

**Institutional Learning Outcomes  
Report of Fall 2016 Feedback Meetings  
Feedback on Draft 2 of ILOs  
Assessment Council**

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## Overview

In spring 2016, the University Assessment Council launched a campus-wide project to revise UNC's Institutional Learning Outcomes (ILOs).<sup>1</sup> This project was initiated at the request of the Provost and in response to findings from the 2015 Higher Learning Commission self-study that suggested the current ILOs are outdated and not well known by the majority of campus. The Assessment Council developed a draft of Institutional Learning Outcomes and requested feedback from the campus community via an online survey in Spring 2016. The Assessment Council revised the first draft based on the survey feedback and created draft 2. In Fall 2016, the Assessment Council held meetings with stakeholders to get feedback on the concept and wording of draft 2. The report contains summarized and detailed feedback from those meeting.

## Who Provided Feedback

Email invitations to participate in feedback meetings were sent to 787 faculty members, including all full- and part-time faculty and all tenure- and non-tenure track faculty; 131 staff members in co-curricular and student support units; 1,600 undergraduate students; 800 graduate students; and 10 alumni. Of the stakeholders invited, 50 attended the meetings. The numbers of people from each stakeholder group who attended the meetings are in Table 1. Meetings were facilitated by faculty, staff members in co-curricular and student support units, and Assessment Office staff.

Table 1. Number of meetings with each stakeholder group.

Stakeholder Group	Number of Meetings	Total People Attending Meetings
Faculty	4	18
Staff members in co-curricular and student support units	4	18
Undergraduate students	3	6
Graduate students	1	5
Alumni	1	3
<b>Total</b>	<b>13</b>	<b>50</b>

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<sup>1</sup> Information about the project can be viewed online at [www.unco.edu/institutional-learning-outcomes/](http://www.unco.edu/institutional-learning-outcomes/).

## Summarized Feedback and Recommendations

### Recommended Changes to ILOs.

Draft 2 ILO	Feedback and Suggested Draft 3 Wording
ILO 1.1: Consider how different disciplines study and explain the human experience.	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders did not understand what was meant by the term "human experience." Suggest using a different term or adding additional information to clarify.</li> <li>2. Stakeholders did not like the word "consider." Alternative words were suggested: appreciate, take into account, explain, understand, compare.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Compare and contrast how various fields/disciplines examine how humans experience the world around them.</p>
ILO 1.2: Use ethical reasoning to explain and solve problems.	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders liked the idea of students using/understanding ethics. However, they did not like the term "ethical reasoning." Some were uncertain about its meaning.</li> <li>2. Stakeholders did not like the word "problems" because it is not applicable across all disciplines/fields. The term "issue" was offered to replace "problem" or to add to the ILO.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Use ethical standards associated with their program of study to explain and solve problems and issues.</p>
ILO 1.3: Connect experiences in and out of the classroom	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. There was a wide range of interpretations for what learning is intended with this ILO.</li> <li>2. Clarity is needed about what is meant by "connect experiences" what does this mean and what learning will occur.</li> <li>3. Before revising, it might be helpful to revisit the intent of this outcome to decide how to clarify it.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Connect learning experiences that occur in and out of the classroom. or Connect classroom learning to experiences outside of the classroom.</p>
ILO 2.1: Analyze, integrate, and evaluate	<p><b>Feedback</b></p>

Draft 2 ILO	Feedback and Suggested Draft 3 Wording
information to explore questions and problems.	<ol style="list-style-type: none"> <li>1. There was uncertainty about the focus of this ILO. To modify it, need to determine if this ILO focuses on "Analyze, integrate, and evaluate" or on "explore questions and problems"</li> <li>2. ILO would be more applicable across majors and contexts if "explore questions and problems" were removed because some majors/contexts do the first part, but not the second.</li> <li>3. The term "information" was problematic and made this ILO less applicable across majors and contexts. Suggest add "issue" and "concepts" to make this more applicable across majors/contexts.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Analyze, integrate, and evaluate information, issues, and/or concepts.</p>
ILO 2.2: Make judgments about numerical and scientific information in everyday situations.	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Draft 2 ILO is a revision of two Draft 1 ILOs. Stakeholders liked the Draft 2 revision as it removed jargon, is clearer, and more broadly applicable across disciplines/fields.</li> <li>2. Stakeholders did not like the term "make judgments" and offered alternative terms.</li> <li>3. Stakeholders did not like the phrase "in everyday situations" as it narrowed the context and applicability across disciplines/fields. They offered alternative options.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Evaluate and use numerical and scientific information. Or Evaluate and use numerical and scientific information in academic, professional, and/or everyday situations.</p>
ILO 2.3: Express ideas through written and verbal communication methods and media.	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Some stakeholders wondered why only written and spoken communication is mentioned and other forms of communication like artistic expression is not included.</li> <li>2. Verbal can refer to written communication. Suggest changing "verbal" to "oral."</li> </ol> <p><b>Draft 3 Suggested Wording</b> Express ideas through written and oral communication methods and media.</p>
ILO 2.4: Work collaboratively with others.	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. The ILO does not capture what stakeholders expect of students. The ILO suggests that students will work collaboratively; whereas, stakeholders expect students to develop and demonstrate skills to work collaboratively.</li> </ol>

Draft 2 ILO	Feedback and Suggested Draft 3 Wording
	<p>2. Stakeholders want the ILO to show that students will go beyond working with others and will show that they have developed the skills to work with others.</p> <p><b>Draft 3 Suggested Wording</b> Students will demonstrate teamwork skills, values, and attitudes that enable them to work collaboratively.</p>
<p>ILO 3.1: Participate in civic and political responsibilities within their communities.</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. This ILO generated significant discussion and debate across stakeholder groups.</li> <li>2. Stakeholders liked the concept they thought this ILO expressed, but did not like the wording and had suggestions for improvement.</li> <li>3. As worded, this ILO does not describe learning but only indicates that students will participate. Stakeholders suggested modifications that would describe learning associated with the concept.</li> <li>4. Some stakeholders did not like the term "participate" and others liked the term.</li> <li>5. Concern was raised about the possibility for students to "participate" while at UNC.</li> <li>6. Add "social" as "civic and political" seem too narrow.</li> <li>7. Lack of agreement about if the learning outcome should expect students to participate in responsibilities, have the skills to participate, or explain the importance of participating.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Describe importance of and participate in civic, social, and political responsibilities within their communities. Or Demonstrate knowledge and skills to engage in civic, social, and political responsibilities within their communities.</p>
<p>ILO 3.2: Explain alternative positions on issues resulting from different cultural, socio-economic, and geographic interests.</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders liked the concept in this ILO; however, they did not like a few terms.</li> <li>2. "Explain" was not preferred.</li> <li>3. Some stakeholders did not like the term "position" because it is not a term used in many disciplines/fields. They suggested using the word "issue" or keeping position and adding issue to help the ILO be more broadly applicable across disciplines/fields.</li> <li>4. The term "diverse" was generally preferred over "different."</li> <li>5. Some stakeholders did not understand what the term "interest" meant and suggested changing that term.</li> </ol>

Draft 2 ILO	Feedback and Suggested Draft 3 Wording
	<p>6. Stakeholders thought that the ILO should be worded to more strongly suggest a global context and felt that "geographic" did not accomplish that.</p> <p><b>Draft 3 Suggested Wording</b> Describe alternative positions or issues resulting from diverse cultural, socioeconomic, global, and geographic perspectives.</p>
<p>ILO 3.3: Identify and evaluate the social, economic, and environmental consequences of individual and group actions.</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders liked this ILO and had few recommended changes.</li> <li>2. Suggest adding "political" to the ILO</li> </ol> <p><b>Draft 3 Suggested Wording</b> Evaluate the social, economic, political and environmental consequences of individual and group actions.</p>
<p>ILO 4.1: Use the tools, vocabulary, and methods of their discipline to conduct research, explore issues, and solve problems.</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders liked this ILO and found that it needed modification to be more broadly applicable across disciplines/fields.</li> <li>2. Stakeholders did not like the term "problems" because it was not broadly used across disciplines/fields and suggested modifying it to be more broadly applicable.</li> <li>3. Not all disciplines/fields expect student to conduct research. It was recommended that the ILO be changed to reflect that.</li> <li>4. Stakeholders thought that the phrase "to conduct research, explore issues, and solve problems" led the ILO to be less broadly applicable across disciplines/fields and that by removing this phrase, it then broadened the ways and contexts in which students can demonstrate their learning. For example, some disciplines do not expect students to conduct research and some do not expect students to solve problems.</li> <li>5. Stakeholders in co-curricular and student support units said that they, students, and parents do not use the term "discipline." They use the term "program of study" and preferred using this term in the ILO.</li> <li>6. "Vocabulary" came across as something expected of K-12 students rather than college students. "Terminology" was preferred.</li> </ol> <p><b>Draft 3 Suggested Wording</b> Use the tools, terminology, and methods related to their program of study.</p>

Draft 2 ILO	Feedback and Suggested Draft 3 Wording
<p>ILO 4.2: Apply the professional standards and practices of their discipline in scholarly and professional settings.</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Stakeholders in co-curricular and student support units said that they, students, and parents do not use the term "discipline." They use the term "program of study" and preferred using this term in the ILO.</li> <li>2. Stakeholders did not understand or like the term "scholarly" in the ILO.</li> <li>3. Stakeholders suggested removing "scholarly." They thought that "professional setting" alone was sufficient and more broadly understood/applicable. It allowed disciplines/fields to define professional setting for their own context and it could include graduate school or work-place settings.</li> <li>4. Some graduate faculty thought that the ILO did not apply well to graduate students. They said that graduate students are expected to go beyond "applying" and are expected to participate in and contribute to professional communities. Either reword the ILO to be more applicable to graduate students or add an additional ILO.</li> </ol> <p><b>Draft 3 Suggested Wording</b></p> <p>Apply professional standards and practices of their program of study in professional settings.  Or  Apply professional standards and practices related to their program of study.</p>

### **Additional Changes to ILOs**

1. Stakeholders were divided about the need to have 4.1 and 4.2. About half of the stakeholders thought that the two ILOs said the same thing but in different ways. The question is: are both ILOs needed and how can they be differentiated better?
2. Several stakeholders thought that the ILO wording sounded as if faculty wrote the ILOs for a faculty audience. There was a perception that the wording in Draft 2 is not student and parent friendly. Review of the ILOs is needed to determine how to address this observation.
3. Several terms throughout the ILOs were unclear or too narrow (not broadly applicable across disciplines/fields). Recommended changes to these terms are described above for each ILO.
  - a. Discipline
  - b. Program
  - c. Human experience
  - d. Professional standards

### **Missing Concepts**

Stakeholders described several concepts that they thought were missing and should be included in the ILOs. Below are the concepts that all stakeholder groups suggest be added to the ILOs.

1. Critical thinking and related skills
2. Diversity and equity related concepts (all stakeholder groups except for the Alumni group recommended that this be added as an ILO)
3. Sense of self and well-being

### **Changes to ILO Category Descriptions**

Stakeholders provided feedback on the content and wording of the four category descriptions. Category 3 (Be engaged citizens) generated the most feedback.

#### Summary of Category 3 Comments

1. The category description suggests that the ILOs will require students to be engaged in civic and community engagement; whereas only ILO 3.1 (as worded in Draft 2) has that requirement. ILO 3.2 and ILO 3.3 require that students explain, identify, and evaluate; these ILOs do not require engagement. If the three ILOs stay grouped together then stakeholders suggest expanding the wording of the category to reflect all of the learning in this category. One suggestion for modification was "Be mindful/thoughtful and engaged citizens."
2. If ILO 3.1 is modified to remove the word "participate" then stakeholders suggest that the wording "Be engaged" also needs to be modified to reflect the removal of the word "participate."

### **Organization and Grouping of ILOs**

Participants were asked to share their preference for how to group and organize Draft 2 ILOs. Below are two options for organizing and grouping the ILOs.



## Option A

<b>Category 1. Apply concepts and methods across multiple fields to address contemporary and enduring questions.</b>	ILO 1.1 text here ILO 1.2 text here ILO 1.3 text here
<b>Category 2. Master the intellectual and foundational skills necessary for lifelong learning.</b>	ILO 2.1 text here ILO 2.2 text here ILO 2.3 text here ILO 2.4 text here
<b>Category 3. Be engaged citizens.</b>	ILO 3.1 text here ILO 3.2 text here ILO 3.3 text here
<b>Category 4. Be proficient in a specialized field of study.</b>	ILO 4.1 text here ILO 4.2 text here

## Option B

If Option B is used, stakeholders said that some of the short, bold ILO descriptions need to be updated to reflect the modified ILOs.

<b>Category 1. Apply concepts and methods across multiple fields to address contemporary and enduring questions.</b>	
<b>1.1 Explore human experience</b>	ILO text here
<b>1.2 Use ethical reasoning</b>	ILO text here
<b>1.3 Connect experiences in and out of class</b>	ILO text here
<b>Category 2. Master the intellectual and foundational skills necessary for lifelong learning.</b>	
<b>2.1 Evaluate information to solve problems</b>	ILO text here
<b>2.2 Understand numerical and scientific information</b>	ILO text here
<b>2.3 Communicate</b>	ILO text here
<b>2.4 Collaborate</b>	ILO text here
<b>Category 3. Be engaged citizens.</b>	
<b>3.1 Understand civic and political responsibilities</b>	ILO text here
<b>3.2 Understand diverse perspectives</b>	ILO text here
<b>3.3 Understand consequences of actions</b>	ILO text here
<b>Category 4. Be proficient in a specialized field of study.</b>	
<b>4.1 Develop expertise in program of study</b>	ILO text here
<b>4.2 Apply professional standards</b>	ILO text here

## Appendix 1: Draft 2 of ILOs

### Version A: Current organization (grouped)

**Category 1. Apply concepts and methods across multiple fields to address contemporary and enduring questions. Upon completing a degree from the University of Northern Colorado, graduates will:**

ILO 1.1: Consider how different disciplines study and explain the human experience.

ILO 1.2: Use ethical reasoning to explain and solve problems.

ILO 1.3: Connect experiences in and out of the classroom

**Category 2. Master the intellectual and foundational skills necessary for lifelong learning. Upon completing a degree from the University of Northern Colorado, graduates will:**

ILO 2.1: Analyze, integrate, and evaluate information to explore questions and problems.

ILO 2.2: Make judgments about numerical and scientific information in everyday situations.

ILO 2.3: Express ideas through written and verbal communication methods and media.

ILO 2.4: Work collaboratively with others.

**Category 3. Be engaged citizens. Upon completing a degree from the University of Northern Colorado, graduates will:**

ILO 3.1: Participate in civic and political responsibilities within their communities.

ILO 3.2: Explain alternative positions on issues resulting from different cultural, socio-economic, and geographic interests.

ILO 3.3: Identify and evaluate the social, economic, and environmental consequences of individual and group actions.

**Category 4. Be proficient in a specialized field of study. Upon completing a degree from the University of Northern Colorado, graduates will:**

ILO 4.1: Use the tools, vocabulary, and methods of their discipline to conduct research, explore issues, and solve problems.

ILO 4.2: Apply the professional standards and practices of their discipline in scholarly and professional settings.

### Version B (alternative organization, not grouped)

Note: ILO numbering has been retained in this version to help you link this version to version A. However, the intent would be to change the numbering if this version is selected.

<b>Explore human experience</b>	1.1 Consider how different disciplines study and explain the human experience.
<b>Use ethical reasoning</b>	1.2 Use ethical reasoning to explain and solve problems.
<b>Connect experiences in and out of class</b>	1.3 Connect experiences in and out of the classroom.
<b>Evaluate information to solve problems</b>	2.1 Analyze, integrate, and evaluate information to explore questions and problems.
<b>Understand numerical and scientific information</b>	2.2 Make judgments about numerical and scientific information in everyday situations.
<b>Communicate</b>	2.3 Express ideas through written and verbal communication methods and media.
<b>Collaborate</b>	2.4 Work collaboratively with others.

<b>Understand civic and political responsibilities</b>	3.1 Participate in civic and political responsibilities within their communities.
<b>Understand diverse perspectives</b>	3.2 Explain alternative positions on issues resulting from different cultural, socio-economic, and geographic interests.
<b>Understand consequences of actions</b>	3.3 Identify and evaluate the social, economic, and environmental consequences of individual and group actions.
<b>Develop expertise in a discipline/field</b>	4.1 Use the tools, vocabulary, and methods of their discipline to conduct research, explore issues, and solve problems.
<b>Apply professional standards &amp; practices</b>	4.2 Apply the professional standards and practices of their discipline in scholarly and professional settings.

## Appendix 2: Detailed Feedback Meeting Notes

### Comments about Each ILO

After each ILO are the detailed meeting notes related to that ILO. The meeting notes in contain the original comments, punctuation, and spelling.

### **ILO 1.1: Consider how different disciplines study and explain the human experience.**

#### General Comments about ILO

1. What does this outcome mean to you?
  - a. Means to me not just one discipline (e.g., not just liberal arts), goal is to consider at least a few disciplines or areas of study to explain human experience
  - b. Seems broad here and narrower in 4.2
  - c. Hits on liberal arts area #5
  - d. Almost everybody had a different interpretation of what this ILO meant. Writing committee might need to think about what they mean with this ILO and see if there is a way to reword it that is clearer and generates less variation on what it means.
  - e. Not clear,
  - f. Have students understand and appreciate the complexity of the world and their role in it.

#### Recommended Changes

1. seems like it comes from liberal arts background, but could be further specified/explained to show how comprehensive understanding of human experience
2. "Consider", as a term here, might be considered too soft...
3. Could say take into account, appreciate...
4. "Consider" seems like a soft word and not assessable
5. Alternatives: explain, understand, compare.
6. Compare was liked most by 3 people
7. Add language to clarify that human experience includes art?
8. "Human experience" – large philosophical term,
9. Perhaps explain it, or say "how humans experience the world around them",
10. People didn't know what the term "human experience" referred to. They thought that it could be the meaning of life or a whole range of other things. They thought that the term will be interpreted differently in different contexts. They suggest reconsidering the use of the term "human experience.
11. Explain here had a negative connotation to people. It implied that you would "explain away" the human experience. They preferred the word "examine"
12. They wondered if this ILO was intended to suggest that students will develop the ability to think and work interdisciplinary. If that is the intent, then the ILO could be modified to make that clearer.
13. Name different disciplines to provide a greater context,
14. "Consider" is not the greatest verb, "Demonstrate an understanding of...", needs to have deep thinking.
15. One participant said they hoped that prospective students would look at this... suggested that Human Experience would be difficult to understand, there may be confusion with individual experiences, not a holistic experience.

## **ILO 1.2: Use ethical reasoning to explain and solve problems.**

### General Comments about ILO

1. What does this outcome mean to you?
  - a. Diverse opinions offered: some Don't like it, some thought it was ambiguous, some liked it
  - b. Do all students have this opportunity?
  - c. Means ability to think not ego-centrally, good citizenship, unbiased judgement
  - d. This could fit better under category three
  - e. Category 1 seems more about use of the scientific method
  - f. Goes beyond good citizenship and into one's field
  - g. What constitute ethical reasoning? Are students going to use it? Or just develop a capacity for it?
  - h. What is in your "core", right and wrong,
  - i. "What do you do when no one is looking",
  - j. Learning how to proceed in a particular profession,
  - k. Golden Rule.
  - l. Different disciplines will have different approaches,
  - m. Feeling vs. thinking,
  - n. LAC requires different classes and you get to experience them,
  - o. Looks pretty good!
  - p. Unclear what this means? Does it mean problem solving?
  - q. Must familiarize self with ethics of a profession to respond,
  - r. The word ethical is associated with proof/evidence.
  - s. Focus on what is learned through each major, every major has different ethics.
  - t. Participants struggled with the concept of "ethical reasoning."
  - u. Ethical reasoning is a loaded term,

### Recommended Changes

1. ethical reasoning is considered a tag word. The word ethical reasoning could be substituted with moral sensitivity and or more responsible decision-making.
2. faculty did not like the use of the word "problems" because it is not applicable across all disciplines.
3. Faculty prefer the word "issue" instead of "problem".
4. Because some disciplines might use the word problem and some might use the word issue one solution is to change the wording to "problems and/or issues". This change would apply to ILO 1.2, 2.1, and 4.1
5. Ethical reasoning is an odd term,
6. Wording is confusing, ethical reasoning is not just present in problems,
7. Why would you need to reason ethics? It should be just clear,
8. Hard to know what ethical reasoning is since it can be confused with politics,
9. Suggestion: "Analyze the complexity of..."
10. Use ethical reasoning in your daily interactions,
11. Both critical thinking and ethical reasoning should be included, they are different.
12. add "learned in your major" at end of statement since ethical reasoning differs by major
13. Yes, like the concept of ethical reasoning, but students prefer a different term. Didn't provide an alternative.

### **ILO 1.3: Connect experiences in and out of the classroom**

#### General Comments about ILO

2. What does this outcome mean to you?
  - a. Connecting exp inside and outside of classroom – what exactly is that?
  - b. Theory to practice – being able to apply what you learn x2
  - c. Beyond curriculum – translating those experiences to the real world
  - d. Qualitative. What are we trying to connect? How do we facilitate and assess that?
  - e. it is unclear what this ILO means
  - f. what does it mean "out of the classroom"
  - g. does it mean to apply classroom learning to the real world?
  - h. Not sure how this would be assessed
  - i. Apply what you learn in the classroom in life,
  - j. How life experiences can impact your learning process,
  - k. What is the connection to? What is the extent?
  - l. In = professors/class, Out = Engagement,
  - m. Making connections between content and real world applications,
  - n. Vice-versa,
  - o. Students experiences to be a whole people, not just life based on academics, using life experiences to inform academics,
  - p. Taking what you learn, and apply it as much as possible, connecting content from in the classroom to outside the classroom, or vice versa,
  - q. Merging of different types of knowledge, such as street smarts and book smart, the whole reason why you'd attend campus,
  - r. Has personal meaning for participant with a disability, would love to see more support or explicit mention there,
  - s. Not learning about what you study, but learning how to exist and be a person,
  - t. Learning how to make connections and grown,
  - u. Recognize the fluidity of content, knowledge and environment is more than four walls and content in a book, making connections,
  - v. Reciprocal relationship,

#### Recommended Changes

1. What kinds of experiences and what are we connecting them to?
2. Agrees with the previous two comments
3. Preferred new wording: "connect and/or integrate experiences in and out of the classroom"
4. Experiences in/out of the classroom to "recognize"...
5. Emphasize the active process,
6. If you were to list out of the classroom experiences, it would be too much, don't get specific.
7. May not be clear because there were very different perspectives on the ILO, one participant was only thinking about classroom experiences, may be helpful to clarify what types of "experiences" such as social, etc.
8. Connecting the social experiences to the academic experiences... use those specific words such as social, emotional, etc.

## **ILO 2.1: Analyze, integrate, and evaluate information to explore questions and problems.**

### General Comments about ILO

1. What does this outcome mean to you?
  - a. Similar to what she was expressing before about critical thinking,
  - b. This is what students do every day in class.

### Recommended Changes

1. The word “information” is problematic
2. Information literacy is a good phrase – inclusive of these ideas
3. Can’t use knowledge (too broad), information is more specific
4. Academic information came up – rather than just any old information
5. Critical analysis or evaluation seemed appealing to the group
6. faculty felt that the ending to this ILO "to explore questions and problems" makes the ILO less generalizable and prefers to remove it and use the following wording: "analyze, integrate, and evaluate information in a given appropriate context"
7. faculty said that some disciplines don't use the term information and preferred to have "analyze, integrate, and evaluate information and/or concepts."
8. faculty did not like the use of the word "problems" because it is not applicable across all disciplines.
9. Faculty prefer the word issue instead of problem.
10. Because some disciplines might use the word problem and some might use the word issue one solution is to change the wording to "problems and/or issues". This change would apply to ILO 1.2, 2.1, and 4.1
11. Modify to be "Analyze, integrate, and evaluate information to explore questions of inquiry and problems of practice"
12. Some wondered if this could be the ILO to add the concept of critical thinking.
13. We want students to go beyond exploring and we want them to change things. Change wording to "Analyze, integrate, and evaluate information to explore and resolve questions and problems"
14. Change wording to "Analyze, integrate, and evaluate information to explore and solve questions and problems"
15. Could be bundled differently, one is analyze evidences, then another solve problems,
16. Logical reasoning, quantitative reasoning,
17. Not just about problems, but talk about solutions.
18. 2.1 – what kind of info for this outcome? Is it any kind of info or numerical as mentioned below.

## **ILO 2.2: Make judgments about numerical and scientific information in everyday situations.**

### General Comments about ILO

1. Is the revised draft 2 ILO version clearer than the draft 1 version ?
  - a. Like revised version better x4
  - b. Broad enough to fit within other fields (esp arts) x2 or 3
  - c. Numerical = more clear/less jargon-y
  - d. Could use these in course objectives

- e. The two outcomes are very different, the revised ILOs are more applicable because they are broader,
- f. 2.2 – making judgements? Is that an opinion?
- g. Yes
- h. Both are scary, but likes the second better,
- i. One student struggled to define what scientific information means,

#### Recommended Changes

1. wordsmithing is needed – maybe informed/educated decision? – judgment feels a little odd.
2. several revisions were offered for this ILO:
  - a. "use numeric and scientific information to solve problems"
  - b. "use and apply numeric and scientific information in everyday situations"
  - c. "use and apply numerical and scientific information"
  - d. "use and apply numeric and scientific information to academic, professional, and everyday situations"
3. the faculty felt that adding how and in what context information would be used leads the ILO to be less generalizable across academic programs and activities outside of academic settings. Overall the perspective was to not describe in what context the application of numeric and scientific information would occur thus allowing a more generalizable application.
4. Everyday situations was raised as a not great term
5. “Real-life” = every day and may be better?
6. Make informed/logical judgements rather than simply judgments x4
7. The outcome does not state that students need to make a “correct” judgement,
8. What does numerical information mean? Seems dumbed down from the first one,
9. Some staff preferred the first statement with quantitative literacy,
10. Can a definition or example be provided – something really short to help understanding of everyday situations?

#### **ILO 2.3: Express ideas through written and verbal communication methods and media.**

##### General Comments about ILO

1. Proficiency/competence?
2. Online classes may be different
3. May need to use this information to inform and improve online classes

##### Recommended Changes

1. "Effectively express" rather than just express
2. There may also be some ILOs are limiting, such as expression in written and verbal methods does not include non-verbal communication methods such as expression through art.

#### **ILO 2.4: Work collaboratively with others.**

##### General Comments about ILO

No general comments provided.

##### Recommended Changes

1. ILO 2.4 seems to be just hanging on. Incorporate it into another ILO
2. Work “collaboratively” – just that or with some outcome?



3. Want collaboration, but some measure of effectiveness in that capacity
4. “Meaningful contribution”?
5. Quality of collaboration matters
6. ILO 2.4 doesn't get at what is intended for students related to collaborative work. We don't want students just to collaborate. We want students to develop teamwork skills, values, and attitudes that enable them to work collaboratively. Change to something like: "Students will demonstrate teamwork skills, values, and attitudes that enable them to work collaboratively.

### **ILO 3.1: Participate in civic and political responsibilities within their communities.**

#### General Comments about ILO

1. General comments
  - a. Some discussion on knowing the importance of versus doing. Participation and doing is important
  - b. Question was asked: is doing/participation (while at UNC) possible for all students? Some students are overbooked just with their studies. Discussion ensued on how various majors might be doing/participating as part of their training (e.g., with internships, student teaching, etc.) Consensus that answer is yes (given broader categorization of participation)
  - c. need a context of how you are a citizen and how you contribute to society
  - d. Institutional and systemic issues – building a larger consciousness allows us to be a more effective and engaged citizen
  - e. history shapes how we engage in civic and political responsibilities
  - f. History gives context to and frames the present and future
  - g. there was concern about this ILO because it came across as suggesting that faculty need to identify the civic and political responsibilities students should engage in and the faculty were not comfortable doing that.
  - h. Faculty preferred to teach students about the importance of civic and political engagement and to allow students to identify those responsibilities that they wanted to engage in.
  - i. Faculty really like ILO 3.1 and want to ensure that it communicates that faculty will not be the ones to identify responsibilities in which students speak involved
  - j. faculty like this ILO because it encourages students to broaden their horizon
  - k. faculty like the use of the word responsibilities
  - l. One participant does not like this ILO because the institution doesn't do this,
  - m. There is a lack of common agreement on this ILO,
  - n. One participant prefers the second better because they believe that individuals have that responsibility, the first one implies that someone does not have responsibilities – they are going above and beyond, can vs. should
  - o. One participant feels the first is better since there is a call to action
2. What does this ILO mean to you?
  - a. Understanding and paying attention to current issues,
  - b. “Doing” something before a conflict,
  - c. Means activism,

#### Recommended Changes

1. Feels vague – “participate” could mean anything.

2. Shape this more to help ppl understand what they need to do
3. Alternative wording noted below - might be better to add and include this verbiage.
4. Agrees on vagueness
5. Civic and social responsibilities – social includes service components to make it more encompassing.
6. How are students contributing to outside communities?
7. Finding communities, causes, issues you care about and working/giving time in those areas to contribute to that.
8. Seems vague. Self identity and working in different communities and knowing what majority/minority issues are important and should be touched on more. – how that relates to how we participate in civic and political responsibilities matters
9. participants said that this learning outcome did not describe learning because it says that students will participate in something but does not explain what learning they will have achieved related to participation.
10. Alternative wording: "recognize importance of civic and political responsibilities"
11. "within local, national, and global communities"
12. the category description for category three is "be engaged citizens" if this continues to be the category description (and faculty want it to be) and faculty want to use the word participate in ILO 3.1
13. faculty really like the use of the word "participate" however they want to modify the ILO to indicate that students will identify the responsibilities the new wording would be: "identify and participate in civic and political responsibilities in their local, national, and or global community"
14. faculty believe that a modifier about the type of community could be added even parenthetical
15. Change to "identify and participate in"
16. "Will participate in" seems too firm. Maybe be prepared to participate in?
17. Does not like the term political,
18. "Civic" is a better word choice,
19. Some participants do not like the word "Recognize"
20. Use "Recognize and participate..."
21. Something is missing from this ILO. This ILO only suggests that students participate in these things. We want students to understand the importance and meaning of this participation, not just participate.
22. ILO doesn't go far enough. Modify to include that students will "have the knowledge and skills to engage in civic and political responsibilities within their communities"
23. Term "participate" is not liked. Several participants preferred the term "Engage"
24. Term responsibilities is not liked. Participants couldn't come up with a term to replace it in the short time of the meeting.
25. Does not want it changed,
26. Likes the current wording, does not like "recognize", but likes "participate"
27. List some examples by what is meant of community,... In a classroom, club, res-hall, etc.
28. Political has a negative connotation, does not like the use of the term, perhaps provide examples of what a political responsibilities is? Civic responsibilities is more intuitive.
29. instead of say participate in, say "develop a commitment to civic engagement and integrate an understanding of traditions in which shape the world that the live."

### **ILO 3.2: Explain alternative positions on issues resulting from different cultural, socio-economic, and geographic interests.**

#### General Comments about ILO

1. What does this IL mean to you?
  - a. Obligation to explain meaning of professional standards and ability to apply,
  - b. What does it mean to be in that particular field,
  - c. What is this ILO asking? They had questions to try and understand it.
  - d. Attempt to accomplish cultural competency. Seems limited to just these three areas. Should be focused on other elements of society or identity.
  - e. Students should be respectful of sharing ideas and not being judgmental,
2. General Feedback
  - a. Statement is clear, but the goal is broad,
  - b. Self-explanatory,
  - c. Not sure what cultural means.
  - d. Diverse can include much more, but the list is not very long.
  - e. we need to elevate the bar (issues of advantage vs. disadvantage – equity)
  - f. Unrepresented piece is important

#### Recommended Changes

1. "Understand and explain different positions..."
2. "explain" doesn't seem to be enough/the best word. Important outcome to not just know your stance, but unsure about what word to use to replace "explain"
3. "explain issues resulting from different cultural, socioeconomic, global/international, and geographic interests."
4. Faculty do not like the word "position". They feel that the word position is not applicable to their disciplines in the word issue is more applicable to their discipline. To make this ILO more generalizable, consider using the word position and/or issue.
5. Different versus diverse, Diverse has connotations/weight, though
6. "Diverse" is better than "different"
7. Interests... what does that mean? Could change "interests" to "Perspectives" or "origins" or "backgrounds"
8. Geographic could mean Texas or local. Maybe use global perspectives, Could say global and local
9. Term "explain" isn't liked. The term "explain" came across negatively to some people in this context. It had the implication of "explaining away alternative positions." People preferred the term "articulate" as it didn't have a negative connotation about "explaining away someone's ideas"
10. Missing – ability to theorize and respond to/generate new knowledge,
11. Sounds too much like “do you know the rules”, wants to see something that is not like following the rules.
12. Use a phrase that focuses on intersectionality,
13. Does not like the term “explaining”, perhaps use a different word like being aware or being respectful of other’s positions on issues,
14. “Examine”, “looking into...” different or multiple perspectives.
15. Change to "understand and explain..."

16. the term culture was confusing to students. It could mean religion, ethnicity and race. Be more specific about what is meant or add an example/definition to clarify term

**ILO 3.3: Identify and evaluate the social, economic, and environmental consequences of individual and group actions.**

General Comments about ILO

1. General Feedback
  - a. faculty really like this ILO because it shows connections
2. What does this outcome mean to you?
  - a. Systemic lens that we have an impact on other people/environment,
  - b. To what ends...? But would be hard to state the "ends".
  - c. Impact on others, lack of selfishness,
  - d. Using current events to make decisions,
  - e. Becoming an adult and making less mistakes,
  - f. Student will know there are negative consequences, ex/ if you drink underage, there are consequences such as losing housing, getting booted out of school; consumption habits and the impact on the environment,
  - g. Understanding the big picture... individual and group focus is meaningful, especially in the context of saving the environment

Recommended Changes

1. Likes this one. Probably can be improved, but she can picture how it would touch on both in and out of classroom experiences.
2. Agrees on liking this one and not much feedback to offer
3. Feels it gets to the point the others (previously critiqued ILOs) don't get to.
4. add political to list of consequences
5. add the word "impacts"
6. Suggested wording... "history/background and consequences",
7. Wording might not be super clear,
8. Add an action verb... "Identify, evaluate, influence or engage w/ or learn from"

**ILO 4.1: Use the tools, vocabulary, and methods of their discipline to conduct research, explore issues, and solve problems.**

General Comments about ILO

1. Information literacy
2. Access and evaluate resources x2 or 3

Recommended Changes

1. Change to "use the tools, vocabulary, and methods of their discipline to understand issues, conduct research, explore issues, and solve problems"
2. Change to "use the tools, vocabulary, and methods of their discipline to understand specific issues, conduct research, explore issues, and solve problems"
3. faculty did not like the use of the word "problems" because it is not applicable across all disciplines.
4. Faculty prefer the word issue instead of problem.

5. Because some disciplines might use the word problem and some might use the word issue one solution is to change the wording to "problems and/or issues". This change would apply to ILO 1.2, 2.1, and 4.1
6. faculty point out that not all students do research and the wording for 4.1 suggests that they would all do research. Faculty suggest this change "use the tools... to conduct and/or critique research, explore issues, and or solve problems"
7. ILO 4.1 could reword to be "used tools, vocab, and methods of their discipline" this shortened version would be more applicable to a broader range of disciplines
8. Concern with requiring all students to do research x3. Depends on discipline. Capacity to understand/interpret vs actually doing research is different. Research, scholarship, creative works (RCSW) may be needed – more flexible and discipline appropriate.
9. Question is what does “conduct research” mean? Could remove research or add language to clarify and include creative works
10. Idea is do they know how to use and be critical consumers of resources in their discipline
11. Co-curricular staff don't use the term "discipline" when the talk to students. Co-curricular staff use the term "program of study" when talking to students and parents. The co-curricular staff wondered what term faculty use. They also think that students and parents don't use the term "discipline." Can a different word be identified that is understood by parents and students and that is familiar to faculty and staff.
12. If 4.1 is kept, unanimous agreement to replace the term "vocabulary." This word seems like a K-12 term. They preferred the word "terminology."
13. “Modes of inquiry and methodology”, rather than “tools”
14. Both should have “use” and “apply”

**ILO 4.2: Apply the professional standards and practices of their discipline in scholarly and professional settings.**

General Comments about ILO

1. Apply versus meet?
2. Concern regarding ability to assess behavior in professional settings
3. One person thought that this ILO is difficult because many students don't work in the field/discipline associated with their major. However someone else pointed out that this ILO doesn't mean that you have to work in the field/discipline associated with their major.
4. 4.2 function about the standards in their profession,
5. Likes the professional standards emphasis, professionalism is needed in the classroom.
6. Take what is learned in school and apply it.

Recommended Changes

1. They prefer the wording "apply professional standards and practices of discipline and professional setting" then each discipline can define what they mean by professional setting.
2. the use of the word "scholarly" was confusing to faculty and they didn't know what it meant. They suggest the removal of the word scholarly from ILO 4.2.
3. at the graduate level, students need to develop professional skills and be involved in professional communities. Faculty expect students to go beyond "applying professional standards" at the graduate level
4. Maybe make it scholarly and/or professional settings
5. Research, scholarship, creative works (RSCW) and/or professional settings

6. Add the word “ethics” to 4.2,
7. One person wants to modify to "Competently apply the professional standards and practices of their discipline in scholarly and professional settings." However, someone else doesn't think the word "competently" is needed.
8. Someone asked why is the wording limited to scholarly and professional settings. Don't we want people to apply what they learn in their personal life and in civic and community engagement. Others think that it is ok to limit this ILO to scholarly and professional settings because the word "discipline" in the ILO suggests that students are learning the things relevant to the field/discipline.
9. Co-curricular staff don't use the term "discipline" when they talk to students. Co-curricular staff use the term "program of study" when talking to students and parents. The co-curricular staff wondered what term faculty use. They also think that students and parents don't use the term "discipline." Can a different word be identified that is understood by parents and students and that is familiar to faculty and staff.
10. 4.2 (research/scholarship) is geared towards graduate students, seems very specific,
11. Maybe an “or” instead of an “and” in 4.2,
12. Both should have “use” and “apply”
13. Does discipline (ILO 4.2) mean major? Discipline can be understood in different ways.
14. 4.2 should have a focus on real life,
15. Struggled to understand what scholarly means and how it is different from professional.  
Clarify what those terms mean. For example, how does scholarly apply to a sports major?

### **Similarities and differences between ILO 4.1 and ILO 4.2.**

ILO 4.1: Use the tools, vocabulary, and methods of their discipline to conduct research, explore issues, and solve problems

ILO 4.2 Apply the professional standards and practices of their discipline in scholarly and professional settings.

### General Comments about ILO

1. If they had to differentiate the two, then ILO 4.1 is about developing skills overall and 4.2 is about using skills in jobs.
2. First one is “understanding how to step into the field”, second one is “can you do it?”
3. Should be the goal of every major,
4. Looking for the career piece in this section,
5. 4.1 is reminiscent of nursing, 4.2 is best for a masters/terminal degree,
6. 4.1 theory, 4.2 practice,
7. 4.1 and 4.2 say the same thing, one is just more detailed
8. 4.1 is better because it is more understandable and it can be applied in all contexts
9. One is a method, another is the application.
10. Do the two ILOs apply to both undergrad and graduate students? No concerns held by participants.
11. Identity- How do these change based off of who I am and the experiences I've had in my discipline?

### Recommended Changes

1. Not just scholarly and professional setting – skills should be brought into any and all settings

2. There was unanimous agreement (out of 12 staff) that 4.1 and 4.2 said the same thing and that only one ILO is needed.
3. The only way that people could differentiate the two ILOs was because version B of the ILOs has a short description that showed a difference between them.
4. If 4.1 is kept, unanimous agreement to replace the term "vocabulary." This word seems like a K-12 term. They preferred the word "terminology."
5. More rigor, more writing is needed to make the ILOs fit both UG and Grad.
6. Both can be independent, but should have "use" and "apply"
7. Both should have "use" and "apply"

### **Terms that Need Clarification**

Participants described terms used in the ILOs that need clarification. The specific terms that were unclear are listed with the meeting associated notes. Some meeting notes contain reference to multiple unclear terms and are included in full for each term.

#### Discipline

1. Staff in co-curricular and student support units don't use the term "discipline" when they talk to students. Co-curricular staff use the term "program of study" when talking to students and parents. The co-curricular staff wondered what term faculty use. They also think that students and parents don't use the term "discipline." Can a different word be identified that is understood by parents and students and that is familiar to faculty and staff.
2. Overall, staff thought that too much academic language and terminology were used. As examples, they said "human experience," "professional standards," and "discipline" were terms not understood by parents and students.
3. Students struggle with the word meaning of the word "discipline"

#### Human experience

1. Overall, staff in co-curricular and student support units thought that too much academic language and terminology were used. As examples, they said "human experience," "professional standards," and "discipline" were terms not understood by parents and students.

#### More student and parent friendly language is needed

1. Overall, staff in co-curricular and student support units thought that too much academic language and terminology were used. As examples, they said "human experience," "professional standards," and "discipline" were terms not understood by parents and students.
2. They thought that the ILOs weren't worded to be understood by students and parents.
3. Some of the ILOs have terms that were unfamiliar to the students. Each ILO, if the terms aren't changed, then will need to add an example to explain them.

#### Professional standards

1. Overall, staff in co-curricular and student support units thought that too much academic language and terminology were used. As examples, they said "human experience," "professional standards," and "discipline" were terms not understood by parents and students.

## Concepts Missing from Draft 2 that Should be Added

Concepts listed alphabetically in table.

Missing Concepts	Meeting Notes Related to Concepts	# of Stakeholder Meetings Suggesting Concept				
		UG	GR	FA	ST	AL
<b>1. Critical thinking related skills</b>						
a. Ambiguity	<ul style="list-style-type: none"> <li>Ability to navigate ambiguity – good to have clear expectations, but students’ ability to navigate issues when there’s a lack of clear instructions available is also important to consider.</li> </ul>					1
b. Critical Thinking	<ul style="list-style-type: none"> <li>critical thinking is missing. Add critical thinking as a more overt learning outcome</li> <li>The concept of critical thinking needs to be more explicit in the ILO's</li> <li>Might be in life-long learning, but needs to be more specific, such as critical thinking.</li> <li>The concept of critical thinking should be added. If it is implicitly included in the ILOs then it should be made more explicit</li> <li>Self-reflection missing, and attached to think critically. Sense of self is tied to self-reflection.</li> <li>Critical thinking is not explicitly in here, but they are present in the existing ILOs. You would not be able to accomplish some of these without critical thinking.</li> <li>Critical thinking – definitely!</li> <li>Critical thinking should be added,</li> <li>Critical thinking. It’s part of it, but should be stated.</li> </ul>	3	1	2	2	0
c. Critique others and ideas	<ul style="list-style-type: none"> <li>faculty felt that the following concept was missing: critique the reasoning of others. They felt that the ILO's focused on critiquing information but not the perspective or reasoning of another person. They want to add an ILO it says "critique reasoning of others". They could also consider integrating this concept into ILO 2.2</li> <li>Nothing about questioning assumptions, or curiosity (lifelong learning),</li> </ul>			1	1	
<b>2. Diversity and equity related concepts</b>						
a. Culture and cultural competence	<ul style="list-style-type: none"> <li>Cultural competence seems to be missing here, but is part of UNC’s mission</li> <li>Maybe add arts, culture, and diversity in new ILO under category 3</li> <li>Artistic/cultural literacy/competence seems important to include somewhere x3</li> <li>Intercultural element is still missing,</li> <li>Participate in cultural events and be open to different cultures, meet new people, attend cultural events, go to cultural centers.</li> </ul>	1		1	1	
b. Equity diversity	<ul style="list-style-type: none"> <li>Reluctance to add more (this opinion seemed to be shared), but where is equity and diversity language in ILOs?</li> <li>May need to reword things from an equity mindset perspective</li> </ul>	1	1	2		



Missing Concepts	Meeting Notes Related to Concepts	# of Stakeholder Meetings Suggesting Concept				
		UG	GR	FA	ST	AL
	<ul style="list-style-type: none"> <li>Need to incorporate equity mindset</li> <li>Where's diversity?</li> <li>Maybe add arts, culture, and diversity in new ILO under category 3</li> <li>Diversity and learning needs to be more present,</li> <li>Diversity and focus on identities is important, every student should know about diversity,</li> </ul>					
c. Global	<ul style="list-style-type: none"> <li>the concept of considering a global context is missing and could be added to category three.</li> <li>The concept of global learning is missing. There was consensus that the concept should be in the ILO, but that the term global learning should not be used because students and parents don't know what that is.</li> <li>Global citizenship elements missing, ability to understand and appreciate the complexities of the world, the context in which one would be engaged,</li> <li>Global aspect, understand more than just the united states community, connecting to the rest of the world, understanding diverse perspectives in a global manner,</li> </ul>	1		1	2	
d. Social justice	<ul style="list-style-type: none"> <li>Social justice-mindedness, creating "positive change" in the world,</li> </ul>		1			
<b>3. Interpersonal related skills</b>						
a. Community building	<ul style="list-style-type: none"> <li>Something about relationships/Interpersonal skills/community building,</li> </ul>		1			
b. Interact with others	<ul style="list-style-type: none"> <li>Something about relationships/Interpersonal skills/community building,</li> <li>Manage and/or resolve conflict,</li> <li>Human component is still missing, interactions with others,</li> </ul>		1		1	
c. Professionalism	<ul style="list-style-type: none"> <li>Lack of professionalism in graduates – hard to find and hire qualified, professional, ready people. Perhaps add information to address this issue?</li> <li>Professional behavior and preparation. – readiness to take on and handle the workload without too much hand-holding</li> </ul>					1
d. Treat others well and relate to others	<ul style="list-style-type: none"> <li>Something about mindfulness, i.e. treating other people well,</li> <li>Understand the difference between sympathy and empathy, and be able to practice both,</li> <li>Being able to connect with others, not just communicate or collaborate, looks very scientific and factual – ability to relate to each other in a positive manner, teaching people to love,</li> </ul>	1			1	
<b>4. Other</b>						
a. Aesthetics and art	<ul style="list-style-type: none"> <li>The concept of aesthetics and art are missing and faculty felt that faculty from College of Performing and Visual Arts would be better at providing feedback on what that would be.</li> <li>Don't see arts in the ILOs x3</li> <li>Cultural products may be used as a term to refer to arts broadly</li> <li>Someone pointed out that "human experience" is somewhat artistic</li> <li>Maybe cultivating artistic appreciation is needed</li> </ul>	1		2		

Missing Concepts	Meeting Notes Related to Concepts	# of Stakeholder Meetings Suggesting Concept				
		UG	GR	FA	ST	AL
	<ul style="list-style-type: none"> <li>Arts and culture may be needed</li> <li>Maybe add arts, culture, and diversity in new ILO under category 3</li> <li>Artistic/cultural literacy/competence seems important to include somewhere x3. Maybe in category 1 under human experience?</li> <li>interaction with art,</li> </ul>					
b. Change agents	<ul style="list-style-type: none"> <li>We want students to be agents of change and speak up. The concept that students will take what they learn and apply it is missing. Add the concept of take action on what they learn</li> <li>Lots of “understanding” and “analyzing”, but not “acting”,</li> </ul>				2	
c. Civic responsibility	<ul style="list-style-type: none"> <li>A stronger emphasis for civic responsibility may be missing,</li> </ul>	1				
d. Create new things ideas	<ul style="list-style-type: none"> <li>faculty felt that the concept of creativity is missing and that this is very important for graduate students. To accommodate this concept and to allow it to incorporate graduate students add "develop new ideas" as an ILO.</li> <li>Missing more advanced forms of taxonomy, especially the solo system, i.e. generate new knowledge or connection of knowledge to larger areas, very relevant for graduate education.</li> <li>Creativity,</li> </ul>	1		1	1	
e. Develop knowledge of career options	<ul style="list-style-type: none"> <li>A focus on learning about a career, especially through academic programs is needed.</li> </ul>	1				
f. Financial Literacy	<ul style="list-style-type: none"> <li>Basic financial literacy is missing and other areas of being an adult.</li> </ul>	1				
g. Information Literacy	<ul style="list-style-type: none"> <li>How to find information is not present,</li> <li>Information literacy may be covered in some areas,</li> <li>Sure, you could include information literacy,</li> </ul>	1	1		1	
h. Lifelong learning	<ul style="list-style-type: none"> <li>The concept of developing lifelong learning is missing.</li> <li>The concept that we want students to stay current beyond UNC is missing.</li> <li>Nothing about questioning assumptions, or curiosity (lifelong learning),</li> <li>Retain flexibility of thinking to allow new ideas and technologies, their thinking needs to be able to change in order to be responsive, would fit well in category 2, or incorporated in the life-long learning area,</li> </ul>				3	
i. Sense of Self & Well-Being	<ul style="list-style-type: none"> <li>What about well-being and socioeconomic health, where’s that? May fit into category 2</li> <li>Self-advocacy – advocate for your needs and the needs of others, assertive and non-aggressive manner,</li> <li>The concepts of developing as a whole person and being well-balanced are missing.</li> <li>Sense of own physical health, and being a healthy person,</li> <li>What about well-being and socioeconomic health, where’s that? May fit into category 2</li> </ul>	2	1	1	4	1

Missing Concepts	Meeting Notes Related to Concepts	# of Stakeholder Meetings Suggesting Concept				
		UG	GR	FA	ST	AL
	<ul style="list-style-type: none"> <li>Self-advocacy – advocate for your needs and the needs of others, assertive and non-aggressive manner,</li> <li>The concepts of developing as a whole person and being well-balanced are missing.</li> <li>Sense of own physical health, and being a healthy person,</li> </ul>					
j. Technology	<ul style="list-style-type: none"> <li>Could include something related to technology- something more concrete to allow a metric for judging outcomes</li> <li>the concept "use of technology and can" is missing. Something should be students' ability to use technology (several people agreed with this)</li> <li>The concept that we want students to use and adapt to new technology is missing</li> </ul>				1	1
k. UNC specific	<ul style="list-style-type: none"> <li>These could be from any Univ. Where is UNC in these ILOs?</li> <li>What is our unique impact and how does that show up in the ILOs?</li> <li>ILOs are dry/academic sounding. Where is the heart/caring? Where is UNC?</li> <li>the concept of building Bear Pride and feeling connected to UNC should be built into the ILOs</li> <li>The ILOs are missing a UNC specific feeling.</li> <li>Wish we could capture the sense of community of UNC in the ILOs – friendliness and welcoming environment, character of the institution.</li> </ul>	1		1	1	
<b>5. Problem solving and research skills</b>						
a. Problem solving	<ul style="list-style-type: none"> <li>Problem solving, particularly missing among student employees,</li> <li>Basic problem solving. Its implied in some ways, but not mentioned,</li> </ul>		1		1	
b. Research skills	<ul style="list-style-type: none"> <li>Research skills, how to find information, what information is reliable,</li> <li>#research skills for life,</li> </ul>		1			
c. Skill select tools	<ul style="list-style-type: none"> <li>Similar to 4.1, but missing skills to seek out tools to solve problems,</li> </ul>		1			
d. Support Claims	<ul style="list-style-type: none"> <li>Faculty suggested adding the following "be able to support claims with reasons and use evidence to support those claims"</li> </ul>			1		
<b>6. Unclear concepts</b>						
	<ul style="list-style-type: none"> <li>Social difference, status</li> <li>Formal and informal structures of social systems is also missing</li> <li>Speaking to tools and practices would be more specific and could be added</li> <li>Concepts and methods ILO... where does theory fit in? Should that term be added?</li> <li>depth of learning and appreciation,</li> <li>Intellectual habits, i.e. question assumptions,</li> <li>Proficiency is missing. Only requires “expressing ideas...”,</li> <li>The practical element, especially job related is missing.</li> <li>“Personal responsibility”?</li> </ul>		1	1	3	1
<b>7. Nothing missing</b>						

Missing Concepts	Meeting Notes Related to Concepts	# of Stakeholder Meetings Suggesting Concept				
		UG	GR	FA	ST	AL
	<ul style="list-style-type: none"> <li>• Wouldn't change anything,</li> <li>• Very thorough list of ILOs,</li> </ul>	2				

## Organization and Grouping of ILOs

Participants were asked to share their preference for how to group and organize Draft 2 ILOs (see Appendix 1).

### Participants Prefer Version A

1. Version A – specific guidelines under general idea. B is more vague.
2. Agrees with comment 1. Part of it is also that you want these to be easily articulated across campus. Having four stand out (what you’re striving for and how you get there) will help with usability of these ILOs
3. A is more logical, clear (broad agreement)
4. Could use table format and have A’s broader descriptions (minus “upon completion of…” verbiage) on left with ILOs on right

Description 1	ILO 1.1
	ILO 1.2
	ILO 1.3
Description 2	ILO 2.1
	ILO 2.2
	ILO 2.3 and so on...

5. 3 people thought that A is better
6. A is a bit wordy, though. Take out “Upon completing degree…” or just put it at the top x4
7. B is redundant from left to right columns
8. Version A – Contained and not overwhelming,
9. Version A – Flows and is problematized,
10. Version A – Enjoys the bigger picture and categories, but every single sentence has the same second sentence, maybe move to the top?
11. one person likes version A better
12. Another person likes A over B
13. Version B has too many,
14. Version A – Easier to remember them,
15. A – is like state standards and easier for that person’s mind, B is confusing without categories.
16. A – likes the categories, likes to read in an outline way.

### Participants Prefer Version B

1. Version B – Clear and easy to follow, not boring,
2. One person likes version B better
3. Version B – More digestible
4. B – would be great if the numbers would be removed, some categories are also very similar and doesn’t warrant four different categories,
5. B - is easier to understand and read, similar way to comprehend,
6. Version B is more succinct. Learning outcomes and numbers, but also summed up in a nutshell to the side.
7. Version A is more wordy.
8. Prefers less wordy.
9. Do the short descriptions make sense in version B? Absolutely.

10. B – easy to read.
11. B – likes the bullet points on the left.

### **Participants Prefer Both Versions**

1. Leans towards version A. – more analytical – feels natural. Doesn't like how things are grouped, though. Having specific ILOs separated out from categories might be better. Version B might allow for more creativity.
2. a faculty member liked the bold categories in version B and also liked having the ILO's grouped together like in version A. Another faculty member also liked this option
3. B is more student friendly and A is more faculty friendly
4. Maybe keep both versions – A for campus, B for students?
5. A – but it's the same thing on both sides. Use categories found in section A, but put it into a chart like in B.

### **Comments about Category Descriptions for each Group of ILOs**

Stakeholders provided feedback on the content and wording of the four category descriptions.

#### Category 1 Comments

1. Don't like the term "enduring questions" in the category description. It seems too vague.

#### Category 2 Comments

No comments provided.

#### Category 3 Comments

1. The faculty don't like the wording "upon completing" for this category because that implies that engagement will occur before finishing college; whereas faculty feel that they are developing students' skills to be engaged after they graduate.
2. The category description for category three is "be engaged citizens." If this continues to be the category description (and faculty want it to be), then faculty want to use the word "participate" in ILO 3.1 because this would align the learning outcome with the concept of actually being engaged.
3. There is a disconnect between category three description and ILO 3.3 because the description implies action (be engaged) in this ILO is written with a passive verb (i.e., not requiring students to be engaged. However, in reconsidering category three the faculty believe that students need to develop an awareness and understanding about civic and political responsibilities (ILO 3.3) before they can be engaged; therefore, they suggest re-ordering the ILO's in this category to show that structure. The new order would be 3.3, 3.2, 3.1. This new order scaffolds the ILOs into progressively more involved learning toward the end.
4. Because ILO 3.2 and 3.3 don't require students to be engaged, the description for category three needs to be changed to better align with all three ILO's. Currently the description only aligns with ILO 3.1. The description needs to say something like "be a mindful/thoughtful and engaged citizen"
5. Maybe edit category description to note "be engaged globally and locally"
6. Don't like starting the description with the word "Be" – x2. Change to Become? Demonstrate?
7. In section 3, include "global" citizens, nothing international in the ILOs.

#### Category 4 Comments

1. Faculty suggested that category four could be made part of category two.
2. Category four: don't change the wording
3. Reverse the statement, 4.2 first. 4.1 second.
4. Maybe have a 4.3?
5. Category 4 doesn't apply if someone switches their job or profession.

#### **Comments about Other Aspects of the ILOs**

Stakeholders provided comments not related to the concepts in the ILOs or the wording of the ILOs. These comments can be useful as the ILO initiative continues to develop.

#### How will ILOs be used and assessed

1. As a parent, I'd want to know how these are going to be measured.
2. There were questions from participants about 1) how will the ILOs be assessed, 2) what type of data will be collected, 3) will every class need to address every ILO, 4) will every ILO need to be addressed by every program, 5) who will collect data, 6) who will see data. Two participants felt unable to provide feedback on what UNC's institutional learning outcome should be until these questions had been clarified for them.
3. Concerns raised on timing of assessment regarding "will apply..."
4. How are these going to be used? Implemented? Evaluated?

#### Comments about student experiences and opportunities to gain the knowledge in the ILOs

1. Are they connected to what we are doing and the student experience.
2. We facilitate experiences that provide the opportunity to develop these,
3. Graduate student - not sure if all ILOs were met during undergrad, esp. conducting research or applying it.
4. The 3 students weren't science majors and they felt that they haven't developed the learning described in the science/math related ILOs

#### Other comments

1. How we'll recall these is a bit of an unknown
2. Need consistency in cross-unit awareness and adoption of ILOs
3. Hopes so! Loves how MCB prepares students. Very practical instruction, learning concepts and how to apply.
4. Needs to be able to apply education to an end goal,
5. What is the goals of these? Is it intended for students, parents?