

UNDERGRADUATE LEARNING OUTCOME ASSESSMENT

WOU's undergraduate learning outcomes (ULO's)

- [Quantitative Literacy](#) is 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).
- [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.
- [Inquiry & Analysis](#) (as adapted from the [AACU LEAP IA Rubric](#) by the IA PLC on January 12, 2018). Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
- [Integrative Learning](#) is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- [Diversity and Global Learning](#) (based on combined [Intercultural Knowledge and Competence](#) / [Global Learning](#)). Diversity, as described in this rubric, integrates the definitions of intercultural knowledge/with that of competence and global learning presented in the AACU LEAP rubrics. Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.