

Institutional Student Learning Outcomes

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Agenda

- Background information and process
- Review proposed Institutional Student Learning Outcomes
- Identify next steps
- FAQs, answer your questions

Background

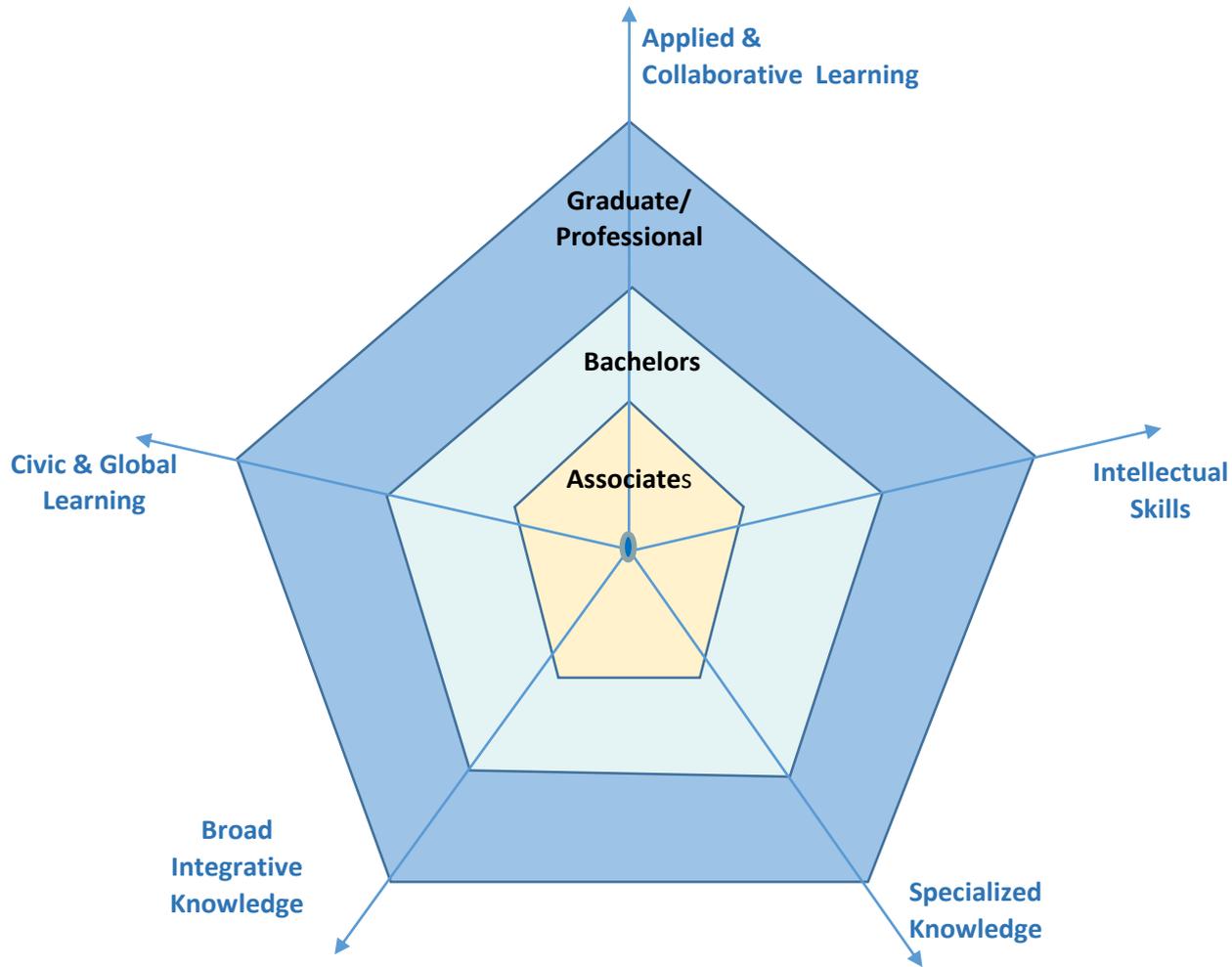
Institutional Student Learning Outcomes (ISLOs):

Statements of general knowledge and skills that all graduates should be able to demonstrate at the time of graduation, regardless of academic program of study.

Process:

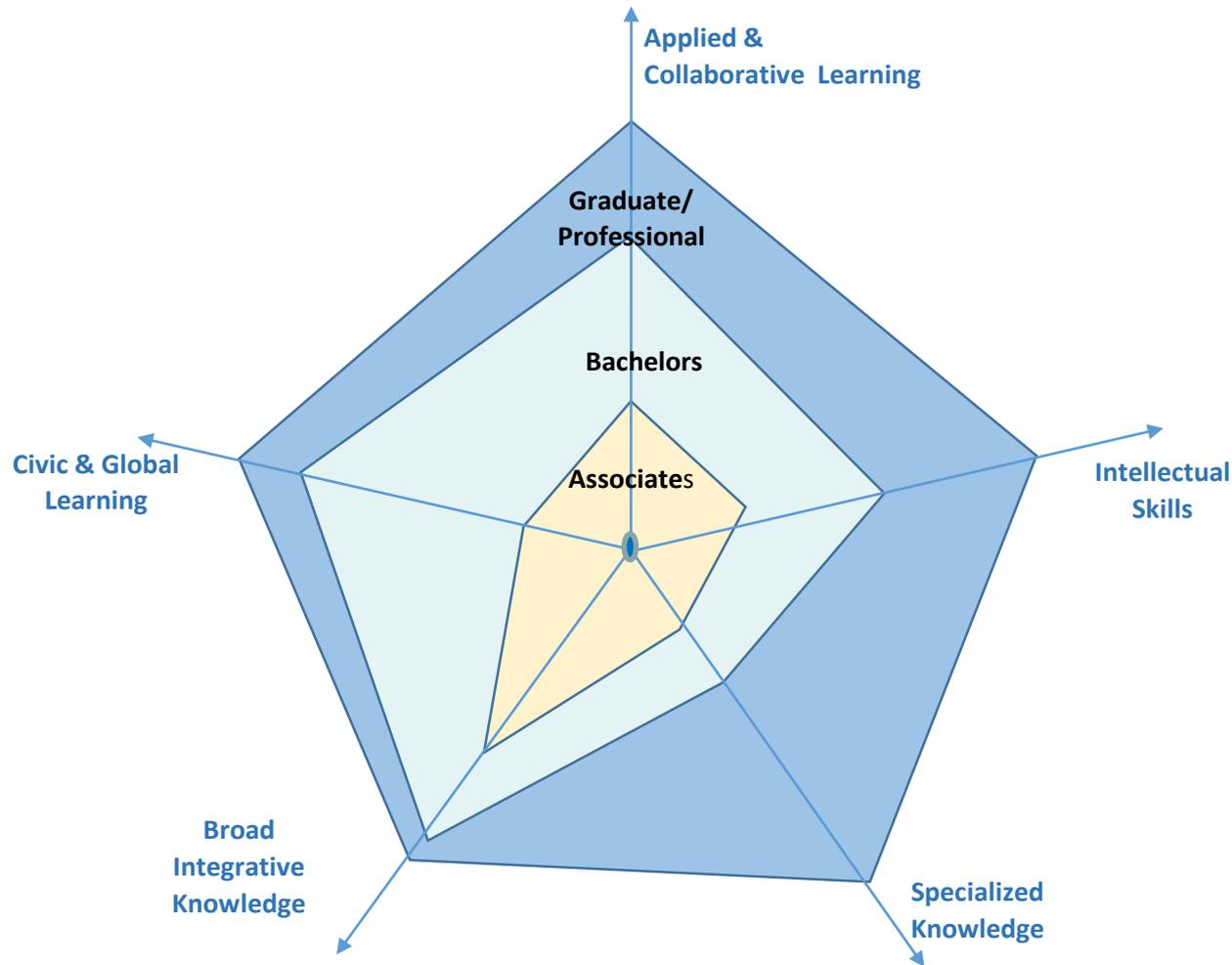
- Provost's Ad hoc committee
- Review of other institutions and literature
 - Degree Qualifications Profile
- Draft developed/survey to faculty, staff, students (responses: ~2000)
- Draft revised based on input

Five Areas of Learning



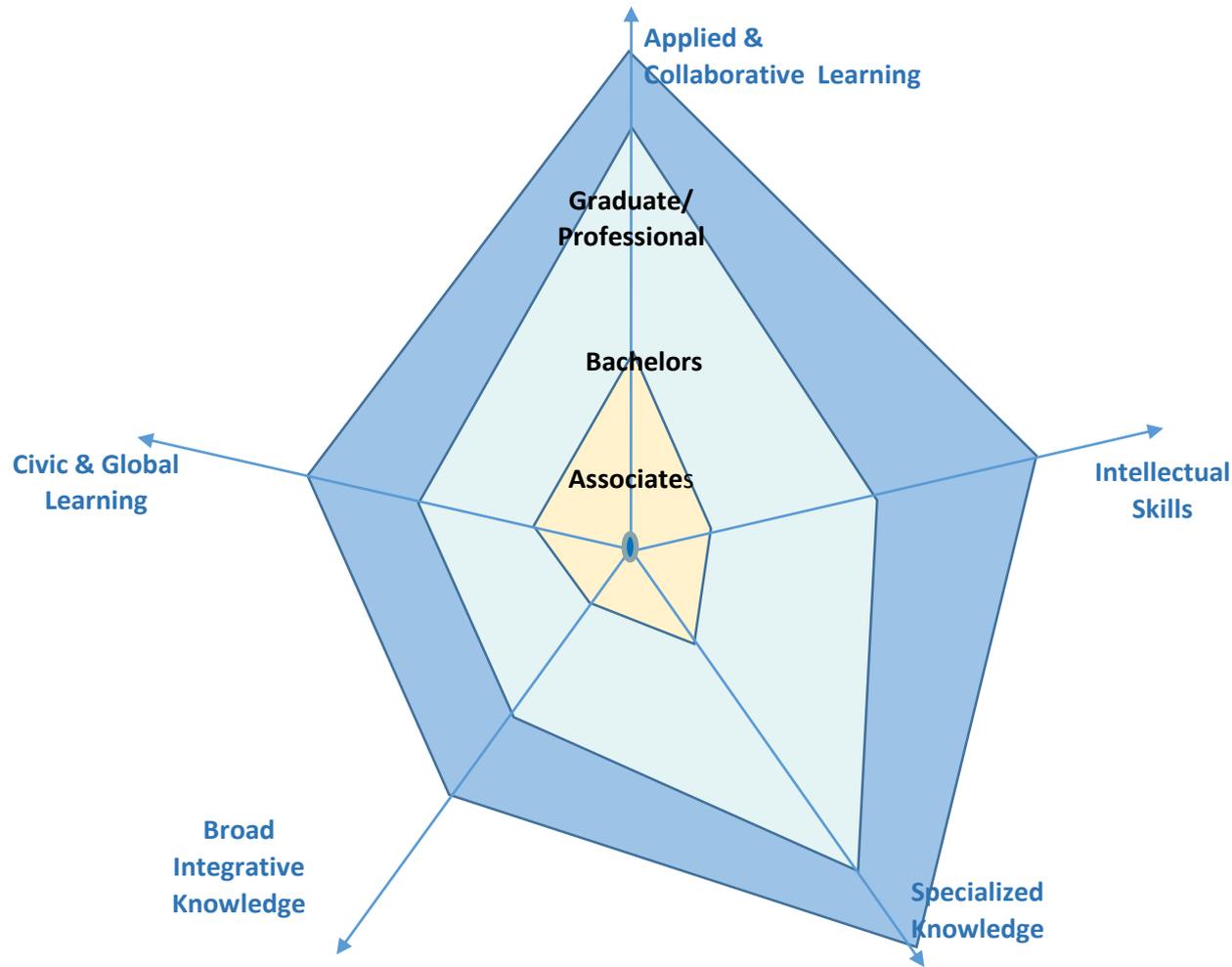
Five Areas of Learning

Flexible based on area of study and level of degree



Five Areas of Learning

Flexible based on area of study and level of degree



Proposed ISLOs

Broad and Integrative Knowledge

UT graduates will demonstrate proficiency in using broad, integrative knowledge.

Specialized Knowledge

UT graduates demonstrate depth of knowledge in a field and are

Intellectual Skills

UT graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.

Civic and Global Learning

UT graduates will demonstrate the knowledge required for responsible citizenship, both from their formal studies and from

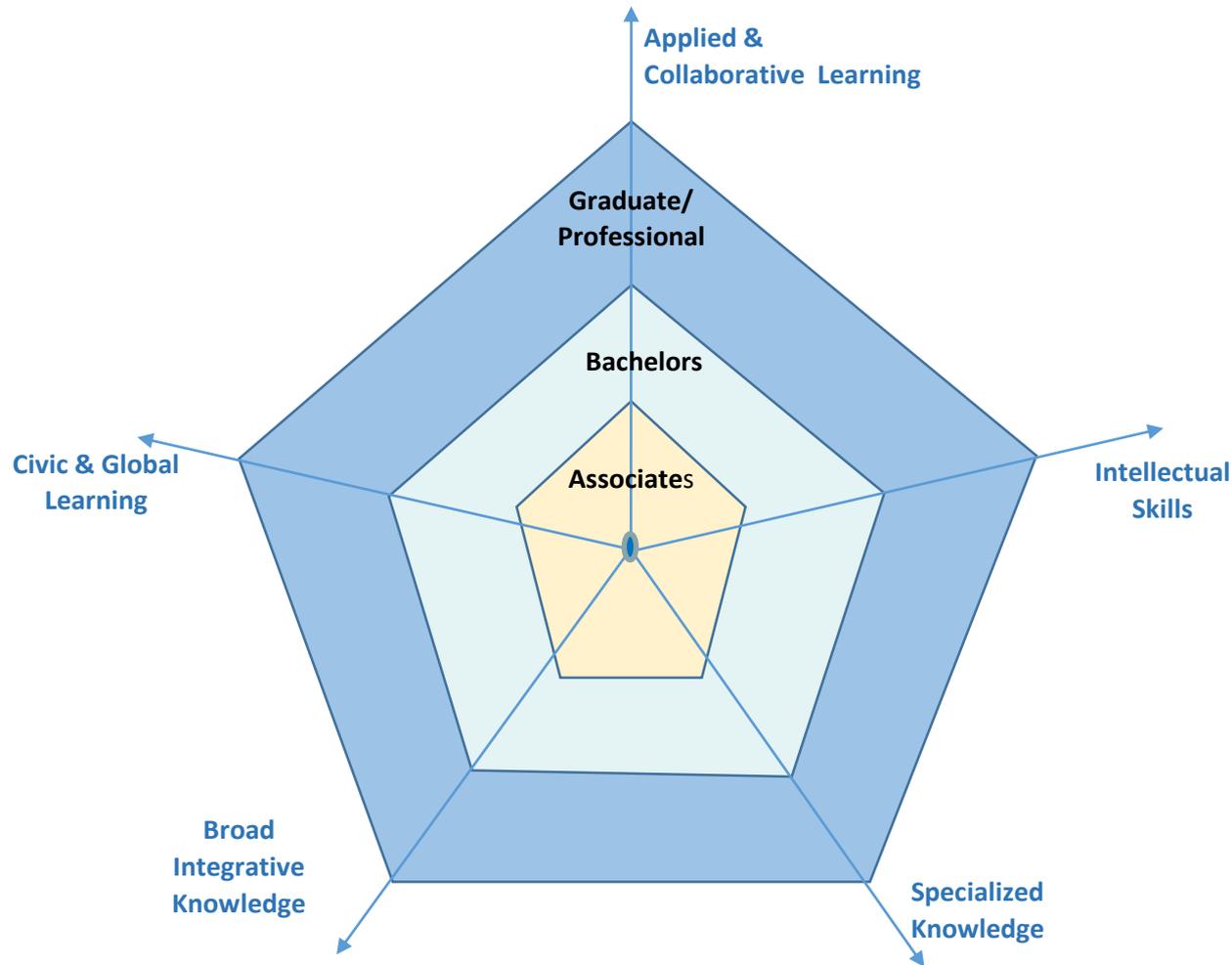
Applied and Collaborative Learning

UT graduates will demonstrate their ability to integrate and apply their learning in complex projects and assignments, including collaborative efforts.

How are students exposed to these areas?



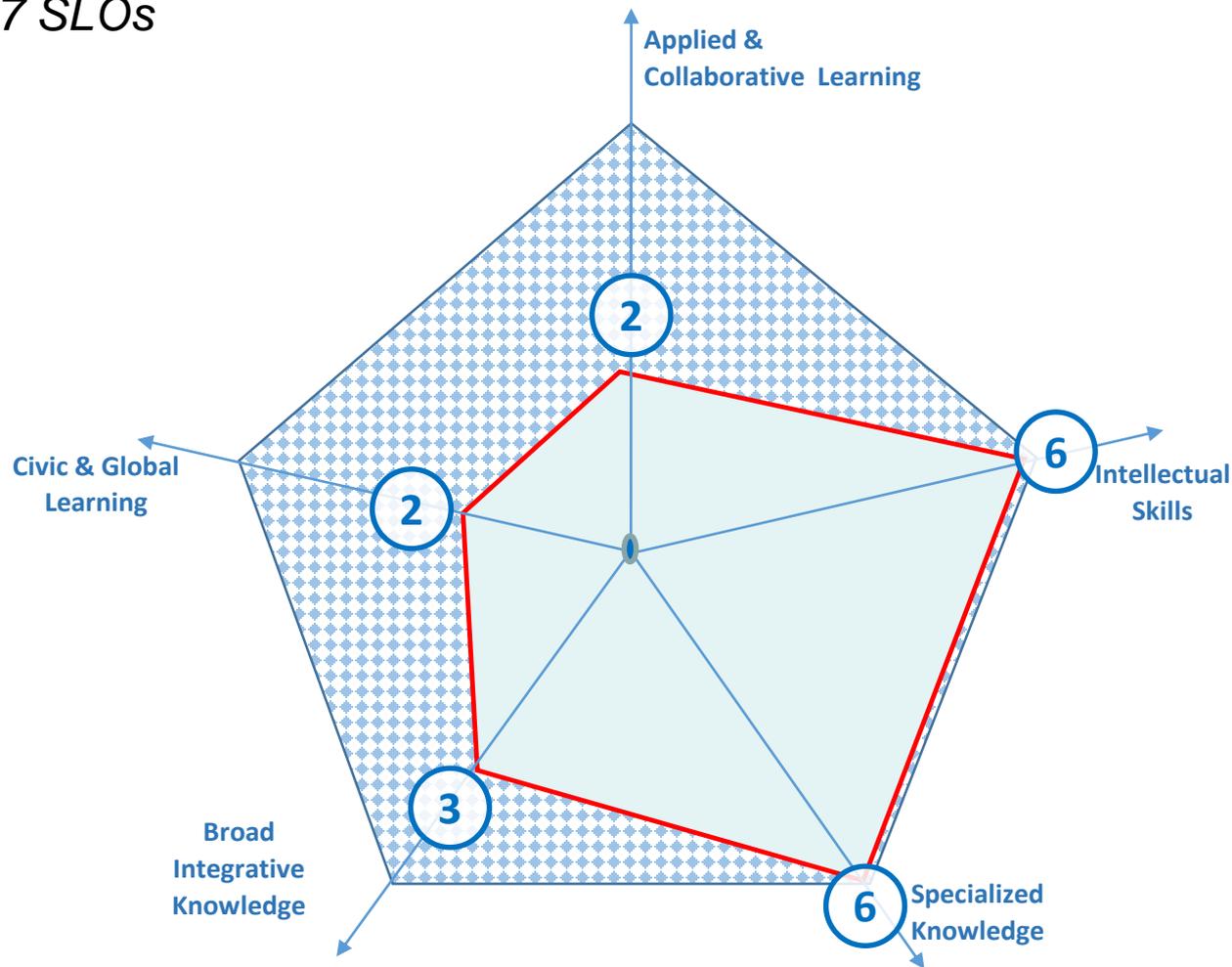
A Common Set of Areas of Learning: Aligned with Current Program SLOs



Mapping Program SLOs to ISLOs – Example 2

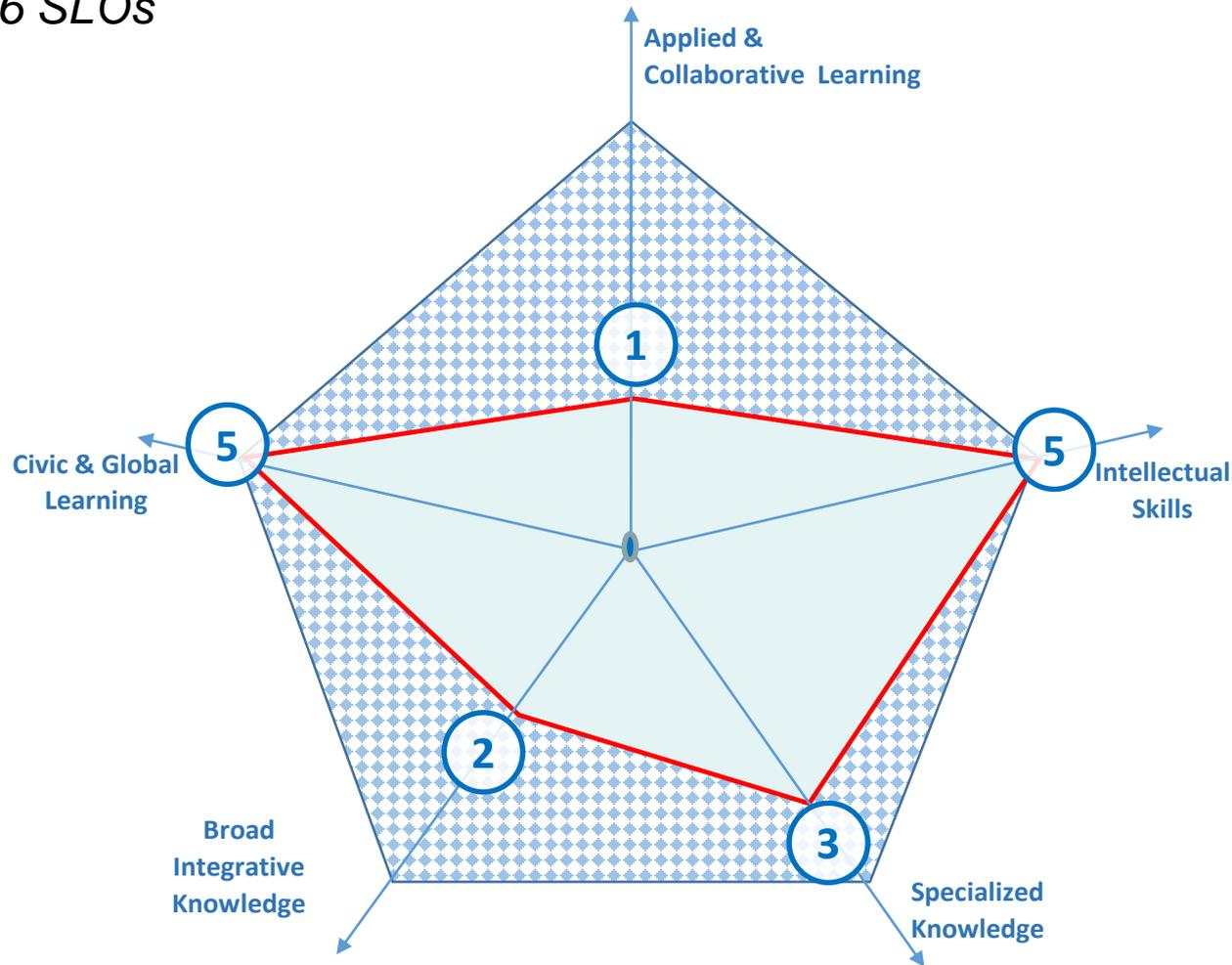
BS Environmental Sciences

7 SLOs



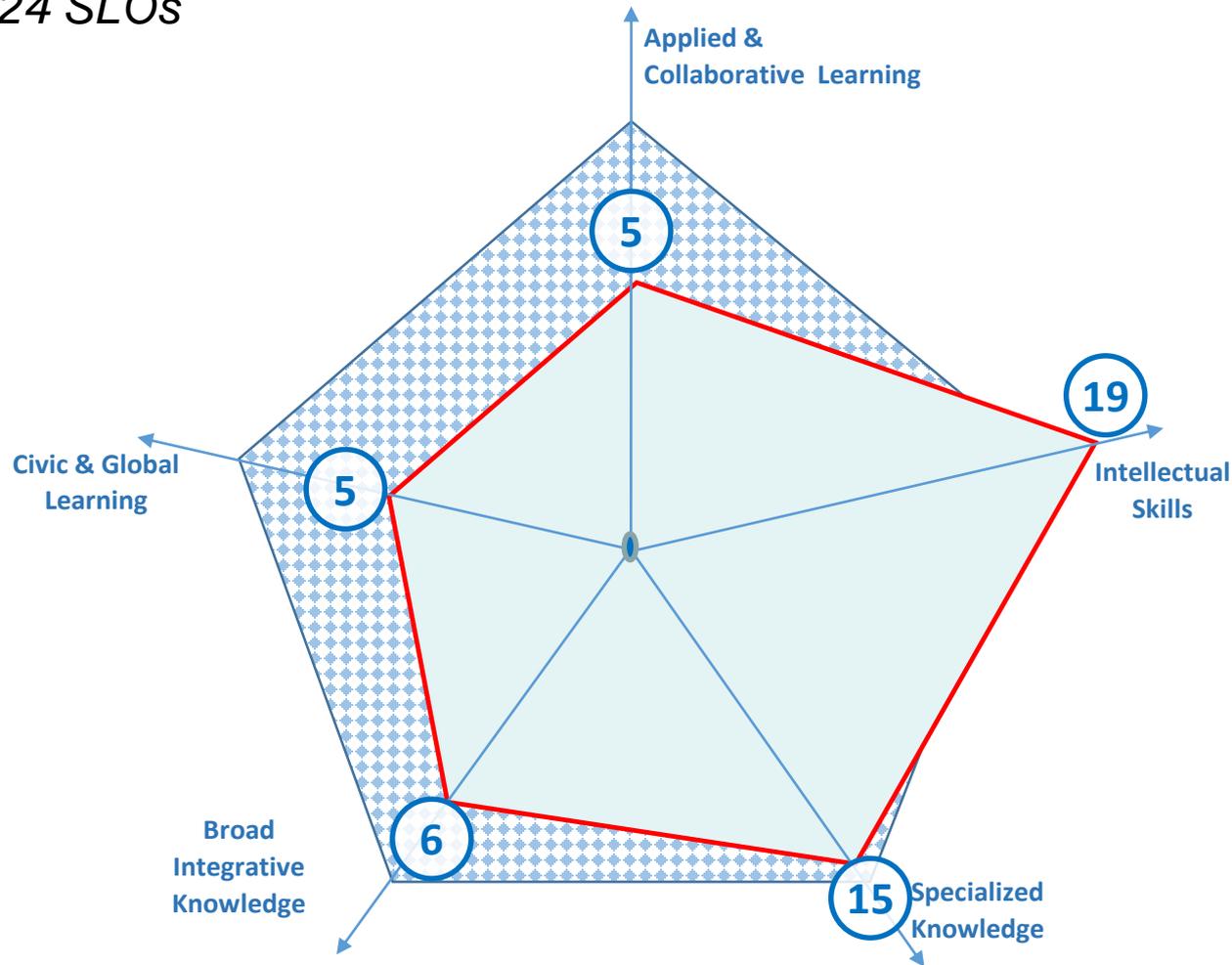
Mapping Program SLOs to ISLOs – Example 4

BA Philosophy 6 SLOs



Mapping Program SLOs to ISLOs – Example 5

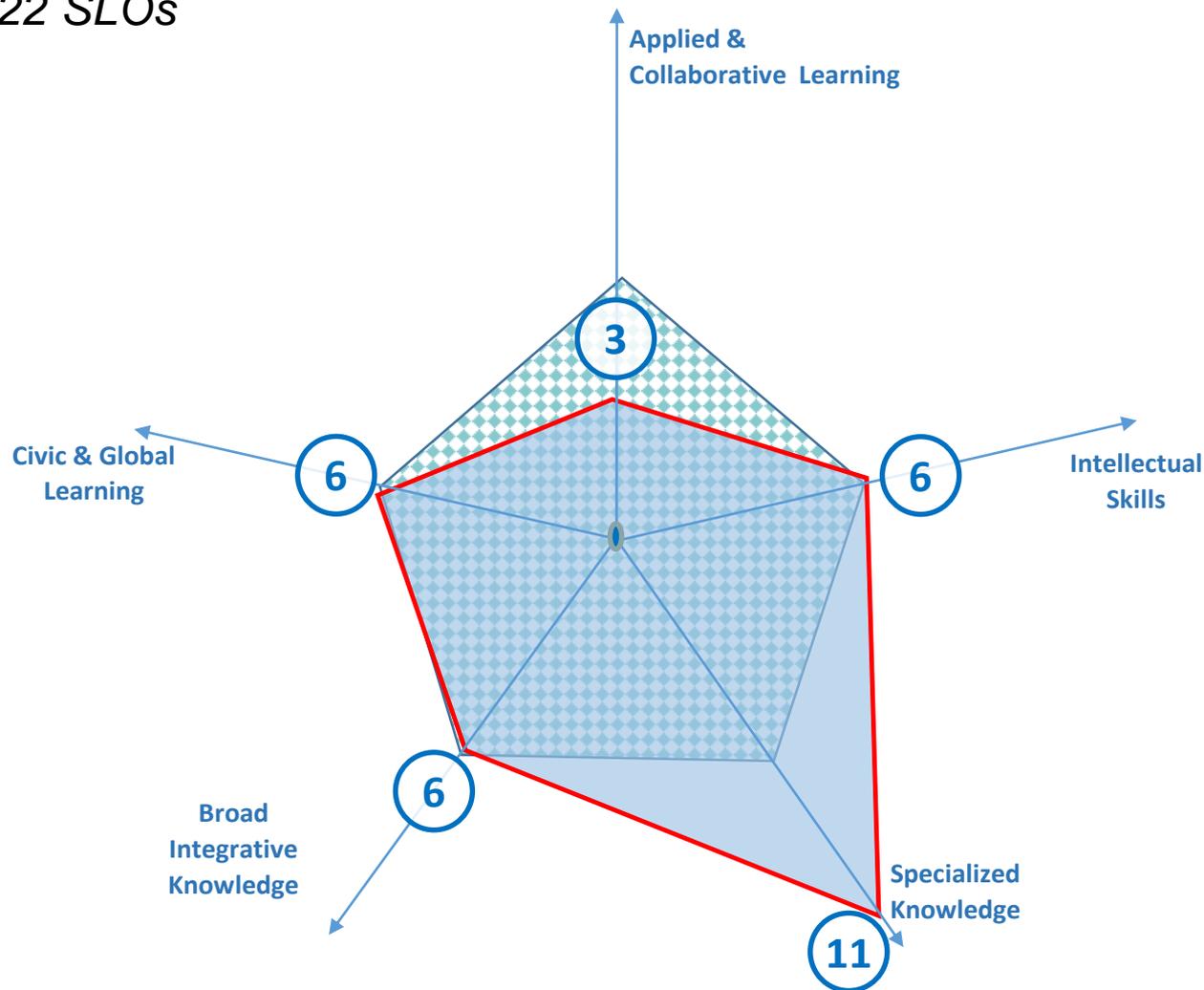
BS Public Health 24 SLOs



Mapping Program SLOs to ISLOs – Example 6

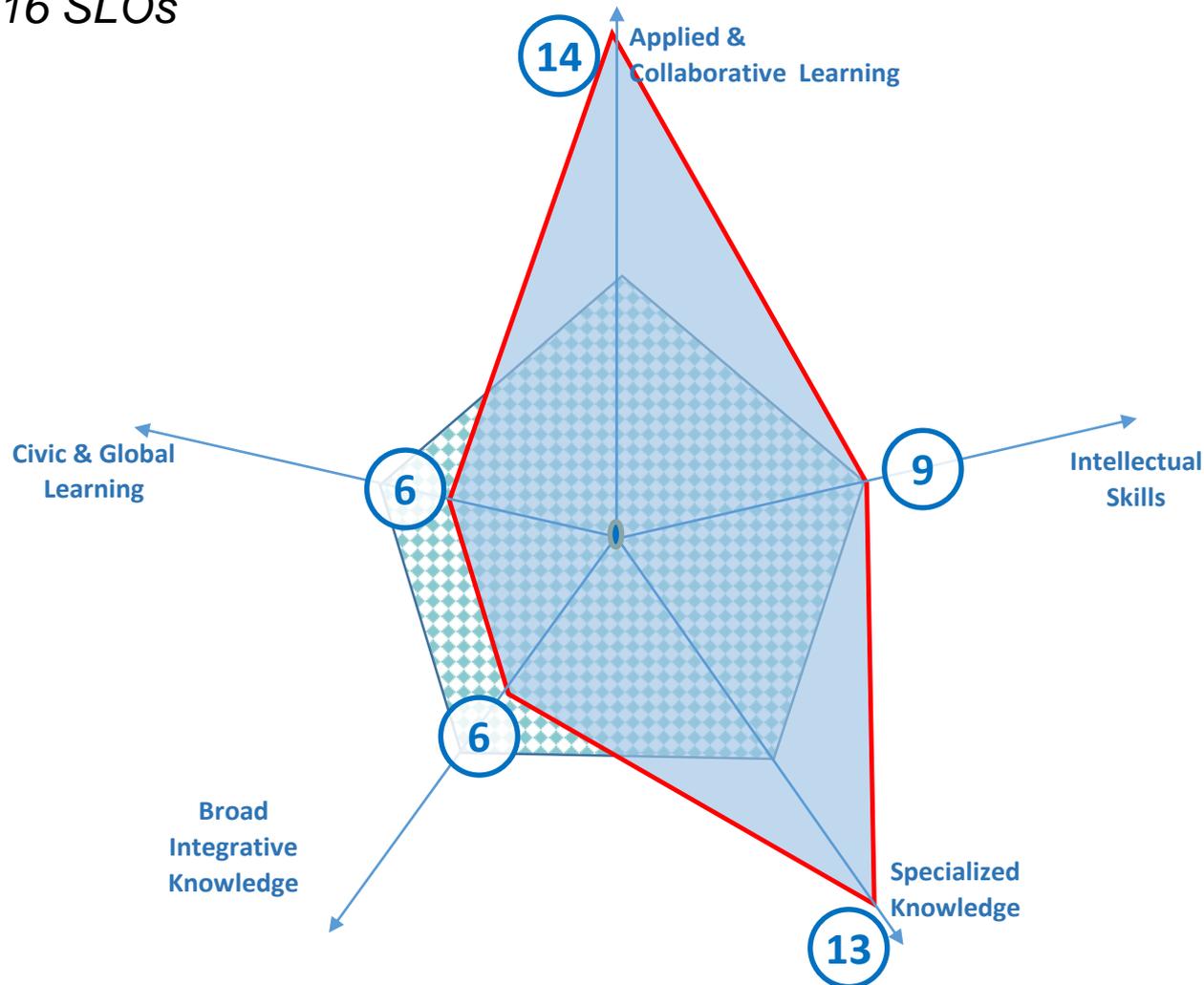
MS Biomedical Science – Cancer Biology

22 SLOs



Mapping Program SLOs to ISLOs – Example 7

Doctor of Pharmacy 16 SLOs



Assessing the ISLOs

- Anticipate two assessment strategies
 1. Assessment of Program Learning Outcomes
 - Using existing program assessment methods
 2. Institutional level assessment
 - Strategies and instruments will be explored by the University Assessment Committee
 - Samples of graduating students' work

Proposed Institutional SLOs

- 1. BROAD AND INTEGRATIVE KNOWLEDGE:** University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.
- 2. SPECIALIZED KNOWLEDGE:** Students demonstrate depth of knowledge in a field and are able to produce field-appropriate applications, drawing on both their major field of study and other fields.
- 3. INTELLECTUAL SKILLS:** University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.
- 4. CIVIC AND GLOBAL LEARNING:** University of Toledo graduates will demonstrate the knowledge required for responsible citizenship, both from their formal studies and from community-based learning.
- 5. APPLIED AND COLLABORATIVE LEARNING:** University of Toledo graduates will demonstrate their ability to integrate and apply their learning in complex projects and assignments, including collaborative efforts.

Next Steps

- Request endorsement from Faculty Senate and Graduate Council
- Reference to the Institutional Student Learning Outcomes included in the strategic plan
- University Assessment Committee
 - Work with programs to align program learning outcomes with institutional student learning outcomes
 - Identify institutional level assessment strategies

Anticipated FAQs

How are the ISLOs different from our Core Curriculum?

Is it going to be expected that programs add new courses to teach the content?

Will students need to take more courses to graduate?

If UT adopts a new set of learning outcomes that apply to all programs, will my program have to assess them?

Is this going to mean more work for faculty?

How will these new outcomes be assessed?

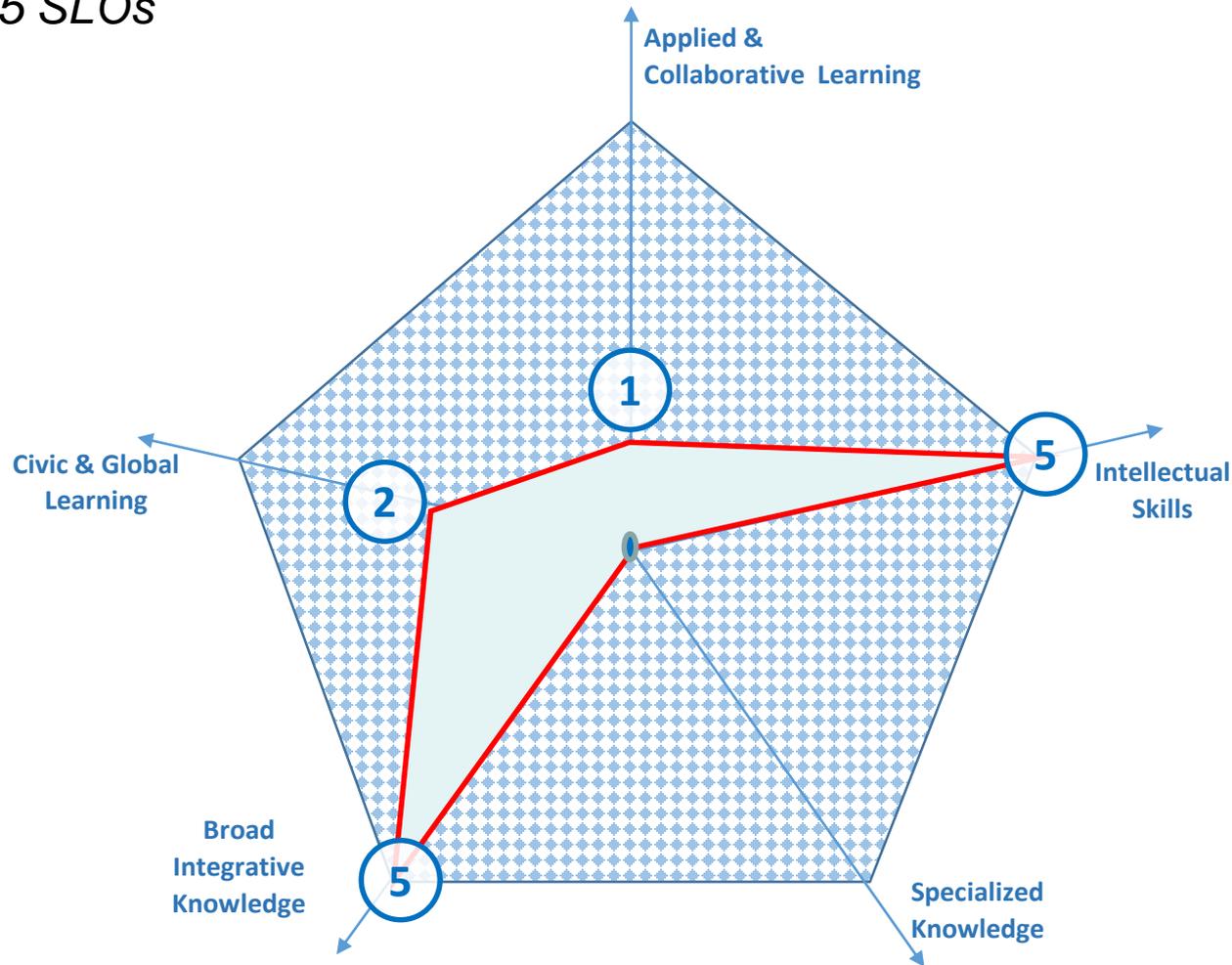
Additional Questions

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Mapping Program SLOs to ISLOs – Example 1

General Education

5 SLOs



Mapping Program SLOs to ISLOs – Example 3

BA Art History 5 SLOs

