

General Education: Student Learning Outcomes

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Introduction:

The General Education curriculum at The American College of Kosova provides students with the foundations for success in their careers, participation in the sustainable development of Kosovo and the region, integration into global marketplaces, and life-long learning.

In prestige and achievement, The American College of Kosova has long been recognized as one of the pre-eminent universities in the region. RIT/A.U.K is committed to providing its students with career-oriented concentrations and minors, as well as producing innovative and entrepreneurial graduates with a global vision. This excellence in education can only be maintained and achieved in order to ensure the future success of RIT/A.U.K through on-going evaluative analysis.

The General Education Student Learning Outcomes describes the significant and essential learning that students at RIT/A.U.K will be able to demonstrate by the end of their education. It orients both learners and education providers with necessary benchmarks by which educational success can be achieved and assessed. Finally, the General Education Student Learning Outcomes represent an incremental process of meeting these goals to provide our undergraduates with the best possible educational experience.

In creating these learning outcomes, the following sources were consulted:

- A. RIT/A.U.K's mission and educational goals as stated in its Undergraduate Bulletin, Mission Statement and selected RIT/A.U.K publications.
- B. Advice and counsel of Dr. James Myers, Director of the Center for Multidisciplinary Studies at RIT.
- C. Standards for Accreditation, Commission for Higher Education, New England Association of Schools and Colleges, Standard Four.
- D. Middle States Commission on Higher Education, Standards 12 and 14.
- E. General Education Phase II Committee publication, "General Education: Student Outcomes and Sustainable Assessment Plan, 2009.
- F. Exemplar institutions
- G. General References:
 - o B.S. Bloom, *Evaluation to Improve Learning*. McGraw-Hill, 1981.
 - o I. Davies, *Objectives in Curriculum Design*. McGraw-Hill, 1976.
 - o R.F. Mager, *Preparing Instructional Objectives*. Pitman, 1984.
 - o H. McAshan. *Writing Behavioral Objects: A New Approach*. McKay, 1970.
 - o R.L. Thorndike, ed. *Educational Measurement*. American Council on Education, 1971.

General Education Student Learning Outcomes:

Communication

- A. Express themselves in the appropriate written and oral forms using standard American English.
- B. Communicate information and ideas using the appropriate visual and multimedia formats and conventions.
- C. Revise and improve written and visual content.
- D. Comprehend information accessed through reading and discussion.

Intellectual Inquiry

- ☐ Formulate appropriate questions for research.
- ☐ Collect evidence and data.
- ☐ Evaluate evidence, claims, arguments and hypothesis.
- ☐ Construct new arguments, counter-claims and questions based on the analysis of problems and issues.
- ☐ Accurately acknowledge sources of information.

Ethical, Social and Global Awareness

- ☐ Recognize the relationship between the environment and societal issues and goals.
- ☐ Understand the role that cultural, ethnic and religious diversity plays in successful societies.
- ☐ Analyze and formulate diverse global and regional questions and perspectives.
- ☐ Identify and promote ethical thinking and behavior.
- ☐ Organize, manage and participate in collaborative efforts.

Scientific, Mathematical and Technological Literacy

- ☐ Perform college-level mathematical operations.
- ☐ Translate situations into symbolic representations for problem-solving.
- ☐ Reason and draw conclusions based on numerical information.
- ☐ Understand the scientific method and apply it to contemporary problems.
- ☐ Describe the potential and limitations of technology.
- ☐ Use the appropriate technology to achieve desired results.

Creativity, Innovation, and Artistic Literacy

- ☐ Apply the creative process of practice-production-critique to their assignments or

projects.

- ☐ Interpret artistic expression in its historical-cultural context.
- ☐ Identify opportunities for innovation and entrepreneurship.