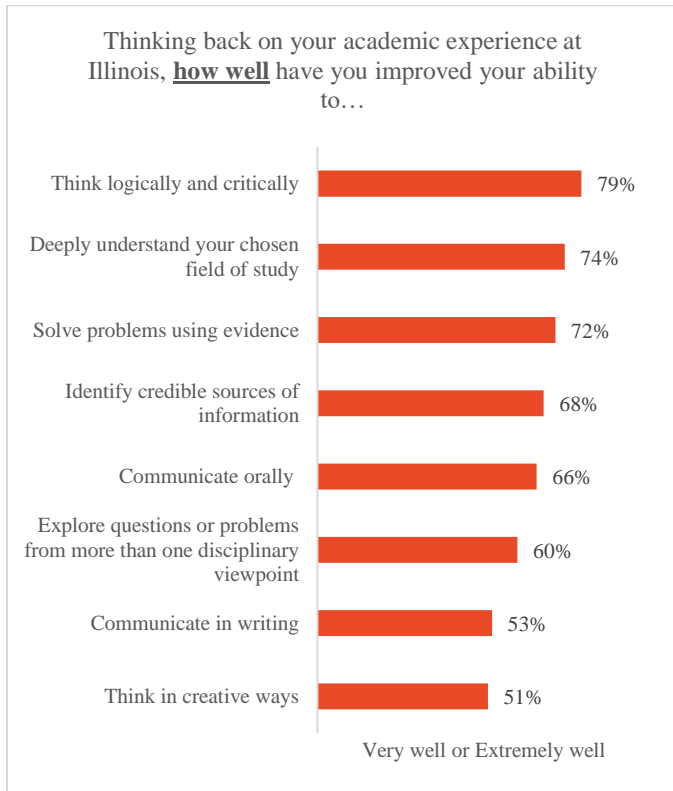


The [Illinois Student Learning Outcomes](#)¹ were adopted in spring 2017. This report aggregates data from [Undergraduate Learning Outcomes Assessment Plans](#)², the [National Survey of Student Engagement](#)³, and the [Chancellor's Senior Survey \(CSS\)](#)⁴ from 2016 to 2018 to provide a comprehensive assessment of Intellectual Reasoning and Knowledge (IRK).

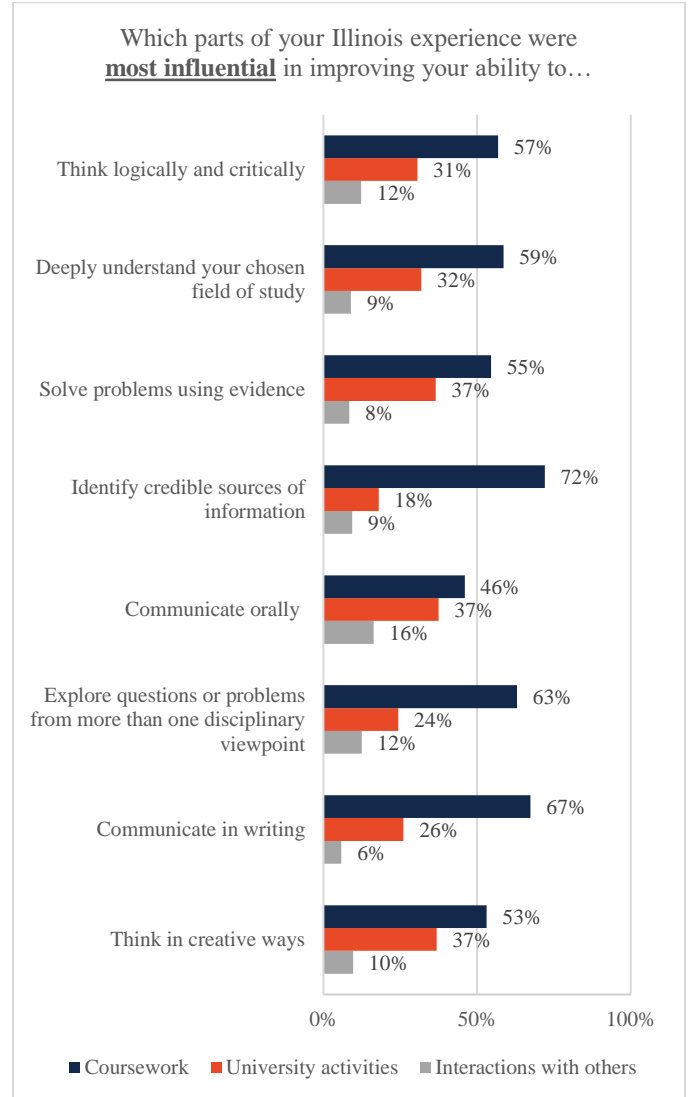
Perceived Gains and Attributions



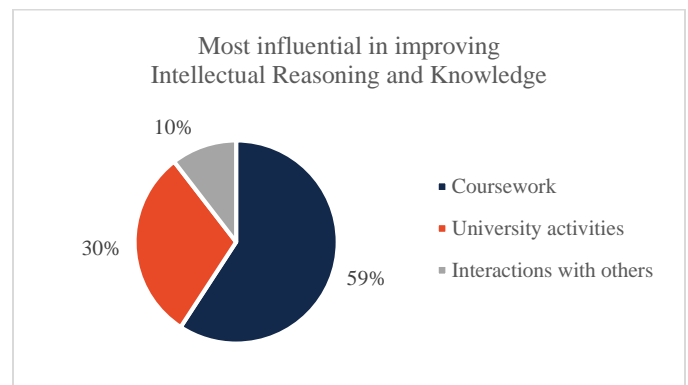
The Chancellor's Senior Survey (CSS) was designed to examine the degree to which educational programs are enabling students to achieve stated learning objectives, while also providing a measure of students' perceptions of the effectiveness of academic programs and services at the unit, college and campus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



54% of graduating students who participated in a career development program or service, found the experience very valuable or extremely valuable to their personal or professional development.



Note: Students were allowed to select multiple options.



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/NSSurvey/>

⁴ <https://secure.dmi.illinois.edu/SeniorSurvey/>

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 are aligning their student learning outcomes with IRK.

Accountancy: Students will acquire sufficient discipline-based competency to address business and accounting problems, both current and future. Such competency will include using accounting knowledge and using research tools to address accounting and business problems.

Bioengineering: An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.

Classics: Acquire and retain a detailed knowledge of Greek and Latin grammar, syntax, vocabulary, and modes of expression so as to be able to read literary and sub literary texts composed in Greek and Latin between roughly 800 BCE and 500 CE.

Crop Sciences: Demonstrates knowledge in the key subject matter areas of applied plant biology; crop growth and development; crop management and protection; and soil science.

Economics: ECON students will apply economic analysis to everyday problems helping them to understand events, evaluate specific policy proposals, compare arguments with different conclusions to a specific issue or problem, and assess the role played by assumptions in arguments that reach different conclusions to a specific economic or policy problem.

Psychology: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena.

Illinois Leadership Center: Students will enhance their personal communication skills (oral, written, and listening) by giving oral presentations, creating written reports, identifying their personal listening style, engaging in digital communication, and pitching the ILC's Philosophy and Model of Leadership by May 2017 and 2018.

100% of undergraduate degree programs have aligned at least one program level learning outcome with Intellectual Reasoning and Knowledge.

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 IRK.

