Proposal for Institutional-Wide Undergraduate Learning Outcomes  
Approved by Faculty Senate, November 6, 2017

The University of Arizona recognizes the importance of assessment and evaluation in improving the quality of its academic and support programs for students. By viewing assessment as a continuous source of knowledge essential for instructional improvement, and not as a reaction to demands for accountability, the University community has built an appreciation for assessment as a productive way to understand and improve teaching and learning.

The General Education Program, under the supervision of the University-Wide General Education Committee (UWGEC), has four overarching learning outcomes: Think Critically, Communicate Effectively, Understand and Value Differences, and Use Information Effectively. Every undergraduate program on campus also has student learning outcomes, many of which align with one or more of the four General Education outcomes, to measure student learning within the discipline.

According to an American Association of Colleges and Universities (AAC&U) study, of which the U of A is a member, 85% of AAC&U member institutions report that they have a common set of intended learning outcomes for all undergraduate students. In addition, 70% of these institutions are tracking students’ achievement of these learning outcomes and all of them agree that these outcomes apply to a broad range of skills and knowledge areas. Therefore, to be in the majority with our peer institutions, aligned with accreditation criteria and, most importantly, to insure our students are getting the most out of their programs, it makes sense to align all of these efforts toward a common set of Institutional Learning Outcomes. **Major programs of study along with the General Education Program provide the opportunity for students during their undergraduate degree to meet the following proposed outcomes:**

- **Think Critically**
  - Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems.
  - Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one’s own inquiries.
  - Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one’s own work.

- **Communicate Effectively**
  - Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects.
  - Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.
  - Improve written and visual documents in response to feedback.

- **Understand and Value Differences**
  - Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.
  - Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems.
  - Demonstrate knowledge and understanding of the nature of interpersonal, intragroup, and intergroup dynamics, and skills.

- **Use Information Ethically and Effectively**
  - Access and evaluate the reliability of information from varied sources, such as internet and library resources.
  - Use information sources ethically and responsibly.

Reference:  
[Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches](https://example.com), 2016; Key Findings from a Survey among Administrators at AAC&U Member Institutions Conducted on Behalf of the Association of American Colleges & Universities By Hart Research Associates