

Creating Student Learning Outcomes (SLOs) that are Mapped to Institutional Competencies (ICs)

Creating or Editing Student Learning Outcomes

What is a Student Learning Outcome?

Student Learning Outcomes (SLOs) are brief statements of what students should know or be able to do by the end of an activity or course of study. Well-formed learning outcomes are written in terms of skills or actions, as that formulation creates measurable and useful SLOs. If a course or activity SLO is mapped to an Institutional Competency (IC), the SLO should incorporate language from that IC and its Learning Outcomes. In addition, the SLO should include evidence and examples of how that IC will be met throughout the course or activity.

Please visit the Office of Instruction [website](https://instruction.uga.edu/units/assessment/how-to/) for detailed information about why Student Learning Outcomes (SLOs) are valuable and how to create measurable SLOs:

<https://instruction.uga.edu/units/assessment/how-to/>

Tips for creating Student Learning Outcomes that will be mapped to Institutional Competencies:

- **Includes IC Language:** The SLO incorporates specific language from the relevant [IC and IC Learning Outcomes](#).
- **Action-Oriented:** The SLO is action oriented – most likely using an action verb at the beginning of the SLO (e.g., “Students create...”; “Students analyze...”).
- **Measurable:** The SLO includes information about how it will be measured and assessed, including any opportunities for feedback and improvement over time. The SLO avoids use of less measurable terms like “understand”, “know”, and “gain an appreciation for”.
- **Demonstrates skills gained:** The SLO includes connecting words such as “by” or “through” and gives specific evidence and examples of tasks that demonstrate the skills gained through the course or activity, in addition to how those skills are acquired.
- **Time Bound:** The SLO is articulated within a time-bound context (e.g., “By the end of this course...”, “Upon successful completion of this degree...”).
- **Jargon-Free:** The SLO is free of discipline-specific terms and abbreviations that students in the course or major are not likely to understand (or those terms are provided with further explanation or definition).
- **Provides Scope:** The SLO is articulated in a way that specifies the limits (or “scope”) of expected application of the skill.

Mapping Course SLOs to the Appropriate IC Learning Outcomes in CAPA

After entering course SLOs in [CAPA](#), select the Institutional Competencies and IC Learning Outcomes that are evidenced by the course SLOs. Not all course SLOs or IC Learning Outcomes under an Institutional Competency need to be selected for the course to fulfill that Competency. Further, it is not expected that a course will fulfill all six Institutional Competencies.

Written instructions for accessing and submitting Institutional Competency Courses in CAPA are available on the Registrar's Office website:

- [New Courses](#)
- [Existing Courses](#)

Examples of Courses Mapped to Institutional Competencies

HIST 2111

Title: American History to 1865

Course Description: American society, politics, thought, institutions, and economic life from the first settlements to the end of the Civil War.

Student Learning Outcomes:

1. By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
2. By the end of this course, students will be able to write stylistically appropriate papers and essays about early American history. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit finished essays based on both primary source and secondary source analysis.
3. By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

Institutional Competency Mapping in CAPA for HIST 2111:

Critical Thinking:

1. CRITICAL THINKING

The ability to pursue and comprehensively evaluate information before accepting or establishing a conclusion, decision, or action.

a. IC Learning Outcome: Consider, engage, and analyze opposing viewpoints or arguments

Student Learning Outcomes:

- ☒ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
- ☐ By the end of this course, students will be able to write stylistically appropriate papers and essays about early American history. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit finished essays based on both primary source and secondary source analysis.
- ☐ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

b. IC Learning Outcome: Evaluate the credibility of information

Student Learning Outcomes:

- ☒ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
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- ☐ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

c. IC Learning Outcome: Support one's own conclusion, decision, or action with sound reasoning and judgment

Student Learning Outcomes:

- ☒ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
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- ☐ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

d. IC Learning Outcome: Interpret inferences and develop subtleties of symbolic and indirect discourse

Communication:

3. COMMUNICATION

The ability to effectively develop, express, and exchange ideas in written, oral, interpersonal, or visual form.

a. IC Learning Outcome: Written Communication – Develop, support, and effectively express ideas in written form using language with clarity and precision

Student Learning Outcomes:

- ☐ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
- ☒ **By the end of this course, students will be able to write stylistically appropriate papers and essays about early American history. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit finished essays based on both primary source and secondary source analysis.**
- ☐ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

b. IC Learning Outcome: Written Communication – Tailor communication strategy, style, and convention appropriately for various audiences and/or contexts

Student Learning Outcomes:

- ☐ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
- ☒ **By the end of this course, students will be able to write stylistically appropriate papers and essays about early American history. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit finished essays based on both primary source and secondary source analysis.**
- ☐ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

c. IC Learning Outcome: Oral Communication – Develop, support, and effectively express ideas in oral form using language with clarity and precision

d. IC Learning Outcome: Oral Communication – Tailor communication strategy, style, and convention appropriately for various audiences and/or contexts

e. IC Learning Outcome: Interpersonal Communication – Navigate interpersonal communication with respect, maturity, and/or awareness of cultural differences

f. IC Learning Outcome: Interpersonal Communication – Tailor communication strategy, style, and convention appropriately for various audiences and/or contexts

g. IC Learning Outcome: Visual Communication – Develop, support, and effectively express ideas in visual form with clarity and precision

h. IC Learning Outcome: Visual Communication – Tailor communication strategy, style, and convention appropriately for various audiences and/or contexts

Social Awareness & Responsibility:

4. SOCIAL AWARENESS & RESPONSIBILITY

The capacity to understand the interdependence of people, communities, and self in a global society.

a. IC Learning Outcome: Recognize ethical issues and apply different ethical perspectives to ethical dilemmas in a variety of settings

b. IC Learning Outcome: Analyze the impact of human behavior(s) on the physical, organizational, and/or social environment

Student Learning Outcomes:

- ☐ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
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- ☒ By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

c. IC Learning Outcome: Reflect upon how one's social identities and roles shape one's worldview and interactions

Student Learning Outcomes:

- ☐ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
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d. IC Learning Outcome: Develop an awareness, appreciation, and knowledge of cultures and communities beyond one's own

Student Learning Outcomes:

- ☐ By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter argument.
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CLAS 3010

Title: Introduction to the Classical Americas

Course Description: The cultural legacy of Classical Antiquity in the Americas and its impact, historic and contemporary, on African Americans, the Latina/Latino community, women, ethnic minorities, and other minority groups. Examination of how this legacy continues to shape contemporary perceptions and communication, personal and in public media, of cultural diversity issues facing racial, ethnic, religious, gender, and social class groups in the Americas.

Student Learning Outcomes:

1. Upon successful completion of this course, students will be able to discuss and explain the cultural legacy of ancient Greece and Rome on multicultural America, in particular its effect on African Americans, Latina/Latino communities, and other ethnic, religious, social class, and gender minority groups.
2. Upon successful completion of this course, students will be able to identify and interpret the ways in which the reception of Classical texts and art has influenced and shaped American governments, cultures, social models, and the establishment of laws, including the institutionalization of race-based slavery and ethnic and gender discrimination.
3. Upon successful completion of this course, students will be able to describe how historical events and long-standing customs relating to race, religion, ethnicity, gender, and class have influenced contemporary political, social, and economic issues of society and how they shape media portrayals, personal perceptions, and interactions with others.
4. Upon successful completion of this course, students will be able to describe and appraise the ways in which American writers (and/or producers of other media) reference Classical texts, art, and ideas in the construction of their own content and ideas.

Approved Institutional Competencies:

- Critical Thinking
- Social Awareness and Responsibility

Institutional Competency Mapping in CAPA for CLAS 3010:

Critical Thinking:

1. CRITICAL THINKING

The ability to pursue and comprehensively evaluate information before accepting or establishing a conclusion, decision, or action.

a. IC Learning Outcome: Consider, engage, and analyze opposing viewpoints or arguments

Student Learning Outcomes:

- ☒ Upon successful completion of this course, students will be able to discuss and explain the cultural legacy of ancient Greece and Rome on multicultural America, in particular its effect on African Americans, Latina/Latino communities, and other ethnic, religious, social class, and gender minority groups.
- ☒ Upon successful completion of this course, students will be able to identify and interpret the ways in which the reception of Classical texts and art has influenced and shaped American governments, cultures, social models, and the establishment of laws, including the institutionalization of race-based slavery and ethnic and gender discrimination.
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b. IC Learning Outcome: Evaluate the credibility of information

c. IC Learning Outcome: Support one's own conclusion, decision, or action with sound reasoning and judgment

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d. IC Learning Outcome: Interpret inferences and develop subtleties of symbolic and indirect discourse

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