

Institution-Wide Learning Goals

EXAMPLES

1. **Alverno College** (Milwaukee, WI) (goals developed in mid-1970s, updated periodically since then) -2,200 students

In order to graduate, students must demonstrate through learning portfolios a high level of proficiency in all of the following eight learning outcomes:

- Communication
- Analysis
- Problem Solving
- Valuing in Decision Making
- Social Interaction
- Global Perspectives
- Effective Citizenship
- Aesthetic Responsiveness

2. **Bowling Green State University** (Ohio) -21,000 students

“By the time of graduation, BGSU students will demonstrate mastery of the learning outcomes in a major field of study, and will...

- **Be critical and constructive thinkers**
 1. Inquiry
 2. Creative problem solving
 3. Examining values in decision making
- **Communicate effectively**
 4. Writing
 5. Presenting (includes use of non-verbal forms of communication and a variety of media, as well as basic oral communication skills)
- **Engage others in action**
 6. Participation (refers to active engagement, leading to socially responsible action, in one’s communities)
 7. Leadership

Note: BGSU has also created a rubric of four “developmental stages” for each of these seven specific learning outcomes.

3. **Grand Valley State University** (Michigan) -23,000 students

Goals of the General Education Program:

- Knowledge Goals:
 1. The major areas of human investigation & accomplishment, e.g., the arts, the humanities, mathematics, natural science & social science.
 2. Understanding one's own culture and the culture of others.
 3. The tradition of humane inquiry that informs moral and ethical choices.
- Skill Goals:
 4. To engage in articulate expression through effective writing and speaking
 5. To think critically and creatively
 6. To locate, evaluate, and use information effectively
 7. To integrate different areas of knowledge and view ideas from multiple perspectives.

4. **Western Carolina University** (North Carolina) -8,500 students

"By working independently, collaboratively, and in teams, graduates of the University should demonstrate:

- Integrity, critical thinking, problem-solving, and both written and oral communication skills;
- Proficient and responsible use of information and technology;
- Appreciation for the arts, sciences, humanities, and technologies;
- Intellectual competence and professional and technical skills; and
- Continued personal development and lifelong learning.

5. **University of Charleston** (West Virginia) -1,200 students

The university has formulated an academic program called *Learning Your Way* that calls for students to demonstrate, in whatever way is best for them, skills and knowledge in six liberal learning outcomes:

- Communication
- Citizenship
- Science
- Creativity
- Critical thinking
- Ethical practice

Talented and motivated students can graduate in less than four years, and over 10 % of UC students are doing so.

6. Centro de Estudios Superiores de Diseño de Monterrey (CEDIM, in Mexico)

FOUNDATIONAL KNOWLEDGE

- + Understand the processes, tools and general concepts regarding my discipline and business.
- + Identify the gurus of my profession.

APLICACION

- + Manage the projects and resources, focused on solution development.

INTEGRATION

- + Connect (empathy) with client and project needs.
- + Relate his or her creative work with multidisciplinary solutions (Business + Other areas).
- + Relate with social, cultural and economic situations in Mexico and the world.

HUMAN DIMENSION

- + Decide to become a positive change agent for the society.
- + Work with people of varied contexts: geographic, gender, politics.

CARING

- + Value his or her competencies and be ready to integrate into the market.

LEARNING TO LEARN

- + Identify reliable information sources.
- + Create a learning plan based on abilities and professional and personal projection.

7. Duquesne University: Dimensions of a Duquesne Education (Adopted: March 2006)

Understanding and Knowledge	<ul style="list-style-type: none"> • Understand the nature of the human experience through the lens of liberal arts, creative arts, and sciences • Know essential ideas, skills, and methodologies required by specific disciplines
Intellectual Inquiry and Communication	<ul style="list-style-type: none"> • Demonstrate effective research and communication skills • Apply critical thinking and problem-solving skills • Demonstrate intellectual curiosity • Exhibit dedication to continuous growth and to excellence

Ethical, Moral, and Spiritual Development	<ul style="list-style-type: none"> • Recognize the importance of faith and spiritual values • Apply ethical, moral and spiritual principles in making decisions and interacting with others • Practice honesty and integrity in personal, academic, and professional domains • Respect the dignity of all persons
Diversity and Global Mindedness	<ul style="list-style-type: none"> • Demonstrate appreciation of diverse cultures, religions, and persons • Learn from diverse schools of thought and be open to new ideas and perspectives • Appreciate the importance of community in local and global contexts • Recognize the individual's potential to effect change in organizations, environments, and society at large
Leadership and Service	<ul style="list-style-type: none"> • Demonstrate the academic and professional expertise needed to be leaders • Understand the moral and ethical framework necessary to be a just leader • Exhibit leadership and teamwork skills • Promote social justice • Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community