

<u>EXPECTED STUDENT LEARNING OUTCOMES</u>	<u>STUDENT AFFAIRS LEARNING OUTCOMES</u>	<u>CONTRIBUTING STUDENT AFFAIRS EXPERIENCES</u> Department of _____
<u>Informed Learners</u> understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice. Informed Learners demonstrate knowledge and understanding of:		
▪ the ways of modeling the natural, social and technical worlds (1)		•
▪ the aesthetic facets of human experience (2)		•
▪ the past and present from historical, philosophical and social perspectives (3)		•
▪ the human imagination, expression and traditions of many cultures (4)	▪ Demonstrate the ability to interact and develop relationships with individuals who may have attitudes values, beliefs, lifestyles, faith identity, and cultural backgrounds different from their own. (8)	•
▪ the interrelationships within and across cultures and global communities (5)	▪ Demonstrate an interest in exploring their own attitudes, values, beliefs, lifestyle, faith identity, and cultural background. (9)	•
▪ the interrelationships within and across disciplines (6)		•
<u>Empowered Learners</u> are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills. Empowered Learners demonstrate:		
• effective oral and written communication abilities (7)	• Be able to communicate effectively, e.g., using written language, spoken language, nonverbal language, and technology. (13)	•
• ease with textual, visual and electronically-mediated literacies (8)		•
• problem solving skills using a variety of methods and tools (9)	• Utilize both new and existing perspectives in solving problems and in expressing their thoughts, feelings, and beliefs. (2)	•
• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources (10)	• Be able to communicate effectively, e.g., using written language, spoken language, nonverbal language, and technology. (13)	•
• the ability to transform information into knowledge and knowledge into judgment and action (11)	• Integrate the information that they observe and analyze by application in daily life (i.e., decision making, relationships, etc.) (3)	•
• the ability to work within complex systems and with diverse groups (12)	• Demonstrate appropriate skill sin resolving conflict. (14) • Demonstrate the ability to interact and develop relationships with individuals who may have attitudes, values, beliefs, lifestyles, faith identity, and cultural backgrounds different from their own. (8) • Work cooperatively with others. (15) • Demonstrate acceptance of the uniqueness of all individuals. (16)	•
• critical thinking skills including application, analysis and evaluation (13)	• Demonstrate the ability to reason both simple and complex issues. (1) • Identify career possibilities that are compatible with their abilities and interests. (11)	•
• reflective thinking and the ability to synthesize information and ideas (14)	• Utilize both new and existing perspectives in solving problems and in expressing their thoughts, feelings, and beliefs. (2) • Develop a desire for lifelong learning. (10)	•
<u>Responsible Learners</u> are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values. Responsible Learners demonstrate:		
• intellectual honesty (15)	• Demonstrate ethical standards based on established university values as articulated in various university statements and policies (i.e., University Mission Statement, Student Behavior Code, Goals of Liberal Education, etc.) (5)	•
• concern for social justice (16)	• Demonstrate a concern for social justice (19)	•
• civic engagement (17)	• Demonstrate citizenship. (17) • Participate in volunteer activities. (18)	•
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world (18)	• Demonstrate ethical standards based on established university values as articulated in various university statements and policies (i.e., University Mission Statement, Student Behavior Code, Goals of Liberal Education, etc.) (5) • Incorporate healthy lifestyle choices in their daily living. (7)	•
• an understanding of themselves and a respect for the identities, histories, and cultures of others (19)	• Develop a healthy sense of identity, self-awareness, and self-confidence. (4) • Identify individual accomplishments that they believe contribute to their self-esteem. (6) • Demonstrate an interest in exploring their own attitudes, values, beliefs, lifestyle, faith identity, and cultural background. (9) • Define a career plan consistent with their skills, education and interest.(12)	•