

## **General Education Area-Specific Student Learning Outcomes (GESLOs)**

The purpose of the GE Area-Specific Student Learning Outcomes is to provide common outcomes for content courses regardless of department or college. Each Area has two types of outcomes: Lower Division (Foundation and Exploration) and Upper Division (UD B, C, D). In addition to incorporating Area outcomes, courses will still need to meet all requirements of the Area as listed in the GE Policy.

### **Area A: English Language Communication and Critical Thinking**

#### **GE Area A1: Oral Communication**

##### Required Learning Outcomes

As measured by students being able to:

1. Develop and employ communication skills appropriate for distinct speaking situations.
2. Implement strategies to manage communication apprehension in ma

information or analysis that significantly s

5. Demonstrate critical “listening” skills and individual communication styles. Listening require hearing.
6. Recognize the role of culture in establishing formulate and practice personalized strateg expectations.

#### **GE Area A2: Written Communication**

##### Required Learning Outcomes

As measured by students being able to:

1. Evaluate and incorporate various strategies support ideas expressed in their written wo
2. Organize their writing using audience-app paragraphing, headings, rhetorical arrange
3. Employ a writing process that includes inv
4. Demonstrate control of sentence structure, to enhance clarity and credibility.
5. Acknowledge the original ideas of others t systems/styles.
6. Integrate credible, relevant sources into wr

and/or quoting to support expressed ideas.

7. Demonstrate critical comprehension of texts by developing accurate summaries, reasoned analyses, and synthesized expressions of their own and others' ideas.

### **GE Area A3: Critical Thinking**

#### Required Learning Outcomes

As measured by students being able to:

1. Define the basic components of argument, including language, premises, supporting evidence, assumptions, hypotheses, conclusions and implications.
2. Identify fallacious reasoning in inductive, deductive, and non-deductive arguments with the goal of reaching conclusions well-supported according to the standards of the academic discourse community.
3. Evaluate claims and sources for clarity, credibility, reliability, accuracy and relevance.
4. Draw reasonable conclusions based on the analysis and interpretation of information.
- 5.

### **GE Area B3: Laboratory Courses**

*In addition to the Area B1 and B2 outcomes, one of the following outcomes should be addressed.*

As measured by students being able to:

1. Use methods from science and/or engineering to perform investigations and to collect data in a lab or field setting.
2. Use appropriate methods to generate and analyze empirical data, draw conclusions about living or physical systems being studied, and critically evaluate the methods, hypotheses, and logic used to understand a system being examined.

### **GE Area B4: Mathematics/Quantitative Reasoning**

Required Lower Division/Explorations Learning Outcomes

As measured by students being able to:

1. Identify, comprehend, interpret, and communicate quantitative information in a variety of personal, civic, professional, or mathematical contexts, using a variety of mathematical representations (such as numerical tables, graphs, algebraic formulas, diagrams and so on).
2. Reason abstractly and make inferences using the techniques and principles of mathematics or statistics in order to solve problems and answer questions arising in a variety of contexts.
3. Use mathematical, statistical or computational methods strategically to build or apply models (i.e., description of systems using mathematical or statistical language, used for example to make predictions or describe dependence on the systems components) and interpret results in context.
4. Construct viable arguments using the language and ideas from mathematics or statistics.

### **Upper Division B: Scientific Inquiry and Quantitative Reasoning**

Required Learning Outcomes

As measured by students being able to:

1. Identify, comprehend, interpret, and communicate quantitative and/or scientific information, using words, graphics or other mathematical representations (such as numerical tables, algebraic formulas, and so on).
2. Construct viable arguments using the language and ideas from natural, physical or computational sciences, mathematics and/or statistics, making intentional use of the skills developed in lower division GE coursework, such as from area B or from Foundation courses such as oral or written communication or critical thinking.

Supplemental Learning Outcomes

Choose at least one:

- a. Logically interpret and make inferences from the principles of the natural or physical

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## **Area C: Arts and Humanities**

### **GE Area C1: Arts (Arts, Cinema, Dance, Design, Film, Music, Theatre)**

Required Lower Division/Explorations Learning Outcomes

As measured by students being able to:

1. Discuss aesthetic experiences subjectively and objectively.
2. Assess and articulate the role and impact of the creative arts in culture and on the interrelationship of self and community.
3. Identify, apply, and describe artistic conventions and aesthetic criteria within creative practice(s).
4. Research, select, and apply relevant aesthetic criteria and artistic conventions in discussing, writing about, and analyzing creative works.

### **GE Area C2: Humanities (Literature, Philosophy, Languages other than English)**

Required Lower Division/Explorations Learning Outcomes

As measured by students being able to:

1. Explain how their self-understanding is expanded by the distinct perspectives on the human experience offered by disciplines in the humanities.
2. Analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines.
3. Demonstrate abilities to engage and reflect critically upon intellectual traditions and creative developments within the humanities.
4. Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works in the humanities.

### **Upper Division C: Arts and Humanities**

Required Learning Outcomes

As measured by students being able to:

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### **GE Area D3: Social and Behavioral Science and History**

#### Required Lower Division/Explorations Learning Outcomes

As measured by students being able to:

1. Explain how the interrelationship between human social, political and economic institutions has influenced the development of society.
2. Utilize principles, methodologies, value systems, and thought processes employed in social scientific inquiry to examine cultural endeavors and/or legacies of world civilizations.
3. Discuss the influence major social structures, culture, diversity, economy, politics and other key elements have on individual perception, actions, values and/or institutions.

### **Upper Division D: Social Science**

#### Required Learning Outcomes

As measured by students being able to:

1. Analyze the key theories, problems and issues at the core of at least one specific social science discipline.
2. Employ the methodology of at least one social science discipline to analyze and understand relevant social phenomena in both contemporary and historical contexts.
3. Use evidence to evaluate and analyze causal arguments, major assertions, assumptions, ethical considerations and value systems in one or more of the social science disciplines.

Supplemental Learning Outcomes Choose at least one:

- a. Apply socially responsive knowledge and skills to contemporary issues confronting local or global communities in a variety of cultural contexts in support of social change.
- b. Formulate conclusions by combining examples, facts, or theories from more than one field of study/perspective in the social sciences.

### **Area E: Lifelong Learning and Personal Development**

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##### Required Lower Division/Explorations Learning Outcomes

As measured by students being able to:

1. Explain, reflect on, or actively engage in lifelong behaviors conducive to individual health, well-being, or self-development.
2. Demonstrate skills in applying student success strategies, stress management, information literacy, or interpersonal interactions beyond the academic setting.
3. Explain the importance of becoming critical thinkers, consumers of information and/or lifelong learners beyond the academic setting.
4. Evaluate self-assessments on personal behaviors (examples: nutrition, exercise, coping strategies, safer sex behaviors, time management) for their impact on well-being.

## **Area F: Ethnic Studies**

### **GE Area F: Ethnic Studies**

*To be approved for this GE requirement, courses shall have one of the following course prefixes: African American, Asian American, Latina/o American, or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Ethnic Studies) shall also meet this requirement. At CSULB, the possible course prefixes are AFRS (Africana Studies), AIS (American Indian Studies), ASAM (Asian and Asian American Studies, or CHLS (Chicano/a/x and Latino/a/x Studies). Courses without ethnic studies prefixes may meet this requirement if they are cross-listed with a course with an ethnic studies prefix. Courses that are approved to*