September 13, 2019

Council for Learning Outcomes Assessment:
Cheryl Hanley-Maxwell, College of Applied Health Sciences, Chair
Staci Provezis, Office of the Provost, Co-chair
Jenny Amos, Carle Illinois College of Medicine
Anna Dilger, College Agricultural, Consumer and Environmental Sciences
Fatima Husain, College of Applied Health Sciences*
TBD, Gies College of Business*
Chris Napolitano, College of Education*
Matthew West, College of Engineering
John Toenjes, College of Fine & Applied Arts
Kelly Ritter, College of Liberal Arts & Sciences
Kari Sanderson, College of Law
Ryan Lamare, School of Labor & Employment Relations
Kate McDowell, School of Information Sciences*
Shachar Meron, College of Media
Min Zhan, School of Social Work
Christopher Seals, College of Veterinary Medicine
Jen-chien Yu, University Library
Julia Makela, Student Affairs
Alexis Thompson, Graduate College
Eric Meyer, Senate
TBD, Undergraduate Student*
Jari Minnett, Graduate Student*
Michel Bellini, Center for Innovation in Teaching & Learning
Linell Edwards, Office of the 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 fostered the assessment work on campus. Some are continuing on the Council, while others (Linda Smith, Dilip Chhajed, and Verna Orr) 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 2019-20 academic year, I ask you to:

- Continue to familiarize yourselves with the expectations of the Higher Learning Commission (HLC), our regional accreditor, around assessment; review the assurance argument for sections on assessment; and participate in accreditation visit;
- Communicate with the campus community about the expectations for assessment, including expectations related to regional accreditation, and recommend workshops or other resources necessary for the campus assessment work.
- 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.
- Review and evaluate the updates submitted for both the Undergraduate-level and Graduate-level of assessment work, using a rubric designed by C-LOA;
- Work with Educational Policy Committee (EPC) to assure that changes in curriculum or new programs have assessment built into the proposals, including the stated learning outcomes for the programs;
- Work with EPC and the General Education Board to develop a strategy to assure that general education is being assessed and that course proposals and approvals have embedded learning outcomes and assessment plans;
- Recognize good assessment work by acknowledging programs doing exemplary work, and identify a nomination process for assessment related projects to be recognized by the Distinguished Teacher Scholar award and the Provost’s initiative on Teaching Advancement (PITA) grant;
- Recommend a process for assuring that the Learning Outcomes in the Catalog are up-to-date;
- Review reports from Chancellor’s Senior Survey that align with the campus learning outcomes and identify ways to increase awareness of and to assess campus learning outcomes.
- Recommend policy changes that might be needed to ensure that outcomes assessment on campus is ongoing, effective and meaningful.

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,

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