

Cuesta College Institutional Learning Outcomes

Approved by the Academic Senate Council 3/16/2012

- 1. Personal, Academic, and Professional Development**
- 2. Critical Thinking and Communication**
- 3. Scientific and Environmental Understanding**
- 4. Social, Historical, and Global Knowledge and Engagement**
- 5. Artistic and Cultural Knowledge and Engagement**
- 6. Technological and Informational Fluency**

In March 2012, the faculty at Cuesta College, CA approved Institutional Learning Outcomes (ILOs) to clearly define the comprehensive learning outcomes for Cuesta College (ACCJC Standard II.A.2 and II.A.3). The combined ILO statements are the expected student learning outcomes for Cuesta College students either graduating with A.A. or A.S. degrees, or who will transfer to a four-year college or university. These students will be able to demonstrate the knowledge, skills, and attitudes contained within all of the six areas, based on General Education and discipline-specific courses at the lower division level. In addition, these ILOs address some areas of learning that go beyond the current General Education patterns for degrees, and, therefore, all students who attend Cuesta College will be exposed to at least one ILO as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

ILO Categories	Representative Outcomes—Students achieving these outcomes will be able to . . .	Cuesta GE Areas Included / Embedded
1. Personal, Academic, and Professional Development	<ul style="list-style-type: none"> a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being c. Demonstrate the professional skills necessary for successful employment 	<i>Health Requirement, the Diversity Requirement</i>
2. Critical Thinking and Communication	<ul style="list-style-type: none"> a. Analyze and evaluate their own thinking processes and those of others b. Communicate and interpret complex information in a clear, ethical, and logical manner. 	D1
3. Scientific and Environmental Understanding	<ul style="list-style-type: none"> a. Draw conclusions based on the scientific method, computations or experimental and observational evidence. b. Construct and analyze statements in a formal symbolic system c. Analyze the relationship between people's actions and the physical world d. Make decisions regarding environmental issues based on scientific evidence and reasoning 	<i>A and D2</i>
4. Social, Historical, and Global Knowledge and Engagement	<ul style="list-style-type: none"> a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures 	<i>B, E, the Diversity Requirement</i>
5. Artistic and Cultural Knowledge and Engagement	<ul style="list-style-type: none"> a. Identify, create, or critique key elements of inspirational art forms b. Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories 	<i>C, the Diversity Requirement</i>
6. Technological and Informational Fluency	<ul style="list-style-type: none"> a. Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically b. Produce and share electronic documents, images, and projects using modern software and technology 	