

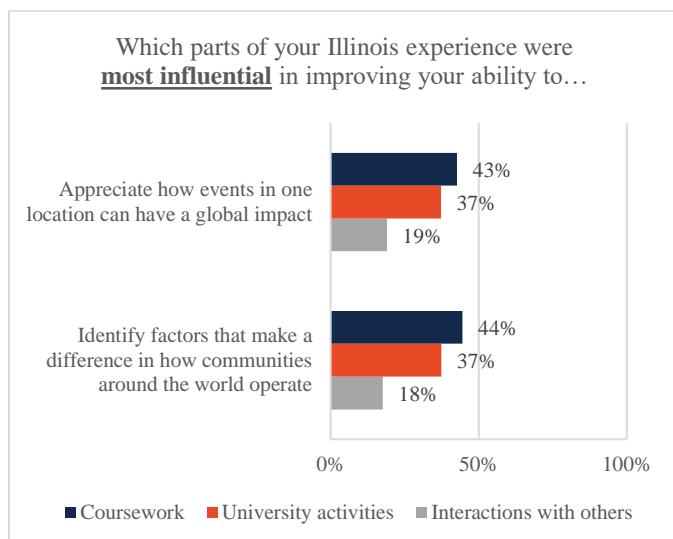
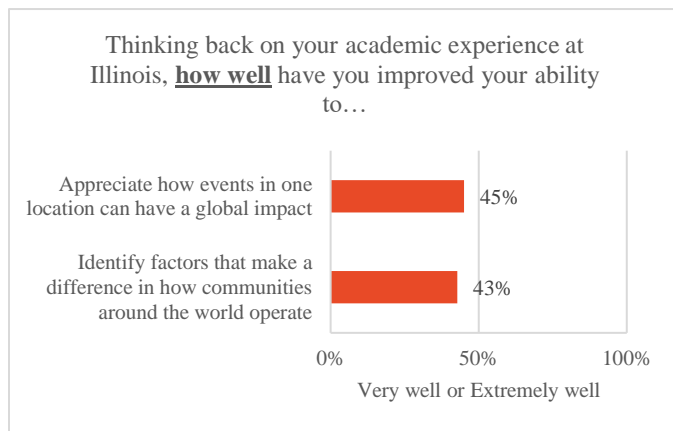
Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.

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 Global Consciousness (GC).

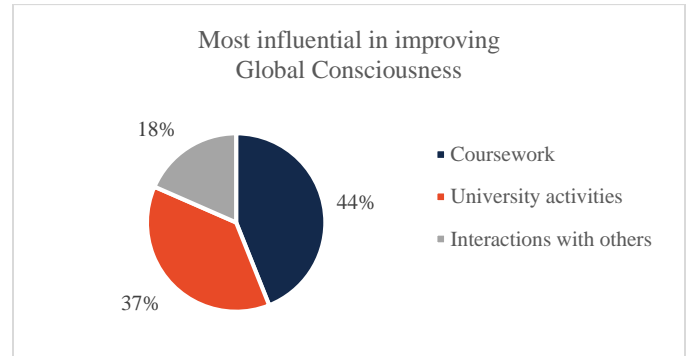
Perceived Gains and Attributions



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 GC.



Note: Students were allowed to select multiple options.



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 GC.

Agricultural and Biological Engineering: An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Asian American Studies: Students gain an understanding of the global dimensions of intersectional approaches in a broad range of fields and disciplines including literary, historical, cultural and ethnographic approaches.

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.

Computer Science: An ability to analyze the local and global impact of computing on individuals, organizations, and society.

Earth, Society and Environmental Sustainability: Be able to recognize, critique and implement commonly accepted sustainability models and ideas in a wide variety of settings, using systems thinking to link social and natural science concepts.

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/>

Illinois Leadership Center: Analyze the impact of work for an organization and broader society. Improve environmental conditions.

Journalism: Demonstrate understanding of the history of journalism development and the role of professionals and institutions in shaping communications.

Landscape Architecture: Use knowledge of natural resource constraints that impact land use and design decisions and activities.

Marketing: Cultivate a global mindset “an appreciation, curiosity, and empathy toward other cultures, and a capacity to develop innovative solutions to global as well as local marketing problems.”

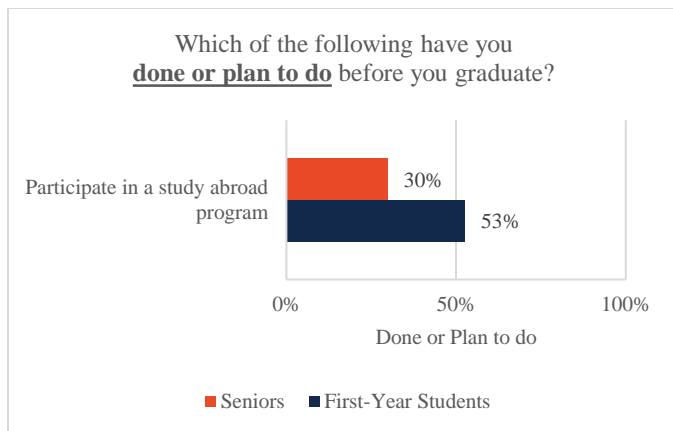
Natural Resources and Environmental Sciences: Understand the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to consider in the development of management plans.

Social Work: Advance human rights and social, economic, and environmental justice.

*79% of undergraduate degree programs have aligned at least one program level learning outcome with **Global Consciousness**.*

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 GC.



85% of graduating students who participated in an international experience (e.g., study or service abroad) found the experience very valuable or extremely valuable to their personal or professional development.

