

# Undergraduate Learning Outcomes

<p><b>COMMUNICATION</b></p> <p>Students will use a variety of modes, particularly written, oral, artistic, and visual, to</p> <ul style="list-style-type: none"> <li>effectively communicate analysis, knowledge, understanding, expression and/or conclusions</li> <li>skillfully use high-quality, credible, relevant sources</li> <li>demonstrate appropriate conventions in a variety of communication situations</li> <li>demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts</li> </ul>
<p><b>CRITICAL THINKING, CREATIVE THINKING, AND PROBLEM SOLVING</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>explain the nature of evidence used for analysis</li> <li>apply quantitative and qualitative methods to collect and analyze data</li> <li>apply creativity and divergent thinking</li> <li>evaluate the assumptions, evidence, and logic of competing views and explanations</li> <li>identify methods of inquiry, approaches to knowledge, and their assumptions and limitations in multiple disciplines</li> <li>evaluate, synthesize, and apply evidence to understand and address complex, real world problems</li> <li>generate creative, reasoned, approaches or solutions to unscripted, real world problems</li> </ul>
<p><b>TECHNOLOGY</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li><del>apply technology to demonstrate creativity and solve problems</del></li> <li>use technology to enhance understanding</li> <li>identify the social, aesthetic, and ethical implications of technological decisions</li> <li>analyze how technology <b>evolves and</b> shapes, limits, and augments our <b>human</b> experiences and understandings</li> <li><b>apply technology to demonstrate creativity and solve problems</b></li> </ul>
<p><b>NATURAL AND PHYSICAL WORLDS SCIENCES</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze components and dynamics of natural and physical worlds</li> <li>develop models to explain phenomena within the natural and physical worlds</li> <li>identify the role of scientific methods in the study of natural and physical worlds</li> </ul>
<p><b>HUMAN SOCIETIES</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>identify the nature and impact of aesthetic and creative activities in human experience</li> <li>analyze the interplay of self and society, particularly how social structures shape human experiences and how humans shape social structures</li> <li>analyze the components and dynamics of human societies in their artistic, cultural, and historical contexts</li> <li>apply theories or research methods to understand human events, identities, artifacts, or social structures</li> <li>engage in a creative, aesthetic, or artistic activity</li> </ul>
<p><b>DIVERSITY AND GLOBAL PERSPECTIVES</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>identify how values and contributions of diverse societies provide contexts for individual experiences, values, ideas, artistic expressions, and identities</li> <li>identify the role diversity plays in the ability of biological organisms to adapt to a changing environment</li> <li>analyze how diversity contributes to and shapes solutions to challenges confronting the global community</li> <li>evaluate how diverse systems (both natural and human-made), technologies, or innovations emerge from, interact with, and affect various communities</li> <li>collaborate with others in diverse interpersonal, intercultural, or international settings</li> </ul>
<p><b>PERSONAL AND SOCIAL RESPONSIBILITY</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>examine their own values, biases, and conclusions</li> <li>analyze the ethical basis for and implications of personal, professional, and civic decisions</li> <li>comprehend and demonstrate appropriate <b>and healthy</b> standards of <b>personal and</b> professional behavior</li> <li>identify stewardship of the land and its people as integral to a land-grant university</li> <li>analyze <b>how personal choices</b> human impacts <b>communities and</b> on the world <b>and the importance of sustaining its resources for future generations</b></li> <li>engage in service learning</li> </ul>

Revised and approved by Core Undergraduate Learning Experiences (CULE) team 04/30/13, & 04/01/14, & 03/10/15  
 Approved by Faculty Senate 05/06/13 & 04/14/14