

Baldwin Wallace University Undergraduate Learning Outcomes (ULOs)

1. COMMUNICATION

WRITTEN COMMUNICATION

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

ORAL COMMUNICATION

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

2. CRITICAL THINKING

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

3. QUANTITATIVE LITERACY

A "Habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate

4. CULTURAL KNOWLEDGE AND COMPETENCE

Cultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interactions in a variety of cultural contexts."

5. CIVIC ENGAGEMENT

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concerns that are both individually life enriching and socially beneficial to the community.

6. Demonstrate depth of knowledge in a chosen discipline

This is assessed in programs, not by faculty as a whole.