

**CREATING CONNECTIONS
GENERAL EDUCATION AT THE UNIVERSITY OF MICHIGAN-FLINT**

GOALS	OUTCOMES	POTENTIAL INDICATORS	ASSESSMENT METHODS
<p>Integration into the Learning Community of the University of Michigan-Flint</p>	<p>1. Reflect on one's own learning processes</p> <p>2. Demonstrate facility with research methods</p> <p>3. Demonstrate the ability to think critically</p> <p>4. Demonstrate the ability to think creatively</p>	<p><i>Students reflect on their own learning process when they:</i></p> <ul style="list-style-type: none"> • Examine the aims of higher education and intellectual inquiry • Compare assumptions, perspectives, and validating procedures of a range of disciplines and intellectual standpoints • Exhibit openness to critical inquiry, accumulated and validated knowledge, and principles of academic freedom • Examine connections of disciplinary knowledges to self-definition, problem-solving, and creative work <p><i>Students demonstrate facility with research methods when they:</i></p> <ul style="list-style-type: none"> • Define/identify a resource need • Gather/find resources • Evaluate/analyze resources • Use/incorporate resources (includes documentation) <p><i>Students demonstrate critical thinking when they:</i></p> <ul style="list-style-type: none"> • Distinguish among facts, inferences, opinions and values • Assess qualitative and quantitative data • Analyze texts • Answer and raise questions • Compare and contrast conflicting viewpoints • Synthesize information to support a position <p><i>Students demonstrate creative thinking when they:</i></p> <ul style="list-style-type: none"> • Trace the evolution of creative thinking through a range of applications and expressions • Utilize and extend fundamental techniques or elements in the generation of ideas, methods, designs, experiences or artistic products 	<p>Critical Thinking Rubric</p>

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<p>Enhanced Communication Skills: Written, Verbal and Non-Verbal</p>	<p>5. Produce competent written work</p> <p>6. Participate in dialogue that involves respectful and careful listening</p> <p>7. Use visual or non-verbal tools to enhance and decode messages</p>	<p><i>Students produce competent writing when they can:</i></p> <ul style="list-style-type: none"> • Organize and present text effectively • Substantiate knowledge, thoughts, emotions and opinions • Evaluate knowledge and differentiate research, thoughts, emotions and opinions <p><i>Student participate in dialogue that involves respectful and careful listening when they:</i></p> <ul style="list-style-type: none"> • Exhibit openness to new ideas or perspectives of diverse groups • Contribute thoughtfully to discussion • Express their ideas effectively in a public forum <p><i>Students use visual or non-verbal tools to enhance and decode messages when they:</i></p> <ul style="list-style-type: none"> • Use and interpret non-verbal cues effectively in oral communication settings • Use graphic material to augment written and oral forms • Analyze the impact of visual elements in created and natural environments 	<p>Writing Rubric</p> <p>Oral Communication Rubric</p>
<p>Enhanced Breadth and Interconnectedness of Knowledge</p>	<p>8. Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world</p> <p>9. Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology</p>	<p><i>Students demonstrate knowledge of human cultures and the physical and natural world when they:</i></p> <ul style="list-style-type: none"> • Analyze key texts, concepts, theories, and creative works in culture and the arts, about social structure and process, and regarding the physical and natural world • Examine the diversity of human experience and perspectives in a variety of historical, international, cultural and political contexts <p><i>Students demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology when they:</i></p> <ul style="list-style-type: none"> • Analyze key texts, concepts and theories in economics, finance, and quantitative literacy; health and well-being; and science and technology • Identify assumptions underlying contemporary practices in economics, finance, and quantitative literacy; health and well-being; and science and technology 	<p>Arts and Humanities Essay Rubric</p> <p>Diversity Rubric</p> <p>Scientific and Quantitative Reasoning Test</p>

GOALS	OUTCOMES	POTENTIAL INDICATORS	ASSESSMENT METHODS
Enhanced Breadth and Interconnectedness of Knowledge (continued)	10. Use multiple perspectives and methodologies to analyze real or hypothetical problems	<p><i>Students use multiple perspectives and methodologies when they:</i></p> <ul style="list-style-type: none"> • Apply key texts, concepts and theories in a variety of disciplines to real or hypothetical problems • Examine how areas of knowledge, practice, and creative work inform each other, change over time, and interact with context • Identify assumptions underlying contemporary practices in the natural sciences and mathematics, social sciences, humanities, arts, and professions • Analyze the structural contexts (institutional, familial, interpersonal, ecological, etc.) of problems and possible solutions 	
Engaged Citizenship: Local to Global	11. Investigate the nature of citizenship	<p><i>Students investigate citizenship when they:</i></p> <ul style="list-style-type: none"> • Identify a range of definitions of citizenship • Describe the implications and meanings of democratic citizenship for individuals and communities • Examine the nature of membership and diversity in various communities from local to global • Evaluate cultural, racial, gender, and sexual differences, similarities, and contributions at local, national, and global levels • Examine the social and political structures that constrain and empower diverse forms and possibilities of public engagement • Analyze membership and citizenship from multiple standpoints including positions of exclusion 	
	12. Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence	<p><i>Students apply knowledge to solve problems when they:</i></p> <ul style="list-style-type: none"> • Engage in course activities that involve investigating, writing, discussing, and acting on critical issues • Engage in extra or co-curricular activities that address critical issues • Become informed and self-reflective community contributors • Modify personal behaviors in light of enhanced understanding of complex issues 	

		<ul style="list-style-type: none">• Collaborate effectively with others to take action• Devise strategies that integrate competing demands• Navigate societal structures to effect action	
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Note:

Goals are the broadest category for the learning experience and address *core abilities*, talents, skills that are transferable (e.g. go beyond the context of a specific learning experience) across disciplines.

Outcomes describe for learners a *broad academic foundation* and *life-long learning skills*, knowledge, and perspectives.

Indicators are *activities* that allow students to demonstrate that they have achieved particular outcomes; usually these are performance-based. They do not need to be course-specific and can include many shared components of the collegiate experience.

Rubrics provided as suggested assessment methods can also be found on the GECAC Blackboard Organization and the General Education website (www.umflint.edu/gened). Hard copies are available in the TCLT, 241 French Hall.