

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
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Champaign, IL 61820



December 17, 2014

Committee on Student Learning Outcomes

Kelly Ritter, Professor, English, Chair  
Jennifer Amos, Senior Lecturer, Bioengineering  
Karen Carney, Associate Dean, Liberal Arts and Sciences  
Susan Cole, Associate Professor, School of Social Work  
Matthew Ehrlich, Professor, Journalism  
Brooke Elliott, Associate Professor, Accountancy  
B. Christine Green, Professor, Recreation Sport and Tourism  
Jessica Greenberg, Assistant Professor, Anthropology  
Jonathan Inda, Chair and Associate Professor, Latina/Latino Studies  
Erhan Kudeki, Professor, Electrical and Computer Engineering  
Soo-Yeun Lee, Associate Professor, Food Science and Human Nutrition  
Julia Makela, Associate Director, Career Center  
Rosa Milagros Santos Gilbertz, Professor, Special Education  
Gabriel Solis, Professor, School of Music  
Kristi Kuntz, Office of the Provost, *ex officio*  
Staci Provezis, Office of the Provost, *ex officio*

Dear Colleagues:

Thank you for serving on the Committee on Student Learning Outcomes, one of the high-priority initiatives that has emerged from the ongoing Campus Conversation on Undergraduate Education. Professor Kelly Ritter has graciously agreed to chair this committee.

We ask that all members of the committee read the *First-Round Report* of the Campus Conversation on Undergraduate Education ([http://provost.illinois.edu/docs/C-CUE\\_FA13\\_Report.pdf](http://provost.illinois.edu/docs/C-CUE_FA13_Report.pdf)), to be informed on campus thinking so far.

The charge for your committee is simple, but will require deep thinking to execute:

1. Draft a set of learning outcomes that all Illinois undergraduate students should achieve by the time they complete their baccalaureate degrees. Your outcomes should:
  - a. Reflect the broadly-held sense of our campus commitment to our students and their education which was articulated in the *First-Round Report's* "Vision of the Illinois Student";
  - b. Be defined independently of the courses, experiences, or pedagogies through which they might be achieved,
  - c. Be useful for evaluating the effectiveness of pilot programs, guiding the development of curricula and general education requirements, reviewing the performance of academic programs, supporting campus (re)accreditation efforts, and articulating the value of an Illinois education.
  - d. Be amenable to assessment, in the sense that individual student achievement can be captured in some meaningful way.

2. Recommend a process by which the campus could review and adopt the learning outcomes.

We also ask that the committee inform itself by reviewing a cross-section of learning outcomes from other programs. These should include:

- The AAC&U LEAP program (Liberal Education and America's Promise, <http://www.aacu.org/leap/>) and the LEAP Essential Learning Outcomes.
- The Lumina Foundation's Degree Qualifications Profile ([http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf))
- The University of Illinois at Chicago's general education requirements and attendant outcomes for different categories of GenEd courses ([http://www.uic.edu/ucatalog/pdf/049-062\\_GenEd.pdf](http://www.uic.edu/ucatalog/pdf/049-062_GenEd.pdf)).
- Learning outcomes from any other colleges or universities that seem appropriate.

As one of the committee's *ex officio* members, Dr. Staci Provezis, Assistant Provost for Assessment, will be available to share her expertise in learning outcomes and their assessment. You may also find some of the resources on the National Institute for Learning Outcomes Assessment website (NILOA, <http://www.learningoutcomeassessment.org/>) to be helpful. NILOA is headquartered on our campus, so you could also contact the NILOA staff for assistance.

Finally, we urge you to think of learning outcomes first and foremost as an expression of the education that a world-class university with a land-grant mission should provide. While learning outcomes do have use in accreditation and program review, they 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 our students.

Vice Provost Charles Tucker and Provost Fellow Lauren Goodlad will be available to discuss your committee's charge and hear the results of your work. Please provide your final report by May 8, 2015.

Again, thank you for contributing to the campus through this effort.

Sincerely,



Ilesanmi Adesida  
Vice Chancellor for Academic Affairs and Provost

- c: Charles Tucker, Vice Provost for Undergraduate Education and Innovation  
Lauren Goodlad, Provost Fellow for Undergraduate Education  
Natasha Jankowski, NILOA