GECIC Learning Outcomes:

A. Quantitative Data Literacy
B. Diversity, Equity, and Inclusivity
C. Integrative Learning
D. Written Communication
E. Oral Communication

A. Quantitative Data Literacy (QDL)

QDL is a competency in working with data using quantitative methods. Beyond organization and analysis of this data, application is an essential component of QDL. Individuals with strong QDL skills can develop and execute appropriate quantitative approaches to problems coming from a variety of contexts. Furthermore, they can interrogate and communicate arguments supported by quantitative evidence in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

QDL Learning Outcomes

Students will:
1. **Representation**: Students will represent information and formulate questions in quantitative form.
2. **Calculation**: Students will apply relevant numerical approaches to solve problems and analyze data.
3. **Interpretation**: Students will evaluate assumptions, identify limitations, and recognize ethical implications of particular analytical frameworks and study designs.
4. **Application**: Students will assess outcomes, draw appropriate conclusions, and communicate findings using relevant numerical evidence.
B. Diversity, Equity, and Inclusivity (DEI)

At the University of Richmond, we strive “to prepare students to contribute to, and succeed in, a complex, interconnected world.” In addition, we seek “to produce knowledge to address pressing problems faced by people around the globe,” while being aware of our socio-political-economic positions. Building on the Office of the President’s goal of “identifying inequities in the experiences and outcomes of students, faculty, and staff in order to address them systematically and ensure all members of our community can fully participate in the life of the institution,” we see inequities, exclusion, and a lack of diversity as systematic problems; therefore the work of diversity, equity, and inclusion must meet this problem at scale through systematic change. To say DEI must be systematic means that it is not an issue reducible to individual feelings of inclusion or exclusion, but an issue inseparable from power relations that disproportionately affect people based on their differing social-structuring positions.

DEI learning outcomes:

1. Students will systematically analyze the origins and dynamics of domestic and global structural power imbalances across groups in order to propose strategies that promote equity

2. Students will demonstrate knowledge of similarities and differences in attitudes, beliefs, and experiences transnationally, cross-culturally, and across groups

3. Students will systematically analyze how their own and others’ attitudes and beliefs are shaped by context, including both their self-identification with particular groups and the way that they may be identified with particular groups (including, but not limited to, gender, race, sexuality, ethnicity, ability status, religion, class)

C. Integrative Learning

Integrative learning is an understanding that students build across the general education curriculum, major, and/or various co-curricular programs. Students begin by making simple connections among ideas and experiences and progress by synthesizing and transferring learning to new, complex situations within and beyond the campus. Integrative learning requires students to reflect on specific elements of their college experience, and construct a coherent narrative that draws on carefully selected learnings and signature work.

Integrative Learning Learning Outcomes

1. **Connection**: Students will combine ideas, knowledge and experiences, connecting them in creative ways to inspire questions, insights and/or answers.

2. **Synthesis**: Students will incorporate disparate forms of learning via transferable talents, skills and experiences, and synthesize them into a coherent whole.

3. **Reflection**: Students will track and reflect upon learning and growth over time, articulating strengths and challenges, while recognizing influences that affect the development of the self.
D. Written Communication

Students will employ writing effectively across the curriculum to communicate their understanding and analysis of course content while also developing original insights and ideas.

Written Communication Learning Outcomes

Students will produce effective academic writing that is generally:

1. contextually attentive to audience and situation
2. persuasive, claim-driven, and/or governed by a clear perspective
3. supported by thoughtfully chosen evidence, responsibly cited
4. reflective of disciplinary conventions, as appropriate
5. composed with clarity, fluency, concision, and minimal error

E. Oral Communication

Oral communication focuses on the stewardship of meaningful communication and critical exchange. Oral communication efficacy demonstrates understanding of the interdependence between thought and oral expression, purpose and audience, and content and form. Effective oral communication is informed, integrative and iterative, and serves to build student speaking, listening and questioning skills, confidence and emotional intelligence.

Oral Communication Learning Outcomes

1. Students will develop and deliver a central message with organization and clarity, drawing on a variety of supporting materials (explanations, examples, evidence, etc.) to inform and support.
2. Students will employ appropriate delivery and listening approaches and techniques, particularly as related to language, vocal expressiveness, and nonverbal communication choices.
3. Students will adapt delivery and content choices given different situations, contexts, audiences and interactions.