

**General Education  
Minimum Course Expectations  
Reasoned Judgment: Analytical Skills**

**Analytical skills: understanding how to produce and interpret quantitative and qualitative information.**

In an effort to sustain the emphasis on qualitative and quantitative information and the two-fold emphasis of interpretation and production of the information, this expectation is framed around three criteria: identification, analysis and conclusion. Therefore, the skill cannot be separated from the issue/problem that the information represents. It was our intent to provide a framework that would allow instructors to develop course specific outcomes. Furthermore, it is important to realize the natural overlap of this outcome with critical thinking and communication. The expectation was developed from three AAC&U Value Rubrics Inquiry and Analysis, Problem Solving and Quantitative Literacy.

Courses at the 100-level are expected to address one sub-point under each criterion; courses at the 200-level are also expected to address all the criteria, but should address at least one additional sub-point under one of the criteria. In an effort to ensure that students receive feedback on developing their analytical skills and to accommodate courses where the associated assignment is a final, end-of-semester project/report, the Committee requires that students receive feedback at least 3 times during the semester. This will require that instructors focussing on an end-of-semester project/report create milestones throughout the semester.

Syllabi should identify GE learning goals and outcomes using approved language. For this expectation, syllabi should also identify the relevant sub points, but the outcomes should be stated in the form appropriate to the course.

**Identifying the Issue/Problem** – Students construct a clear statement of the issue/problem.

Sub-points:

1. Students can identify evidence needed to examine an issue or problem.
2. Students represent the issue/problem in appropriate forms (e.g. charts, graphs, tables, figures, narratives, etc).
3. Students can convert data/information from one form to another.
4. Students appropriately address the complexity of the issue/problem.

**Analysis of the Issue/Problem** – The analysis indicates the appropriate comprehension of the issue/problem. The analysis is clearly presented and well organized.

Sub-points:

1. Design Process - Students incorporate the appropriate elements of methodology/theory in approaching the analysis. This sub-point may also include addressing contextual points associated with the problem/issue.

2. Analysis/Calculations – Are correct and presented appropriately for intended purpose.

**Conclusion** – The conclusion is clear, well supported, and logical.

Sub points:

1. Students recognize the implication and limitations of their analysis. Students identify and address assumptions. This may overlap with how the analysis is presented.
2. Students recommend, identify, or implement action(s) that address(es) the problem and is supported by the analysis.
3. Students identify how the analysis (information) may be applied to new issues/problems.