August 31, 2018

**Council for Learning Outcomes Assessment:**
Cheryl Hanley-Maxwell, AHS, *Chair*
Staci Provezis, Office of Provost, *Co-chair*
Anna Dilger, ACES
Dilip Chhajed, BUS*
Luc Paquette, EDU
Matthew West, ENGR
John Toenjes, FAA*
Kelly Ritter, LAS
Kari Sanderson, LAW*
Ryan Lamare, LER
Linda C. Smith, LIS
Shachar Meron, Media
Min Zhan, School of Social Work
Christopher Seals, VetMed*
Jen-chien Yu, University Library
Jenny Amos, College of Medicine
Julia Makela, Student Affairs
Alexis Thompson, Graduate College*
Eric Meyer, Senate
TBD, Undergraduate Student*
Verna Orr, Graduate Student
Michel Bellini, CITL
Linell Edwards, Office of Provost, *ex officio*

Dear Colleagues:

Our campus is committed to the educational achievement of our students, and we strive to offer educational programs that are of the highest quality. A regular and thoughtful practice of articulating and assessing student learning outcomes allows for our campus to ensure that our graduates are receiving the world-class education that we promise. We are increasingly called on to demonstrate that our students have met certain learning goals, and to continuously review and affirm or improve our curricula based on feedback obtained through assessment.

To promote and guide these activities on our campus, I am appointing you to the Provost's Council for Learning Outcomes Assessment (C-LOA). Thank you for agreeing to serve. You were each nominated to serve on the Council by your dean or other unit leader because of your broad understanding of quality teaching and learning and your commitment to continuous improvement of teaching and curricula.

An important role of the Council is to foster a practice of assessment that is ongoing and meaningful to campus units. Our assessment efforts should also satisfy the needs of program and institutional accreditation. Over the long-term, I expect the Council to coordinate the assessment of student learning at Illinois, both at the institutional level and at the unit level, assuring that learning goals have been identified, that continuous evaluation is occurring, and that the evidence from those evaluations is being used to improve educational quality when needed.

Many thanks to the previous members of this group who have successfully launched the assessment work on campus. Some are continuing on the Council, while others (Clare Chen, George Gollin, Dawn Marick, Isabel Molina, Colleen Murphy, Kristin Phelps, and Linda Robbennolt) are rotating off the Council. I welcome all new members to the group, who are noted with an asterisk in the list above. All new members have been asked for a three-year commitment.

In this, as in all of your work, I ask you to respect the variety of goals and types of evidence of student learning that may be appropriate across different programs.
For the 2018-19 academic year, I ask you to:

- Familiarize yourselves with the expectations of the Higher Learning Commission (HLC), our regional accreditor, around assessment;
- Communicate with the campus community about the expectations for assessment, including expectations related to regional accreditation;
- Continue to collect assessment materials and reports from across campus to serve as examples of assessment practices, to assure that units are actively engaged in examining educational quality, and to fulfill the expectations of accreditation with a particular focus on developing a strategy to assure that general education is being assessed and that course proposals and approvals have embedded learning outcomes and assessment plans;
- Provide evaluations of the Graduate-level assessment reports using a rubric designed by C-LOA;
- Review the updates submitted for the Undergraduate-level assessment work, using a rubric designed by C-LOA;
- Work with Educational Policy Committee to assure that changes in curriculum or new programs have assessment built into the proposals, including the stated learning outcomes for the programs;
- Establish a more transparent process to share program-level learning outcomes by adding program-level outcomes to Courseleaf, so that they are easily accessible to students;
- Continue to recognize good assessment work by creating awards for assessment;
- Recommend policy changes that might be needed to ensure that outcomes assessment on campus is ongoing, effective and meaningful.

In addition, there will be two sub-groups for this year's work:

- One group will write the assurance argument for HLC criterion 4. Teaching and Learning: Evaluation and Improvement
- Another group will examine the federal compliance expectations for the transparency of outcomes and develop a strategy for more fully adopting the campus-wide learning outcomes.

Cheryl Hanley-Maxwell, Dean of the College of Applied Health Sciences, has agreed to continue to chair this Council. Staci Provezis, the Associate Provost for Academic Effectiveness, will serve as the co-chair for this year's work. Linell Edwards will serve as support for the Council as an ex officio member. A member of my staff will contact you shortly to set up a schedule of meetings.

I thank you in advance for your work on this important task.

With appreciation for your service,

[Signature]

Andreas C. Cangellaris
Vice Chancellor for Academic Affairs and Provost
M.E. Van Valkenburg Professor of Electrical & Computer Engineering

c: Council of Deans
   Danita Young