Palomar College General Education/Institutional Student Learning Outcomes

The General Education Program at Palomar College promotes competence in various fields of knowledge, provides an academic foundation for lifelong learning, and enriches students' lives. As a result of the general education experience, students will demonstrate:

Intellectual and Practical Skills, including

INQUIRY AND ANALYSIS, for example:
- Assess new information skeptically
- Construct structured and rigorous experiments, gathering data, and conducting research
- Consider possible options with an open mind and an awareness of one's own biases
- Understand that uncertainty is part of the process
- Demonstrate awareness of potential sources of error
- Frame questions clearly, and in a way which makes inquiry possible
- Present evidence in support of an argument or hypothesis
- Demonstrate knowledge and understanding of the scientific method

CRITICAL AND CREATIVE THINKING, for example:
- Explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion
- Reason through logic without discounting intuition and imagination
- Develop intellectual curiosity
- Recognize and scrutinize assumptions, including one's own
- See the value of learning established procedures yet be open to innovation

WRITTEN AND ORAL COMMUNICATION, for example:
- Communicate effectively both in writing and in speech and in a variety of contexts
- Communicate in an understandable and organized manner to explain ideas, express feelings, or support conclusions
- Communicate with clarity of expression
- Communicate with a correct use of grammar, syntax, punctuation
- Communicate accurately when reporting or evaluating information
- Read effectively and analytically
- Use credible, relevant sources to support ideas

ARTISTIC PERCEPTION, for example:
- Analyze and interpret artistic compositions in the visual and performance media
- Demonstrate understanding of the role of art as a reflection and critique of society
- Exhibit comprehension of how formal elements contribute to the meaning and communication of artistic works in visual and performance media
- Show an understanding of the artistic processes
- Analyze and interpret commercial media in the context of artistic history and process
QUANTITATIVE LITERACY, for example:
- Develop competence in arithmetic operations: addition, subtraction, multiplication, division
- Develop competence in algebraic operations: modeling a situation (translate a problem into an algebraic equation using variables for unknown quantities), solve algebraic equations
- Read and understand graphs, use mathematical and analytical skills to other disciplines and real-world situations
- Develop competence in applied analytical skills: structure arguments, use inductive and deductive reasoning skills, draw inferences.
- Structure arguments, demonstrate inductive and deductive reasoning skills, weigh evidence, draw inferences, perform basic statistical operations, read and understand simple graphs, perform simple data analysis, handle basic financial operations (like balancing a checkbook, calculating interest), and transfer mathematical and analytical skills to other disciplines and real-world situations

INFORMATION LITERACY, for example:
- Determine the nature and extent of information needed
- Access the needed information
- Evaluate information and its sources critically
- Incorporate information into knowledge base and value system
- Use information to accomplish a specific purpose
- Access and use information ethically and legally

DIGITAL LITERACY, for example:
- Use digital and emerging technologies to:
  - Choose the appropriate technology to accomplish a task
  - Model routine, intentional, and effective use of technology
  - Employ current standard technologies as well as emerging technologies for communication and collaboration in workplace, education, personal life, and the larger community
  - Use technology for improved productivity
  - Maintain awareness of and proficiency in emerging technologies to access, evaluate, create and synthesize information

TEAMWORK AND PROBLEM SOLVING, for example:
- Work collaboratively and constructively with others; share tasks; complete tasks on time
- Work effectively within culturally diverse settings; treat others with respect and consideration
- Teach others; learn from others; negotiate decisions and problem solving
- Demonstrate leadership
- Function as an active participant in a group or team setting
- Listen to others’ ideas; consider the desires and rights of others equally with one’s own desires and rights; show commitment to the team
- Communicate effectively with team members to address conflicts and solve problems

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

The College’s GE/Institutional Student Learning Outcomes are modeled after the LEAP Essential Learning Outcomes Framework developed by the Association of American Colleges and Universities (AACU). The Learning Outcomes Council compiled these examples of outcomes for each area of the GE/Institutional Student Learning Outcomes framework. The examples provide clarity and context for the each of the College’s essential student learning outcomes. For further elaboration of outcomes and guidance on assessment, visit the AACU VALUE (Valid Assessment of Learning in Undergraduate Education) website.