Institutional Learning Outcomes
Report of Spring 2016 Open-Ended Survey Responses
Feedback on Draft 1 of ILOs
Assessment Council
May 13, 2016

Table of Contents

About this Report

This report describes feedback on the first draft of UNC Institutional Learning Outcomes. The feedback was gathered from open-ended survey responses in Spring 2016. The respondents were asked to describe changes they recommend be made to the learning outcomes and to provide any additional feedback about the learning outcomes.

Summary of Feedback Provided for Draft 1 of the ILOs

Who provided feedback

One hundred and sixty-five respondents from various stakeholder groups completed the survey. The stakeholders had various roles associated with UNC. Of those 165 respondents, 75 respondents provided written comments to open-ended questions about the ILOs. The number of people in the various roles who provided feedback to the open-ended items are in the table below.

Role	Total Providing Responses	Number of Respondents Providing Feedback for each ILO Area				
		Foundation in Lib Arts	Essential Skills	Personal & Civic Resp.	Prep. Careers & Further Study	Other
Full-time tenured or tenure-track faculty member	20	17	13	10	7	10
Full-time non tenure-track faculty member	5	1	4	3	4	2
Part-time (adjunct) faculty member	3	2	2	1	1	3
Staff/administrator	9	6	5	5	4	7
Undergraduate student	6	5	2	2	3	2
Graduate student	14	10	9	8	5	8
Alumni	2	2	2	1	2	1
Role not indicated by participant	7	9	4	2	1	1
Multiple roles indicated (e.g., student, staff, and alumni)	9	6	5	4	4	4
Total participants providing responses for each area	**75**	**58**	**46**	**36**	**31**	**38**

Summary of feedback

Many stakeholders suggested that the learning outcomes were well-written and had no suggestions for improving them. Those stakeholders who provided suggestions and changes focused on the content and wording of the Institutional Learning Outcomes. Stakeholder comments are categorized and provided in the "Detailed Feedback for Each ILO" section of this report. The summary below highlights themes in the open-ended comments.

Feedback for ILO 1. Foundation in the Liberal Arts
- There may be confusion about the difference between Institutional Learning Outcomes and the learning outcomes for the Liberal Arts Core. This confusion may exist because the first category of Institutional Learning Outcomes is called "Foundation in Liberal Arts."
- A learning outcome in the "Foundation in the Liberal Arts" category emphasizes the use of the scientific method. Stakeholders had a range of comments about this outcome. Some thought that more emphasis on science was needed; whereas, others thought that the focus on using the scientific method was too narrow.

Feedback for ILO 2. Essential Skills
- Stakeholders were uncertain about how quantitative literacy is defined and thought that the focus only on quantitative literacy was too narrow.
- Stakeholders raised questions about whether collaborative learning is something that can be taught and suggested that the ability to work independently also be added to the learning outcomes.
- There were concerns that the "Essential Skills" outcomes were not applicable to several disciplines and majors.

Feedback for ILO 3. Personal and Civic Responsibility
- Stakeholders thought that the focus only on understanding democratic societies was too narrow and recommended broadening the outcome.
- There were concerns that the "Personal and Civic Responsibility" outcomes were not applicable to many disciplines, particularly at the graduate student level.

Feedback for ILO 4. Preparation for Careers and Further Advanced Study
- Many suggestions were provided about improving the wording to the "Preparation for Careers and Further Advanced Study" learning outcomes.

<div align="center">**Detailed Feedback for Each ILO[1]**</div>

Feedback for ILO 1. Foundation in the Liberal Arts

Specific SLOs for Foundation in the Liberal Arts
Upon completing a degree from UNC, students will connect concepts and methods across multiple fields to study contemporary and enduring questions as evidenced by the ability to

1.1. Describe artistic, cultural, and historical methods for understanding the human experience
1.2. Apply the scientific method to examine natural and social phenomena
1.3. Connect experiences in and out of the classroom to reach deeper understanding of contemporary issues
1.4. Adapt knowledge and skills gained in one situation to new situations.

Overview of Feedback for Foundation in the Liberal Arts
Below is an overview of the feedback. Questions are posed in the overview as a way to encourage reflection related to the feedback.

Stakeholders suggested changes or reconsiderations related to the following:
   a. General content and concepts and wording. What changes to content/concepts and wording can clarify and improve the learning outcomes?
   b. Concepts of diversity, culture, and social justice expectations. How can the learning outcomes be reworded to address the comments related to diversity, culture, social justice?
   c. That there could be more emphasis on the application of skills/knowledge. How can the learning outcomes be reworded to address the comments related to the application of skills/knowledge?
   d. Questions about whether the concept of the scientific method is appropriate, clear, and broad enough. How can the learning outcomes be reworded to address the comments related to the scientific method?
   e. That some of the learning outcomes may be less applicable or desirable for particular majors. How could these learning outcomes be reworded to be more universally applicable across disciplines?
   f. That some stakeholders think the Institutional Learning Outcomes are the same as the LAC Learning Outcomes. This may occur only for the "Foundation in Liberal Arts" SLOs since there is overlap in terminology. How could the terminology be modified to distinguish the Institutional Learning Outcomes from the LAC Learning Outcomes?

Changes for Foundation in the Liberal Arts ILOs
Changes to general content and concepts in the ILOs
1. I would place a direct link to the importance of the study of world languages (including ASL) as an essential element of the true liberal arts education.
2. I'd stress interdisciplinary learning

---

[1] All comments included in this document are reported verbatim.

3. there should be something about the effectiveness of written and oral communication in multiple languages
4. There's nothing here about human behavior or social structures. If #1 were revised, this could help. I don't think "art" is the thrust of Liberal Arts by any means.
5. For ILO 1.1, how many such methods should students be able to describe? And how would this apply to a nursing student etc.? I guess I'm not sure how this outcome will be operationalized across the board.
6. Maybe this comes up later in the survey, but I think we need a learning outcome that says, "students will be able to articulate ideas in written form and support their arguments by using scholarly research acquired through academic sources." In other words, I really feel the threshold of a college degree is that a student should have had to write a research paper at some point in these 4 years. You'd be surprised how many students I hear haven't even in their senior year.
7. Build self efficacy
8. Your objectives above, .2, .3, and .4 should occur on a graduated level with emphasis on .3 and .4 for the graduated student.
9. I feel that the first two are much more degree specific. A non-arts major doesn't need to know the artistic background of the human experience--it might be nice for them to know if they're interested, but certainly not interested. Same with the second one--students who are getting a performing arts degree, for example, are not going to use the scientific method when they're performing.
10. I don't feel that the "artistic" and "cultural" methods are applicable to all as they are very difficult to objectively define and thus apply equitably to all learners.

Changes to ILO Wording
1. I don't see why there are separate subcategories for the humanities and the sciences. They should be merged into one category.
2. ILO 1.1 -- it may be a matter of working, but I'm not sure how DESCRIBING artistic, cultural and historical methods enhances understanding the human experience
3. Specification of "artistic, cultural, and historical" methods seems unnecessarily limiting. Suggest replace with "diverse" methods that are "appropriate" for understanding ...
4. Also, ILO #4 is poorly worded... "one situation to new situation" sounds vague and unscholarly. If it were revised to include something about applying scholarly knowledge and professional skills to apply to addressing solutions to today's contemporary social issues, it might be worthwhile.
5. They simply too vague and so general as to be meaningless! / What do they mean by the scientific method? / What contemporary issues?
6. While the unit of analysis is different, the categorization of ILO numbering seems to be duplicated. For example, there are two ILO 1.1, etc. It is also difficult to see the real distinction between ILO 1.3 and 1.4.
7. ILO1.1 -- why just 'methods'? I would replace 'methods' with 'practices and artifacts (or products)' -- so that the ILO addresses not just actions, but artistic, cultural and historical products in society. / / ILO1.3 -- wording is a little confusing. I would suggest: "Students will connect in-classroom experiences with outside experiences to reach a deeper understanding of contemporary issues. / / ILO 1.4 is problematic -- it sounds a little too much like ILO1.3. and it also sounds very vague. The term 'adapt' also sounds like the goal is to change an

8. Not sure how this one falls under "Foundations":Connect experiences in and out of the classroom to reach deeper understanding of contemporary issues
9. Should global or international be included, especially in ILO1.3?
10. Make it more specific and focus on related area.
11. Make the questions more relatable
12. Some of the learning outcomes are worded awkwardly, for example "to reach deeper understanding" I think it should read, to reach a deeper understanding of contemporary issues.
13. IL1 not describe the various methods but demonstrate the ability to apply those methods / IL3 how do you propose to assess this outcome?? / IL4 again, how could this possibly be assessed?
14. Omit the first two: there are no artistic "methods' for understanding human experience. The notion of a single "scientific method" is a myth, particularly as applied to the social sciences
15. I'm wondering if 1.3 and 1.4 could be combined.

Changes related to diversity, culture, social justice
1. Attention to diversity, changing demography of our society.
2. I really like the first learning objective because it includes culture, but I think culture should be included in more than one outcome.
3. I think these are representative categories. I think there needs to be something dealing with social inequality, but it may come in other parts.
4. I would incorporate a learning outcome on using activism for social justice.

Changes related to application of skills/knowledge
1. Outside experiences need to be "authentic" in order to connect.
2. I think it would be good if we focused more on connecting what we are learning to outside the classroom or even to our major. Help us to see the reason why we have to take so many LACs. So often we get frustrated with it and so I think if we can see the reasoning as we take the class that might be helpful.
3. Less of the stuff that will never be applied and more of the things that will actually prepare us for the real world.

Changes related to scientific methods and science
1. I have concern over specifying the scientific method as something to apply. Could this instead be 'the scientific methods and critical thinking'?
2. I think the emphasis on science and STEM programs is weakly supported here. The university should be supporting more STEM programs/approaches. We are VERY weak in this area. Liberal arts gives the impression that we are a soft science campus.
3. ILO 1.2 - applying the scientific method might be easier to measure in some disciplines. Not sure I would change it, but also unsure how this might look in certain disciplines, like foreign languages or history.
4. #2 what is the scientific method that the outcome references?
5. I take issue with the idea that students should leave having been able to apply the scientific method to examine phenomena. The idea behind scientific literacy is not to apply the method, but to be able to evaluate scientific (and social) research--to be able to look at what information is out there and make informed choices based on their assessment of the data presented. In some ways this could be like the scientific method, but it is more related to

connecting critical thinking to the epistemology of science.
6. I don't think that using the scientific method specifically, and as the primary method with which to examine phenomena is appropriate for liberal arts. Instead, the focus should be on the student being able to apply multiple methods of inquiry (both structured and abstract), as appropriate to the specific situation at hand, to examine phenomena.

Changes related to applicability of ILOs to graduate students and various disciplines
1. Take them away. They're not necessary for students who aren't studying relevant topics, e.g., business, they have their own core classes, as well as many other majors. A business student may not feel as ready for the business world because they only got to take the business classes required in their major

Other changes
1. I would look to align learning outcomes with AAC&U standards as well as the CAS standards for all area outlined above. I would pay special attention to Students will descried artistic, cultural, and historical methods for understanding the human experience in degrees awards in the Business College and Natural and Behavioral Sciences.

Other comments about Foundation in the Liberal Arts ILOs
The following comments are general reflections that do not suggest general or specific changes. Some comments may provide positive feedback about the ILOs or may be related to topics not relevant to modifying the ILOs.

1. Create interdisciplinary courses with a focus on different areas and include field experiences during freshman/sophomore semesters so that students would feel they are learning information that pertains to their interests (e.g., an English class that also includes field experience and knowledge in teaching).
2. I like them and feel they are broad enough to apply to all disciplines, and to both grad and undergrad students
3. None
4. The outcomes for the liberal arts is laudable. However, time and experience is needed for individuals to connect topic within their area of study let alone between areas of study.
5. Universalizing such outcomes may sound reasonable in theory, but it would be a disaster (already has proven, in fact) a disaster when mandated university-wide. / / If one looks at history, the bureaucratic centralization has proved the ruin of American education; it merely serves the administrative oligarchy, never the students.
6. I would not make any changes in the learning outcomes written above. I believe that both undergraduate and graduate students, upon graduation, should have learned to incorporate and execute all the above skills. Acquisitions of these skills positions UNC graduates, as future employees, in good favor in a competitive job market.
7. Although I do not have a science background, I agree that all students should know the scientific method as you can examine various things with this reasoning.
8. Liberal Arts courses are ridiculous unless that is the degree you are attending for. There is no real benefit to adding these courses that are often a waste of time and money for life outside of school. The majority have no real world benefit. Stick to teaching classes towards majors.
9. I would have the departments actually have overarching standards for course levels that give

students and instructors guidelines for expectations. For example, in sociology ASA is the discipline format but for courses there there is no cohesion to the level & expectations of the format students. Each class I have taken & TA'd for has different expectations.

10. I would want the liberal arts core to be based more around connection to the real world because I feel we just have the connections to the content and not even the people in the class room. To do this there should be more constructed exercises where you have to be able to examine what others have constructed and have to put yourself out their as well to be examined. Of course what ever you have constructed will change from class to class but this analyzing skill would be a worth wild skill to have /

11. More history classes.

12. I don't know the current learning outcomes to discuss changes

13. I feel that undergraduate students leave their college experience without a knowledge of the workings of the "real world". I have not seen where UNC shows undergrads how and where to apply their knowledge to modern day problem solving. I have seen similar situations with graduate students that went right into their graduate studies from their undergraduate degrees. I feel the same applies for PhD. candidates that have not experienced life in the private sector. / Campus communities, while providing an excellent learning atmosphere, can do little to actually prepare these students for life after school. This is not something that is unique to UNC, I experienced it myself upon graduating from my undergraduate degree program from another college. I feel that colleges and universities focus very well on the academic side of education, and not very well on the application.

14. Discuss with AFS and add some of their classes that are history classes into the History Liberal Arts Core.

15. I would not change the suggested critical elements of learning outcomes as listed above. In my opinion, I believe they are well written, clear, and all represent essential skills needed of all undergraduate / graduate students, as they graduate and enter into a competitive career work world.

16. I would not make any changes in the learning outcomes written above. I believe that both undergraduates and graduate students upon graduation need to have learned and be able to incorporate and execute all the above skills. Acquisitions of these skills positions UNC graduates, as future employees, in good favor in a competitive job market.

17. NONE!

18. I would expand on developing the program more and by building more graduate and doctoral programs within the liberal arts field which would enable the university to conduct research in various fields

19. More directly communicate to students the benefits of these skills.

20. Provide detail about HOW these might be assessed/measured. How can connecting experiences be measured? How will application of the scientific method be assessed?

21. I wonder about the order in which these items are listed. Is there a priority given or implied with the order as presented?

Feedback for ILO 2. Essential Skills

Specific SLOs for Essential Skills
Upon completing a degree from UNC, students will master the intellectual and foundational skills necessary for lifelong learning as evidenced by the ability to

2.1. Apply analytic inquiry to explore questions, problems, and texts
2.2. Analyze, integrate, and evaluate information
2.3. Demonstrate quantitative literacy
2.4. Express ideas in a variety of communication methods and media
2.5. Work collaboratively with others

Overview of Feedback for Essential Skills
Stakeholders suggested changes or reconsiderations related to the following:
   a. General content and concepts and wording. What changes to content/concepts and wording can clarify and improve the learning outcomes?
   b. The clarity and appropriateness of quantitative literacy. How can the learning outcomes be reworded to address the comments related to quantitative literacy?
   c. Appropriateness of the emphasis oncollaborative learning. How can the learning outcomes be reworded to address the comments related to collaborative learning?
   d. That some of the learning outcomes may be less applicable or desirable for particular majors and for graduate students. How could these learning outcomes be reworded to be more universally applicable across disciplines and for both undergraduate and graduate students?

Changes for Essential Skills ILOs
Changes to general content and concepts
1. Critical thinking needs a much stronger emphasis
2. I'd add visual literacy for both undergraduate and graduate students
3. there should be soemthing in the communication ILO that also indicates international and cross cultural communication
4. To me, Essential Skills include being able to understand, compare, apply, and engage theoretical and methodological approaches to contemporary issues. In addition, students should be able to draw on a rich knowledge base, and communicate in the professional setting in a variety of formats including face-to-face, in writing, and via social media.
5. I don't understand what you mean by analytic inquiry.
6. Depending on how ILO 2.4 is operationalized, I could see it leading to frustration for a student who may be gifted in one mode of communication but not another (for example, if a student is a good writer and speaker but is asked to make a video for a class project that ends up consuming more time figuring out technology that the student will use once than actually focusing on the content). / /
7. What about the ability to write clearly"
8. I would be far more explicit that students need to have the specific skills of writing and speaking with precision and grace.
9. #2 missing application or demonstration of skills
10. I don't know if this is the appropriate place, but if you are trying to hit many of the cognitive

levels of Bloom's Taxonomy, then you do need to include a statement about mastery of concepts within their specific disciplines. While these general skills are great, we pair these with a student's grasp of their major subject matter.

11. I would make sure that these outcomes are changed in away that supports inclusiveness and diversity.
12. I would incorporate an outcome with emphasis on critical thinking skills.
13. Unless the qualitative information is specific knowledge of which the memorization of such is a requirement of being able to be successful in one's field of study (in real life scenarios, such as biology facts for a biologist or formulas for physicists), rote memorization of qualitative facts, for the sole purpose of proving you can memorize them for examinations with no real function beyond the test), should no longer be of central focus in academia.
14. Essential skills should contain something about literacy around the use and integration of technology. While it is not necessary to name platforms, I do not think ILO 2.4 gets to the need for technological integration outside of just communication. Technology related skills are now an essential part of the educational experience even for student in the liberal arts.

Changes to ILO wording
1. Regarding applying analytic inquiry to explore questions, problems and ...why texts? For one thing, that has a different meaning to today's student, rather than text books which is what I assume as an educator. Perhaps relevant published literature? I think Texts could be omitted and just say questions and social problems, or discipline specific problems? /
2. 2.1 should be reworded to: / 'students will analytically explore questions, problems and text. / / An outcome should be added regarding critical and constructive thinking
3. ILO2.2 -- analyze and evaluate are similar terms that refer to developing an understanding of the information. The term 'integrate' sounds more like the student is producing something based on that understanding... I think I understand that we want students to integrate a variety of perspectives and/or types in information before finalizing an analysis, but that is not conveyed clearly in this wording.
4. Make the questions more relatable

Changes related to quantitative and qualitative literacy
1. And for the third one, why only quantitative literacy? In terms of research, what about qualitative literacy as applies in several disciplines at the university, I am not sure what this means--
2. Again be specific, e.g., what do you mean by quantitative literacy? Calculus, Algebra, basic math
3. no mention of qualitative methodology? should be an outcome
4. / IL02.3 -- I know these need to be brief and general, but this wording is confusing. Is it possible to define 'quantitative literacy' by adding a few more words at least?
5. Quantitative literacy is very vague and would be difficult to assess as it stands. Do we mean an understanding of numeracy or an ability to understand mathematics. If mathematics, at what level?
6. I don't really understand what is being stated by 2.3. Quantitative literacy says "science" to me, and this might not be a large goal of students in the arts and humanities, which tend to need qualitative literacy in there analysis. So, I'm not sure what is meant by this learning outcome.

7. I had to look up what "quantitative literacy" means - might not be clear for students?
8. Qualitative literacy is just as (if not more) important than quantitative literacy!
9. More emphasis and examples of quantitative analysis
10. Again, I feel ILO 2.3 is degree specific. Everyone has some degree of quantitative literacy-- you can't graduate high school without it. Students should be focusing on what's relevant to their degrees and other concepts that are relevant across degrees--this is not one of those concepts, in my opinion.
11. Why just quantitative? why not qualitative too?
12. Undergrad majors have so much to learn in terms of skills and theory that the work required of them at that level is rich and complex. To add the quantitative literacy piece on top of those other expectations is a lot to ask of students who may not a) choose to engage in graduate or post-graduate work and b) who may already feel overwhelmed by the amount they are being asked to learn. Not one to "dumb down" expectations, I just feel that the quantitative literacy is better able to be demonstrated by those desiring to engage in graduate or post-graduate level work.

Changes related to cooperative and collaborative learning
1. I think the last subcategory should be expanded to say students will be able to work independently. I suppose the other subcategories imply independent work, but I think there should be something about being able to produce an independent research project as part of the essential skills.
2. There is no way that working cooperatively can be taught - some UNC faculty members are examples.
3. Maybe focus more on the collaborative side. Most college students HATE group projects and to be able to maybe put more focus on that so it is not so hard might be good.
4. I think there is a big distinction between working collaboratively and being graded collaboratively. A learning experience can certainly be collaborative. However, an assessment experience should be individual. That's why it was called cooperative LEARNING. I think the idea of collaborative work is less important as a graduate student just because of people's diverse lives and needs. This is especially true for online learning.
5. ILO 2.5, Should include the ability to work independently as well.

Changes related to applicability of ILOs to graduate students and various disciplines
1. Some of these SLOs may be applicable/non applicable to different fields of study. For example, professional collaboration is extremely important in healthcare and education fields... but is it critical in ALL fields? Same goes for quantitative literacy. Math skills are important life skills, but is math a critical component of all fields of study? My guess is no.
2. I also find that in this category, there are some questions raised when considering graduate populations. Do we really need to ensure that our Doc Students in (Music, for example) are quantitatively literate? Would we not expect that those individuals would have gained that skillset in their undergrad? Is it our responsibility to provide remedial schooling in that (and a couple of other foundational) area(s)?
3. I feel that this is major dependent and not applied equally across all programs of study.
4. Why are the learning outcomes not applicable to all students? The focus on communication and quantitative does not apply to all disciplines.

Other Comments about Essential Skills ILOs
The following comments are general reflections that do not suggest general or specific changes. Some comments may provide positive feedback about the ILOs or may be related to topics not relevant to the modification of the ILOs.

1. State how collaboration will take place.
2. These are mere words. What does any of this actually mean? No one who takes education seriously could consider teaching to such "outcomes."
3. Again HOW will these be ASSESSED? Can you guarantee that students will have to work collaboratively within the coursework they complete? What happens if students test out of Math and do not take a single Math course at UNC, can you assess quantitative literacy (or are you just assuming the student possesses it from past history?
4. I wonder about the order in which these items are listed. Is there a priority given or implied with the order as presented? /
5. I would not make any changes in the learning outcomes written above. I believe that both undergraduate and graduate students, upon graduation, should have learned to incorporate and execute all the above skills. The above skill set of learning outcomes requires graduates to be critical thinkers, problem solvers, and good communicators that are essential in today's job market.
6. If all students were held accountable for their learning outcomes equally, there might be more success here. Meaning, instructors can't treat athletes any different than average students or favor students in their area of study. But actually teaching the skills needed to figure out how to be responsible and take action without expecting others to do things for them is essential to becoming an effective and responsible employee and adult.
7. Encourage student to enroll in workshops
8. Align the ILs to these and you will be good to go
9. As an employer in K-12 education, all of the above skills were an expectation for me as an employer. It is expected that it takes most entry educators at least 3 years to refine and become proficient applying all of the above skills in an education role. However, a strong background in the above skill set is essential for student graduates. Student graduates should have the skills listed above in order for them to become an active contributor within a job team/setting.
10. I would not make any changes in the learning outcomes written above. I believe that both undergraduates and graduate students upon graduation need to have learned and be able to incorporate and execute all the above skills. The above skill set of learning outcomes requires graduates to be critical thinkers, problem solvers, and good communicators that are essential in today's job market.
11. I believe we need to invest more in Northern Colorado as a whole and with that being said can start creating greater internship and career opportunities for students

Feedback for ILO 3. Personal and Civic Responsibility

Specific SLOs for Personal and Civic Responsibility
Upon completing a degree from UNC, students will be engaged citizens as evidenced by the ability to

3.1. Describe the principles upon which democratic societies are structured
3.2. Explain diverse positions on an issue from different cultural, socio-economic, and geographic interests
3.3. Use ethical reasoning to explain and solve problems
3.4. Identify significant issues affecting communities, countries, continents, and cultures
3.5. Evaluate the social, economic, and environmental consequences of individual and group actions

Overview of Feedback for Personal and Civic Responsibility
Below is an overview of the feedback. Questions are posed in the overview as way to encourage reflection related to the feedback.

Stakeholders suggested changes or reconsiderations related to the following:
  a. General content and concepts and wording. What changes to content/concepts and wording can clarify and improve the learning outcomes?
  b. Appropriateness on the emphasis of understanding democratic societies only. How can the learning outcomes be reworded to address the comments related to democratic societies?
  c. That some of the learning outcomes may be less applicable or desirable for particular majors and for graduate students. How could these learning outcomes be reworded to be more universally applicable across disciplines and for undergraduates and graduates?

Changes for Personal and Civic Responsibility ILOs

Changes to general content and concepts
1. Again, please make a direct link to the study of world languages rather than "hide" it within other categories.
2. I'd add students will be able to present data in a graphical way to compare and contrast it and use for discussion by supporting their believes visually
3. I would like to see more of a push to have ethics across the curriculum.
4. 3.4 would be improved by dropping the alliteration attempt. "Continent" is a rather meaningless construct here. Better is to frame this so that the ILO specifies and encourages that students understand how all places and cultures and environments are interconnected at multiple scales. A global issue has local manifestations.
5. There are too many of these, and it is not clear that these are the University's responsibility to teach to students.
6. 3.3 - not all problems can be solved by ethical reasoning. Sometimes it takes other types of reasoning. 3.4 While I get that we are trying to label ourselves as "diverse" and as being interested in "diversity" - is it really the purpose of ALL undergraduate degrees to identify issues, by which I am reading political and social issues, around the world? Again - being

aware of issues is one thing, actively identifying them might be the purpose of some degrees, but does not really seem to be a primary component of others. I think we have to be very careful in this category of learning objectives to keep them general and avoid a lot of "touchy feely" wording that makes us sound like we are creating Ghandi-esque students, as admirable as that would be.

7. I think one important aspect of personal and civic responsibility — or being a "good person" — is being able to gather information and process multiple points of view. (ILO 3.2 gets at that, but I'm talking more about thinking and empathy and compassion than simply having knowledge.)

8. having students recognize and identify their own social standings & privileges (or lack their of) in relation to others. Also, understanding that cultural differences are important part of growth and learning

9. I do not agree with statement 3.4 because it is not enough to simply identify issues in all of these venues. In fact, saying that students should be able to name issues implies some sort of outsider exigency. I think the point you are trying to make here is that students should be able to use a critical lens to understand the complex issues that arise in all of these venues. It is a small difference, but it is not appropriate for students to simply identify--perhaps an addendum would include a statement about identifying and then thinking towards solutions, given an every-shifting landscape of attitudes, understanding, power, etc.

10. 3.2 many of our students not only refuse but do not see this as the purpose of education / 3.3 I do not believe we are in the business of teaching ethics /

Changes to ILO wording
1. the verb in 3.1 should be changed to 'explain'
2. I'm not precisely sure what this means: Explain diverse positions on an issue from different cultural, socio-economic, and geographic interests. This needs clarification

Changes related to the concept of democracy and democratic society
1. I think the first subcategory should be rewritten. There is no agreement on the qualities that define a democratic society. Moreover, I think students should be able to identify the structures of a variety of different political-economic systems, not just democracies. The second subcategory effectively subsumes the first one.
2. For the first one, although I strongly believe students should understand, and value, democratic principles and societies, I wonder if we would not want them to understand various societal structures, for one thing to better appreciate, and subscribe to, a democratic structure--?
3. I am not sure an SLO related to democracy should be included. / /
4. Why limit ILO3.1 only to democratic societies? The ability to understand the principles of societies different from our own will be a useful skill for 21st century citizens.
5. Again, why the specific emphasis on democratic societies?
6. ILO 3.1 should apply to many different views of democracy, not just the capitalist viewpoint that is held by America. Students should study other democratic countries that do not have capitalism as their primary focus and be versed in multiple democratic philosophies.

Changes related to applicability of ILOs to graduate students and various disciplines
1. These are good for undergraduate and graduate students, but these goals are mostly for

undergraduate students. As a graduate student, you should already have these skills. Furthermore, how would these be applied in individual graduate programs...such as biology, physics, exercise science? A graduate curriculum is not supportive of general topics.

2. Would such outcomes suit every discipline? What do physicists think of teaching such things to their students? We need fewer strait-jackets and more reliance upon professional judgment.
3. For graduate students the relevance of these outcomes vary widely by program
4. / This is another area where I feel that our Graduate Students ought to already have foundational competency. If we are prepared to address these at the Graduate level, then I would like to see the dialogue that would go into restructuring admissions policies for a number of our Graduate Programs or even the Graduate School itself. And then, there's the matter of funding.
5. This is the most clearly written set of ILOs I've seen so far. I checked 'both' for all these with the understanding that some graduate fields do not apply -- i.e. -- ILO3.1 would not be something I'd expect from a graduate student in music performance.
6. 3.2 seems to be something that might be a goal in certain courses, but I don't know if I would see it as a Learning Outcome for ALL degrees. I think that recognizing differences is important, but can we really say that all of us can explain the diverse positions on a issue? We understand our position, but unless we are living in the other position, can we truly explain it. However, we should be able to recognize differing opinions and positions.

Other Comments about Personal and Civic Responsibility ILOs
The following comments are general reflections that do not suggest general or specific changes. Some comments may provide positive feedback about the ILOs or may be related to topics not relevant to the modification of the ILOs.

1. This sounds more like indoctrination than learning.
2. / Again, HOW will these SLOs be measured/assessed? How does one MEASURE use of ethical reasoning? How can you be certain that students will take coursework that requires ethical reasoning?
3. I wonder about the order in which these items are listed. Is there a priority given or implied with the order as presented?
4. I would not make any changes in the learning outcomes written above. I believe that both undergraduate and graduate students, upon graduation, should have learned to incorporate and execute all the above skills. The above skill set of learning outcomes requires graduates to be well informed citizens, empathetic to other's ideas and cultural differences, and critical problem solvers that are critical in today's job market.
5. All people have different levels of ethics and for an instructor to impart their standard on others doesn't actually teach anyone anything other than the instructors way. When agendas are at the forefront of the discussion, it is not creating an environment where open discussion is welcomed. Most people will figure out where they stand or why they believe something all on their own. If it could be guaranteed that instructors are there to facilitate a discussion and open dialogue, and keep their personal opinions out of it, it might be effective.
6. When addressing the issues affecting different communities, countries, continents, and culture do not only present ones that are low status or minority group because we have learned much about that, but also point out issues within the dominate countries and why is that.

7. The concept of democratic systems in higher education is almost laughable. Is this possible to teach in an environment that is inherently non-democratic?
8. I like that the environment is tied into the learning objectives along with social and economic interactions. They are inextricably linked.
9. Springfield College in Massachusetts does an excellent job of applying these concepts to every student. It is engrained in their Mission Statement and becomes a way of life for the student body. I recommend contacting this institution for more information about how to instill these ideas at UNC.
10. These represent some of the key ideas about the purpose of learning. How will it be assured that the professors are using these in all classes to help people see the world from more than one perspective and to build empathy in people to understand others' situations.
11. Nothing come up
12. The answers to these questions would seem to vary dependent on the department
13. No changes here. These are all pretty great and I believe something a lot of people are lacking, especially college age. I must admit, I could do better at some of these myself. Good thinking on these. :)
14. I do not see how you are going to assess any of these
15. I would not make any changes in the learning outcomes written above. I believe that both undergraduates and graduate students upon graduation need to have learned and be able to incorporate and execute all the above skills. The above skill set of learning outcomes requires graduates to be well informed citizens, empathetic to other's ideas and cultural differences, and critical problem solvers that are critical in today's job market.
16. More community involvement and convincing students to stay away from the wrong things and focus more on getting an education
17. Although a great proponent of personal and civic responsibility, I am often bothered by the bias that is endemic in academia. If instructors and professors were able to remove their own biases from the classroom I could foresee students being able to a) honestly voice their position on diverse and controversial issues without fear of reprisal and b) actually be able to achieve the outcome indicated. I think there would have to be major paradigm shifts on campus for this to occur.
18. we should be required to take more classes on these subjects especially world news topics.

Feedback for ILO 4. Preparation for Careers and Further Advanced Study

<u>Specific SLOs for Preparation for Careers and Further Advanced Study</u>
Upon completing a degree from UNC, students will be proficient in a specialized field of study
as evidenced by the ability to

4.1. Define the tools, vocabulary, and methods associated with their chosen field
4.2. Investigate complex problems using the methods of their chosen field
4.3. Demonstrate competence in a major field of study as defined by that program's learning
    outcomes

<u>Overview of Feedback for Preparation for Careers and Further Advanced Study</u>
Below is an overview of the feedback. Questions are posed in the overview as way to encourage
reflection related to the feedback.

Stakeholders suggested changes or reconsiderations related to the following:
    a. General content and concepts and wording. What changes to content/concepts and
        wording can clarify and improve the learning outcomes?
    b. That some of the learning outcomes may be more or less applicable for undergraduate
        and graduate students. How could these learning outcomes be reworded to be more
        universally applicable for undergraduates and graduates?

<u>Changes for Preparation for Careers and Further Advanced Study ILOs</u>

Changes to general content and concepts
1. Explore techniques that occur outside their field of study to be interdisciplinarily competent
2. In many cases, the suggested learning outcomes, which are focused on outcomes in a field of
    study, may not have a clear connection to preparation for a career. That is, competence in a
    liberal arts major does not automatically translate into career readiness. Our language should
    acknowledge that gap, and identify that we want to prepare the student to be able to discern
    and navigate the path from college to career.
3. It may be useful to include a statement about the ability of students to participate in the
    academy or in industry following degree completion. The point of proficiency is to be able to
    exercise it outside of the classroom--none of the current statements indicate that students are
    working towards life after graduation.
4. This is my least favorite of the learning outcomes. I don't think this is rich enough to provide
    any "so what" for students.

Changes to ILO wording
1. I would say concepts instead of vocabulary, and tools/methods are redundant. Perhaps
    approaches as opposed to tools? / / ILO 4.3 is redundant with 4.1 and 4.2 and says nothing.
2. However, the wording of 4.1 is awkward -- "define... vocabulary..." Simply defining
    something doesn't reflect mastery of anything. Would love to see that the students would
    USE tools, vocabulary, and methods within their chosen field (in addition to simply being
    able to define them).

3. Small, I know, but I question the phraseology of "further advanced study." Seems a bit redundant, but I understand why it might be preferred.
4. "Chosen field" is a loaded term, especially for undergraduates. They may have a major that is not necessarily their chosen field, for example, if they are seeing a liberal arts education that is not attached to a specific occupational outcome.
5. I would change the wording in 4.1 to "Master the tools . . . . " rather than define. Defining is one thing, being able to use them is quite another. I think that also"skills" should be added to 4.1.
6. Cut 4.1 and 4.2 and just keep 4.3.
7. Do we really need 4.1 if we have 4.2?
8. ILO 4.3- It seems way too vague to me! I understand that each program will have different goals and learning outcomes to be met, but there should be a measurable way to ensure that students are competent and confident in specific skills that they develop while earning their degree. Many students leave (college in general) feeling that they did not learn how to use and concrete skills that potential employers will want.
9. 4.1 Many students have no chosen field. You might want to change this to chosen field of study.

Changes related to applicability of ILOs to graduate students and various disciplines
1. I feel that graduate programs apply these concepts much more than undergraduate programs.
2. All three are important yet a different degree of complexity is required for the graduate student.

Other Comments about Preparation for Careers and Further Advanced Study ILOs
The following comments are general reflections that do not suggest general or specific changes. Some comments may provide positive feedback about the ILOs or may be related to topics not relevant to the modification of the ILOs.

1. These subcategories were all well written.
2. This makes sense.
3. These SLOs are definitely important and should remain.
4. Another set of clearly-worded, well written ILOs.
5. I would not make any changes in the learning outcomes written above. I believe that both undergraduate and graduate students, upon graduation, should have learned to incorporate and execute all the above skills. It is imperative that all graduates are able to investigate problems that lead to solutions for the betterment of the organization, which requires having a good command of your major field of study. / In most cases, I believe under graduate students would not be able to execute all expectations written into the learning objectives within this survey, at the same level that graduate students would be able to do. However, under graduate students should have acquired the appropriate competencies and skills that are essential for them to become high performing contributing members of a team, within their job setting. /
6. These go without saying. . If the university did not accomplish these items, how much value would a degree have?
7. No changes.
8. The outcomes desired here are spot-on in describing the expectations of field of study focus.

General Feedback

<u>Overview of Feedback</u>
Below is an overview of the feedback. Questions are posed in the overview as way to encourage reflection related to the feedback.

Stakeholders suggested changes or reconsiderations related to the following:
   a. General content and concepts and wording. What changes to content/concepts and wording can clarify and improve the learning outcomes? How could these outcomes be modified so that they are less generic and are specific to UNC?
   b. Some of the learning outcomes may be less applicable or desirable for particular majors and for undergraduate and graduate students. How could these learning outcomes be reworded to be more universally applicable across disciplines and for undergraduates and graduates?

<u>Changes Overall</u>
Changes to general content and concepts
1. Students should be able to communicate visually through technology, using color coding, branding, and apply visual literacy with technology based skills
2. there needs to be more about making our students global citizens
3. I know this effort takes a lot of work, and I believe this process is important for UNC. I give my 2 cents here with much respect... I think the overarching outcomes are fine/basic/generic, however, the sub-ILOs are not well-written, in my opinion, and do not represent what we do at UNC. They do not communicate anything powerful, dynamic, exciting, or critical about the value of a UNC degree. What sets UNC apart? What about life-long learning, expertise in a field, foundations in a range of disciplines to bolster one's aptitude across multiple career paths, enhanced critical understanding of the world? Generating effective communicators, collaborators, leaders? If these outcomes are being written to accommodate clear and easy assessment data plans, then fine- they are vague and thus have broad appeal in practice, but if these are being written to strengthen/crystallize the UNC identity and push our student learning forward in important ways, then I think we need to push ourselves to bring these learning objectives to life. There are excellent programs on this campus and our students gain more than what is captured here, I believe, and we could use this work not only to formalize better assessment practices (which is important), but also to advance our image of who we are and what are graduates leave here equipped to do.
4. Use quantitative and qualitative tools for evaluation and critical analysis
5. Possibly include something that addresses health literacy in terms of acting in a healthy manner, positive physical/mental health behaviors, etc.
6. It is essential that students leave the university having written at least one research paper utilizing academic sources properly cited to bolster their arguments throughout the paper. I am amazed at how many seniors I meet who say they have never had to write a research paper and they are about to graduate. Granted some of these students held off taking LAC requirements are are science or business majors, but these students often struggle to have proper citation methods nailed down or to even be articulate in their arguments while using academic voice. This is an essential skill I believe
7. Very good start. The only significant weakness is in the description of outcomes related to

readiness for career or further study, which seems to make the assumption that competence in a major field equates to career readiness, regardless of the major.

8. There could be more specific information in relation to understanding issues of inclusion and social justice.
9. I think for the most part that they are sufficiently broad to encompass all the areas of learning. But in some instances there are particular, specific skills that need to be acquired: reasoning, writing, speaking, for example
10. An addition of more community engagement opportunities
11. A suggestion would be to include a piece about connecting to our community (local, national, global). I think the community aspect would help students connect to their social, economic, and environmental surroundings and help with post graduation success.

Changes to ILO wording
1. All are written with the word WILL. Will is future; so for assessment, wouldn't it be more appropriate to say simply DEMONSTRATE, the present form rather than using the future tense?
2. With the exception of the last category, these learning outcome are so vague as to prevent any / meaningful evaluation. It is very likely, that different individuals can view the same outcome in radically different ways
3. I might suggest that the wording overall reflect a shift in position. Once these individuals "complete a degree" they are no longer "students" they are "graduates," "alumni," "individuals," or "citizens," perhaps.
4. Seems vague

Changes related to applicability of ILOs to graduate students and various disciplines
1. It might be worth thinking about these as UNDERGRADUATE institutional SLOs. Otherwise, perhaps the assessment council should work in conjunction with the graduate council to put together institutional SLOs that are unique to GRADUATE students.... some of the SLOs are very much in line with liberal arts education, and at the graduate level, the emphasis is really field specific.
2. I don't think any of these are appropriate to graduate level learning. It seems to me that graduate students should enter with these skills already in place.
3. Overall, institutional learning outcomes should be applicable to all students. Far too many of the current outcomes are only achievable by students in certain areas of study.
4. I think this is a pretty good first draft, although as I mentioned in my comments, I think some of these are too degree specific and do not apply broadly enough across all programs of study. However, the last two pages were very good and I think something that all students should strive to get out of college.

Other Comments about Overall ILOs
The following comments are general reflections that do not suggest general or specific changes. Some comments may provide positive feedback about the ILOs or may be related to topics not relevant to the modification of the ILOs.

1. I think I very good first draft--and a good idea to identify overall, inclusive, outcomes for both groups of students--

2. Students will be able to develop a professional portfolio outlining their strengths
3. Great start!
4. Good start! I don't see any major concerns.
5. Words. Any class taught on a university campus does the like. It is demeaning to our calling as educators to be forced to teach in this manner. It is a pity to think that my son will one day have to be taught according to such models.
6. This entire exercise is insulting to anyone who takes education seriously — and, believe it or not, many of us do.
7. I would like to thank all of the people who worked on these instructional learning outcomes. I know the time, effort and dedication it takes to o this work.
8. Overall I like them and think it is important to have these at the institutional level. The biggest question that I had as I read through them, is how they will be measured, as I felt it might not be so easy for some of them. However, I'm sure this will be addressed down the road.
9. Great start.
10. More instructors that have actually worked in their field of study, not just instructors that have only taught the subject. Students need real world experience in their field to know if that is what they want to do. Perhaps there should be partnerships within fields of study where students in the early phases of their choice of major get some hands on experience to see if that is in fact something they want to do. It's great that internships are required but perhaps earlier in the 4 years there could be a different type of internship so students could change their major earlier on if they realize it wasn't a good fit.
11. How can some of the outcomes be measured?
12. Get us more involved in activities that relate to our major!! Get us in there our Freshman year so that by the time we are seniors we do not think we wasted time in our degree if we do not like what we are doing!!
13. Should include courses to facilitate the development of professional identities.
14. Overall, I think this is great however, I hope these institutional learning outcomes are implemented at department level & provide an overarching expectation of the writing, reading, & comprehension expectations of students enrolled in 100 level, 200 level, 300 level, etc. classes.
15. I think the examples are thoughtful and thorough. Of course, it has to be taken to a level of use rather than a simple document. / / Thanks for asking for input.
16. Looking to the research day outcomes.
17. Thank you.
18. I love it!
19. They look great! ;-)
20. I would explore externships and practicums for career development and advanced study.
21. Honestly, we should wait to see what the state does first because otherwise we will have to do this twice.
22. More investments in Greeley and Norhern Colorado
23. I believe we need to have more non traditional students being accepted into the university so we can teach the current student body to appreciate their situation
24. Tough subject... good luck and thanks for taking this on.
25. I wish we could take more classes that are specific to our major because we take about a year of worthwhile classes and everything else goes in one ear and out the other. It would help

prepare us so much more to take 3 years of classes that apply to us instead of basically one.

26. I believe that we need to revise our current ILOs and this is a great start.
27. Nice start!