognize the social responsibility of the individual within a larger community.*

Changes– Understand and appreciate methods of science and technology (SLO 10)

Current measures:

1. Articulate the philosophical and historical foundations of modern science.
2. Understand the scientific method and demonstrate an ability to apply it across a variety of situations.
3. Demonstrate an ability to conduct, and interpret the results of experiments aimed at better understanding natural phenomena.
4. Understand major issues and problems facing modern science and technology, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet.
5. Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories.

As Approved by the CCGEC, Spring 2014:

1. *Place current knowledge in the context of the development of the specific discipline.*

(Measures 2-5 remain the same)

Full Comparison

- Available at:

http://www.auburn.edu/administration/governance/senate/website/agendas/2014-2015/Aug14/Revised_SLO_measures.pdf