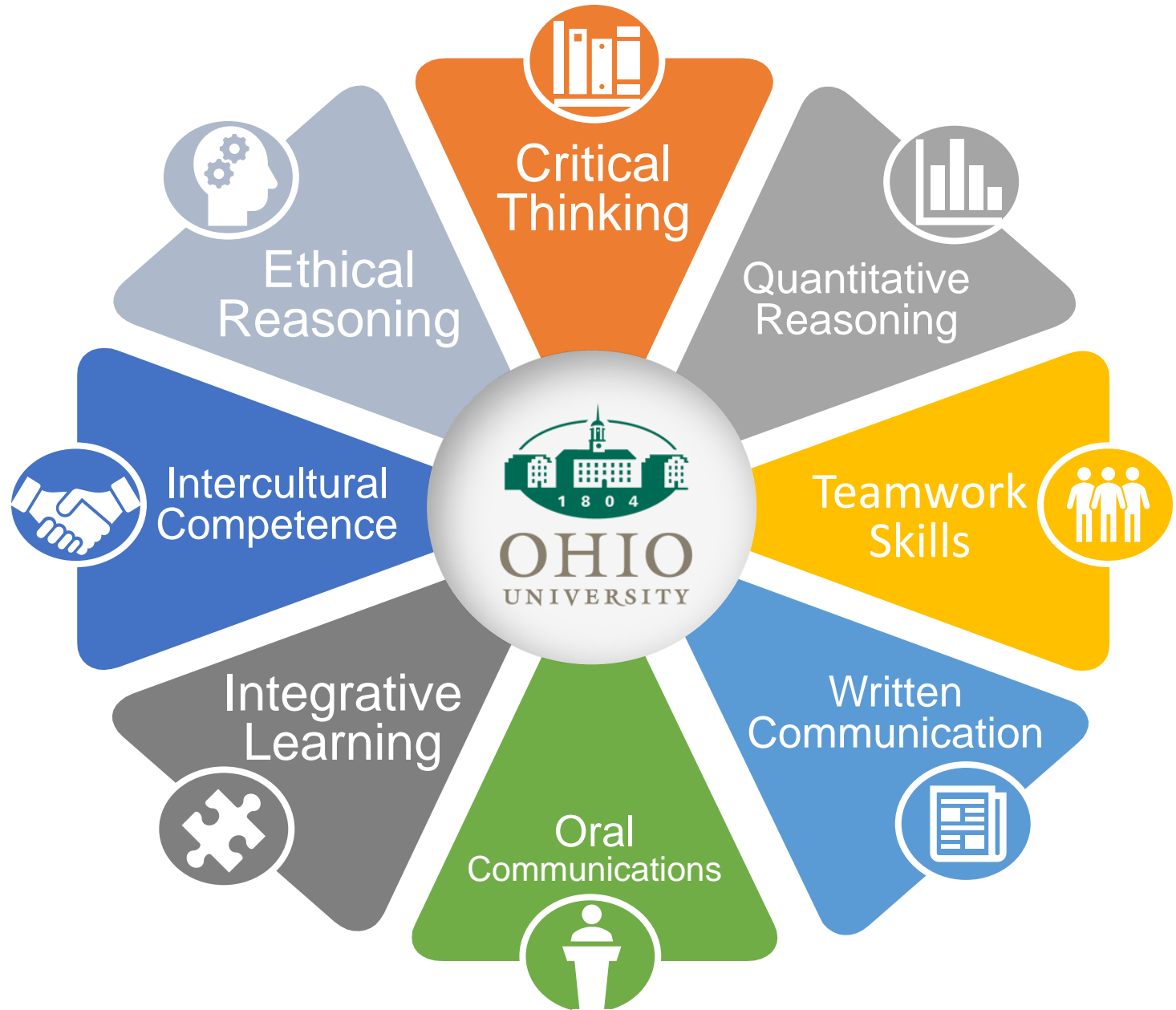


OHIO Common Goals



Quantitative
Literacy

Communication

Critical
Thinking

Teamwork

Intercultural
Competence

Ethical
Reasoning

Integrative
Learning

Learning Outcomes

Quantitative Literacy

1. Interpretation. Students will be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Representation. Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Calculation. Students will be able to calculate relevant information using various mathematical formulas.
4. Application / Analysis. Students will be able to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Assumptions. Students will be able to make and evaluate important assumptions in estimation, modeling, and data analysis.
6. Communications. Students will be able to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

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Written Communication

1. Context and purpose. Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. Content development. Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. Genre and disciplinary conventions. Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field
4. Sources and evidence. Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. Control of syntax and mechanics. Students will be able to use syntax and mechanics effectively to communicate ideas.

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Oral Communication

1. Organization. Students will be able to group and sequence ideas and supporting material such that organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. Language. Students will be able to use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. Delivery. Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polished / confident.
4. Supporting material. Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter's credibility on the topic.
5. Central message. Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

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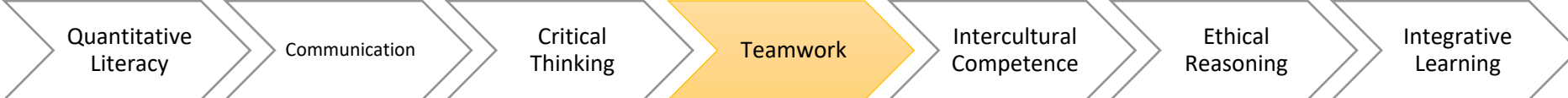
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Learning Outcomes

Critical Thinking

1. Explanation of issues. Students will be able to critically state, describe, and consider an issue or problem
2. Evidence. Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
3. Influence of context and assumptions. Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. Student's position (perspective, thesis/hypothesis). Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is imaginative, recognizes complexities, and acknowledges limitations.
5. Conclusions and related outcomes. Students will be able to state conclusions and related outcomes (consequences and implications) logically and in a priority order.



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Teamwork

1. Contributes to team meetings. Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. Engagement of team members. Students will be able to engage other team members constructively and respectfully.
3. Individual contributions. Students will be able to provide meaningful contributions to the team that advance the work of the group
4. Constructive team climate. Students will be able to foster a constructive team climate.
5. Conflict Management. Students will be able to manage team conflict.

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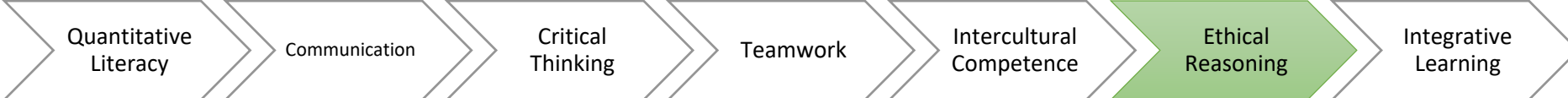
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Learning Outcomes

Intercultural Knowledge and Competence

1. Cultural self-awareness. Students will be able to articulate insights about one's own cultural rules and biases.
2. Cultural worldwide frameworks. Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. Empathy. Students will be able to interpret intercultural experience from own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. Verbal and non-verbal communications. Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
5. Curiosity. Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. Openness. Students will be able to initiate and develop interactions with culturally different others while suspending judgment in valuing his / her interactions with culturally different others.



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Ethical Reasoning

1. Ethical self-awareness. Students will be able to recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
2. Perspectives / concepts. Students will be able to understand ethical perspectives, theories, and/or concepts.
3. Ethical issue(s). Students will be able to recognize, evaluate, and connect ethical issues.
4. Application. Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.
5. Evaluation. Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

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Integrative Learning

1. Connection to experience. Students will be able to connect relevant experience and academic knowledge.
2. Connections to discipline. Students will be able to see and make connections across disciplines and perspectives.
3. Transfer. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
4. Integrated communication. Students will be able to complete assignment using a format, language, or visual representation in ways that enhance meaning.
5. Reflection and self-assessment. Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.