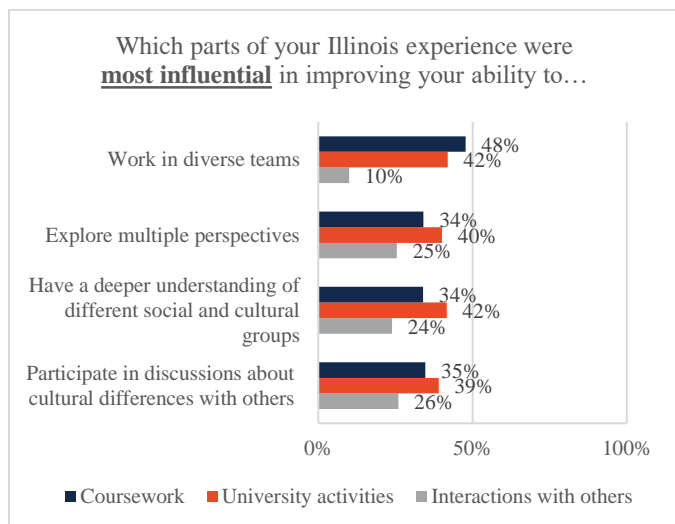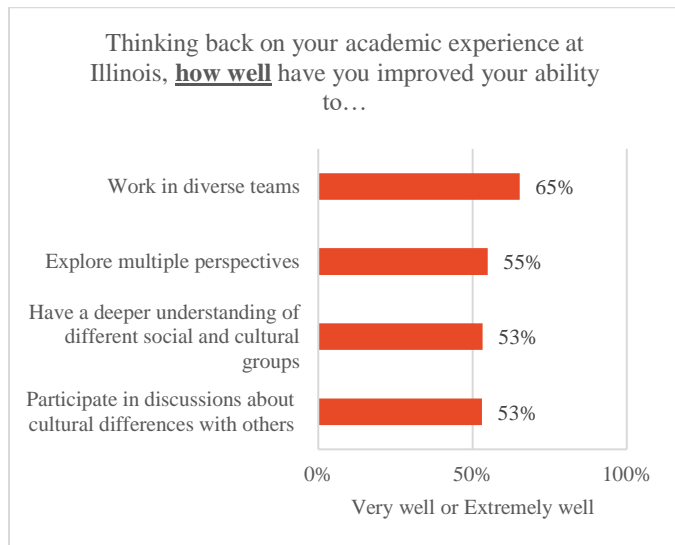# ILLINOIS

Learning Outcomes Snapshot

The [Illinois Student Learning Outcomes](1) were adopted in spring 2017. This report aggregates data from [Undergraduate Learning Outcomes Assessment Plans](2), the [National Survey of Student Engagement](3), and the [Chancellor's Senior Survey (CSS)](4) from 2016 to 2018 to provide a comprehensive assessment of Social Awareness and Cultural Understanding (SACU).
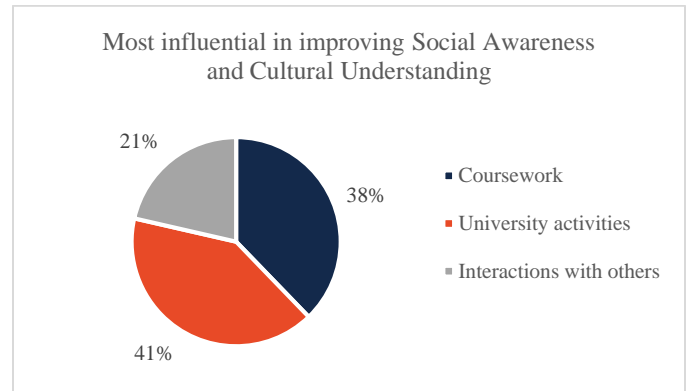
Perceived Gains and Attributions

The Chancellor's Senior Survey (CSS) was designed to examine the degree to which educational programs are enabling students to achieve stated learning objectives, while also providing a measure of students' perceptions of the effectiveness of academic programs and services at the unit, college and campus levels. The following CSS items were designed to measure SACU.

Thinking back on your academic experience at Illinois, **how well** have you improved your ability to…

- Work in diverse teams — 65%
- Explore multiple perspectives — 55%
- Have a deeper understanding of different social and cultural groups — 53%
- Participate in discussions about cultural differences with others — 53%

Very well or Extremely well

Which parts of your Illinois experience were **most influential** in improving your ability to…

- Work in diverse teams — Coursework 48%, University activities 42%, Interactions with others 10%
- Explore multiple perspectives — Coursework 34%, University activities 40%, Interactions with others 25%
- Have a deeper understanding of different social and cultural groups — Coursework 34%, University activities 42%, Interactions with others 24%
- Participate in discussions about cultural differences with others — Coursework 35%, University activities 39%, Interactions with others 26%

■ Coursework ■ University activities ■ Interactions with others

Note: Students were allowed to select multiple options.

Most influential in improving Social Awareness and Cultural Understanding

- Coursework — 38%
- University activities — 41%
- Interactions with others — 21%

Alignment with Program Outcomes

Assessment updates are collected _annually_ from all academic and non-academic units. Units are encouraged to align their program learning outcomes with the Illinois Student Learning Outcomes, but it is not required. The table below provides _examples_ of how different units have aligned their student learning outcomes with SACU.

Civil Engineering: An ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline.

Classical Archaeology: Acquire an awareness of the place of Ancient Greek, Roman, and neighboring cultures in the western tradition in order to understand connections between past and present.

Elementary Education: Students will effectively plan and implement relevant, culturally responsive and developmentally appropriate instruction for elementary students, grades 1-6.

Latin American Studies: Students should understand the diversity and complexity of Latin American cultures and languages and their historical, cultural, political, and economic development.

Music Education: The well prepared music teacher is an ethical and reflective practitioner who promotes a culture of professional inquiry.

Psychology: Students will develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

[1] https://provost.illinois.edu/assessment/learning-outcomes-assessment/illinois-student-learning-outcomes/
[2] https://provost.illinois.edu/assessment/learning-outcomes-assessment/resources-examples/
[3] https://secure.dmi.illinois.edu/NSSESurvey/
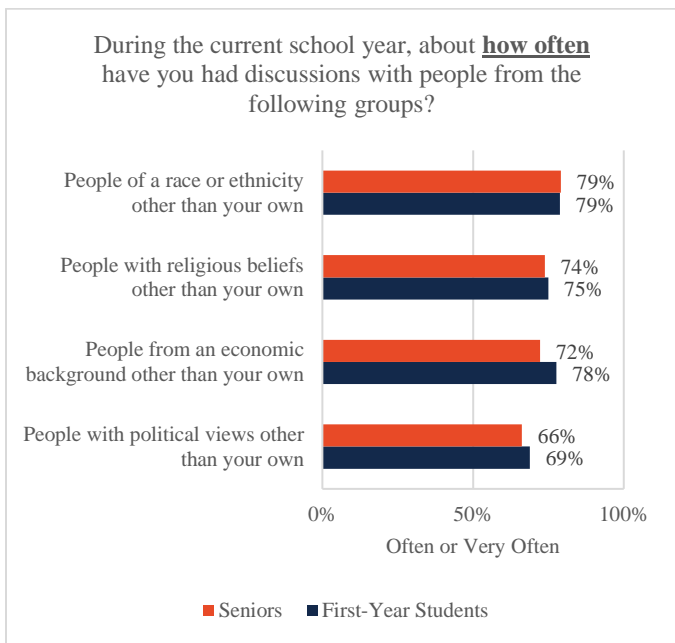[4] https://secure.dmi.illinois.edu/SeniorSurvey/

Recreation, Sport and Tourism: Demonstrate basic knowledge about various dimensions of diversity, and the impact these dimensions have on service delivery in recreation, sport and tourism organizations.

University Housing: Each resident will understand the identities of self and others, how the interaction between identities influences community and the promotion of ally ship and advocacy. Each resident will be able to define and explore the concepts of social, relational and core identities.

82% of undergraduate degree programs have aligned at least one program level learning outcome with Social Awareness and Cultural Understanding.

Engagement Indicators

The National Survey of Student Engagement (NSSE) collects information about *first-year and senior students'* participation in programs and activities that Illinois provides for their learning and personal development. The NSSE is administered in the *spring* and the results provide an estimate of how undergraduates spend their time and what they gain from attending college. The following NSSE items represent SACU.

During the current school year, about **how often** have you had discussions with people from the following groups?

People of a race or ethnicity other than your own — Seniors 79%, First-Year Students 79%
People with religious beliefs other than your own — Seniors 74%, First-Year Students 75%
People from an economic background other than your own — Seniors 72%, First-Year Students 78%
People with political views other than your own — Seniors 66%, First-Year Students 69%

Often or Very Often
■ Seniors ■ First-Year Students

52% of graduating students who participated in a program or activity aimed at promoting diversity and/or global awareness found the experience very valuable or extremely valuable to their personal or professional development.

During the current school year, about **how often** have you done the following?

Tried to better understand someone else's views by imagining how an issue looks from his or her perspective — Seniors 64%, First-Year Students 63%
Connected your learning to societal problems or issues — Seniors 53%, First-Year Students 46%

Often or Very Often
■ Seniors ■ First-Year Students

How much does your institution emphasize the following?

Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) — Seniors 51%, First-Year Students 68%
Attending events that address important social, economic, or political issues — Seniors 41%, First-Year Students 49%

Quite a Bit or Very Much
■ Seniors ■ First-Year Students

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) — Seniors 60%, First-Year Students 61%
Developing or clarifying a personal code of values and ethics — Seniors 59%, First-Year Students 55%

Quite a Bit or Very Much
■ Seniors ■ First-Year Students