

Report for the Education Policy Committee Learning Outcomes at University of Illinois

EP.17.89
RECEIVED BY SENATE
05/01/2017

During the Campus Conversation on Undergraduate Education, participants discussed the desire for campus-level student learning outcomes. Learning outcomes are most valuable when they articulate what the faculty and campus believe an education should be, and reflect the faculty's commitment to the education of its students. This report provides a summary of the nearly three years of work that has been put into creating the Illinois Student Learning Outcomes and vetting them widely across campus. The Council of Learning Outcomes Assessment seeks endorsement of the Illinois Learning Outcomes.

Campus-wide Student Learning Outcomes Development

In December 2014, a committee was charged by the Office of the Provost to create a set of campus-wide Student Learning Outcomes (SLOs) that would be achievable by every student earning a baccalaureate degree from the University of Illinois Urbana-Champaign. Specifically, the committee was charged with 1.) drafting a set of learning outcomes that all Illinois undergraduate students should achieve by the time they complete their baccalaureate degrees, and 2.) recommending a process by which the campus could review and adopt the learning outcomes. Moreover, the committee was asked to consider learning outcomes as “an expression of the education that a world-class university with a land-grant mission should provide.”

Members of the Committee on Student Learning Outcomes consisted of 15 faculty and staff representing all colleges on campus, and was led by Professor Kelly Ritter (English). Each member was recommended by their respective Deans and represented a cross-section of programs/departments.

The committee's thinking was informed by reviewing a cross-section of learning outcomes from internal and external resources, including, but not limited to: University of Illinois learning outcomes used for degree programs; Big Ten and benchmark campuses' learning outcomes; Association of American Colleges and Universities (AAC&U) LEAP Program - Liberal Education and America's Promise; and National Institute for Learning Outcomes Assessment (NILOA).

The committee shared the draft learning outcomes with a variety of audiences, including the home departments and colleges of the committee members, the Council for Undergraduate Deans, the Council of Deans, various faculty groups who have attended assessment workshops and presentations.

Then, in Spring 2016, the Council for Learning Outcomes Assessment (C-LOA) was charged to promote and guide learning outcomes assessment on campus in a way that is ongoing and meaningful. One task of this group was to review and recommend a process for adopting the draft Student Learning Outcomes. The C-LOA approved adopting the campus Student Learning Outcomes, and worked with the Educational Policy Committee to discuss the adoption.

In Fall 2016, chairs from the SLO committee and C-LOA presented to Educational Policy Committee. Senate leadership suggested that C-LOA forward the Student Learning Outcomes report to the Educational Policy Committee, which could attach some acknowledgement and brief statement of intent that could then be forwarded to the Senate as an information item.

Report for the Education Policy Committee

Learning Outcomes at University of Illinois

University of Illinois Student Learning Outcomes

As a preeminent public land grant university, the University of Illinois at Urbana-Champaign serves society and transforms lives, producing leaders who value excellence, innovation, inclusivity, stewardship, and accountability. Through a uniquely Illinois experience that takes place both inside and outside the classroom, our graduates are broadly educated yet have expertise in specific fields of study. They are intellectually curious, having the ability to think critically and imaginatively. They exhibit a consciousness of global connectedness and interdependencies, possess a critical appreciation of social and cultural communities, and participate knowledgeably and responsibly in civic life. Ultimately, our graduates understand how to employ knowledge in order to generate new ideas, discoveries, and solutions, and are adept in building and sustaining productive relationships in order to create positive change.

SLO 1: Intellectual Reasoning and Knowledge

Definition: Illinois students will acquire broad and deep knowledge across academic disciplines and fields.

SLO 2: Creative Inquiry and Discovery

Definition: Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.

SLO 3: Effective Leadership and Community Engagement

Definition: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.

SLO 4: Social Awareness and Cultural Understanding

Definition: Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, religion, language, and disability.

SLO 5: Global Consciousness

Definition: Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.