

Learning Goals Introductory Workshop

How can we help our students achieve
better learning outcomes at EIU?

EIU's 2005 NCA Self-Study Report

- ▶ EIU takes its teaching mission so seriously that it has designated teaching as its faculty's primary responsibility;
 - ▶ EIU is an institution that honors this commitment by empowering the faculty to determine the curriculum and providing faculty members with professional development resources that aid their continuous improvement as teachers.
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EIU's 2005 NCA self-study report

- ▶ EIU is an institution for whom students are the highest priority...that acknowledges its responsibility by providing students with varied learning environments, opportunities, and support services that assist them in becoming the best learners—and the most successful graduates—they can be.
- ▶ EIU is an institution that understands that assessing learning is a vital step *in* the teaching process, not just an extra responsibility, an institution at which teachers become learners and vice versa as they jointly work to improve the quality of an Eastern education.

EIU's 2005 NCA self-study report

- ▶ EIU has clear institutional values, intellectual traditions, and guiding principles that are evident in our educational programs and that distinguishes education at our institution
 - ▶ Education at Eastern Illinois University has a rich tradition of preparing students to accomplish their life goals through a combination of quality academics and personal relationships.
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EIU's 2005 NCA self-study report

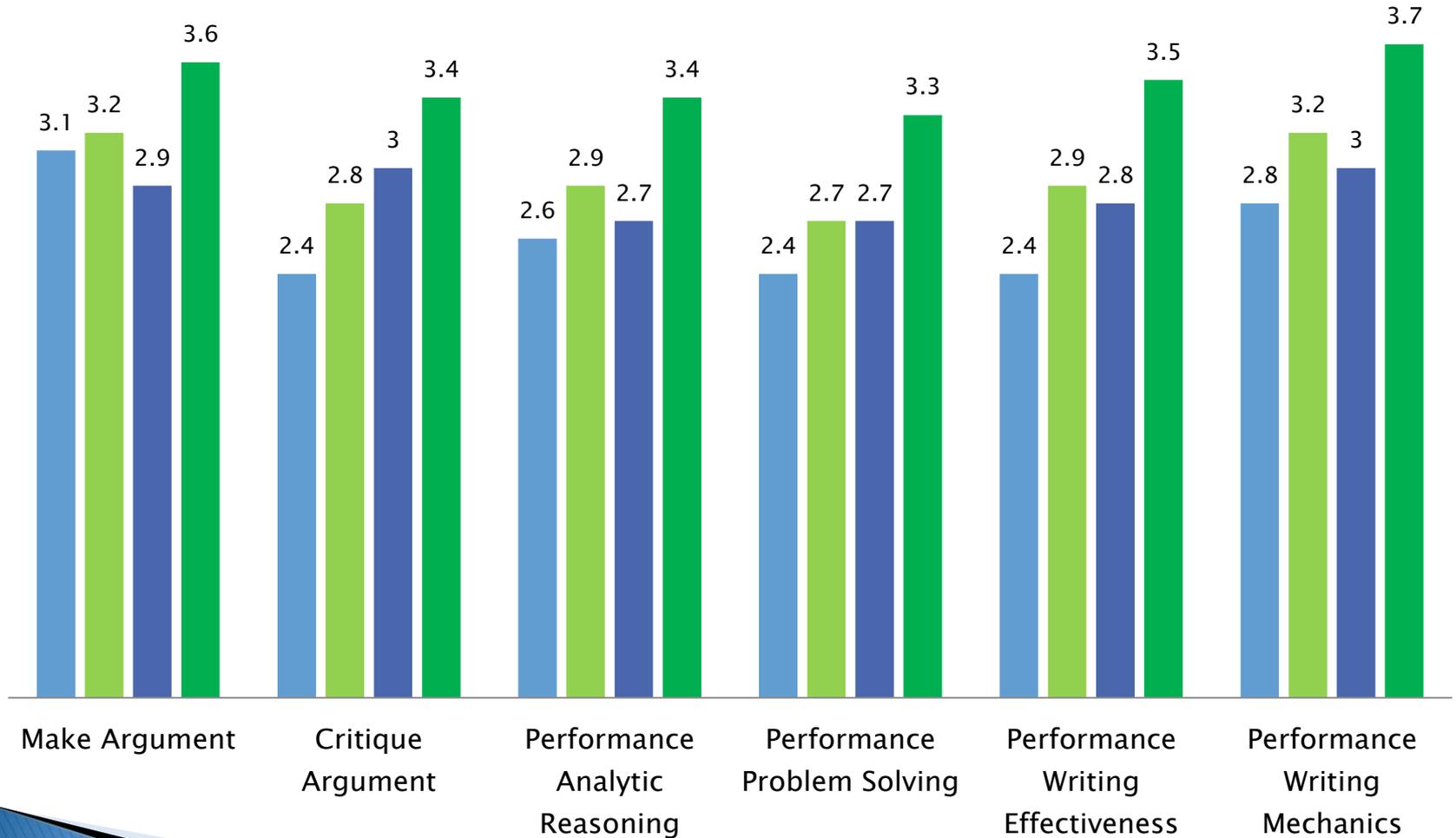
- ▶ We strive for academic rigor and close faculty–student interaction with responsive professors who make quality instruction and student needs their priority.
 - ▶ EIU's Learning Goals should be an indication of what the faculty agree that all students graduating from our institution should know and be able to do
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Background/Learning Goal Study

- ▶ EIU's 2010–2011 Strategic Planning process identified a theme of Academic Quality/Academic Excellence which included:
 - Improving Academic Rigor
 - Study of critical thinking in order to provide a substantive report on the issues that contribute to the development of critical thinking among Eastern students
- ▶ In 2010–2011, academic rigor and three of the four learning goals were identified as top priorities for improvement based on assessment and accountability data (CASL and Provost)

2011-12 Collegiate Learning Assessment Data

■ EIU Freshman ■ All Freshman ■ EIU Seniors ■ All Seniors



College Learning Assessment

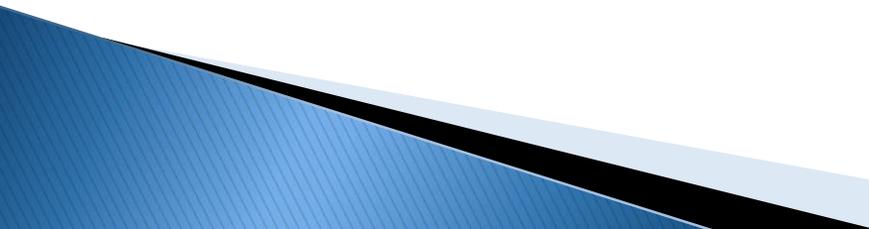
2011–2012 CLA	Value-Added Performance Level	Value-Added Percentile Rank
Total CLA Score	BELOW Expected	7
Performance Task	BELOW Expected	10
Analytic Writing	BELOW Expected	9
Make-an-Argument	BELOW Expected	5
Critique-an-Argument	NEAR Expected	28

Learning Goals Study

- ▶ CAA discussed the need for campus-wide information gathering and discussion regarding instruction and requirements for the learning goals; thus, the Learning Goals Review Committee was formed in November 2011.
 - ▶ The 26 committee members were CAA members, members of College Curriculum Committees, CASL learning goal experts, student government representatives, and other invited faculty members with expertise/interest in the learning goals.
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Learning Goals Study

The Committee and its four subcommittees (Writing, Speaking, Critical Thinking, and Global Citizenship):

1. Reviewed learning goal assessment data provided by the Committee for the Assessment of Student Learning and other relevant data, from the National Survey of Student Engagement and the Collegiate Learning Assessment within the Voluntary System of Accountability;
 2. Surveyed the relevant research and practitioner literature;
 3. Examined practices of peer and non-peer institutions;
 4. Conducted a university-wide faculty survey;
 5. Reviewed representative general education and major program syllabi;
 6. Partnered with CASL to look at Critical Thinking in EWP papers
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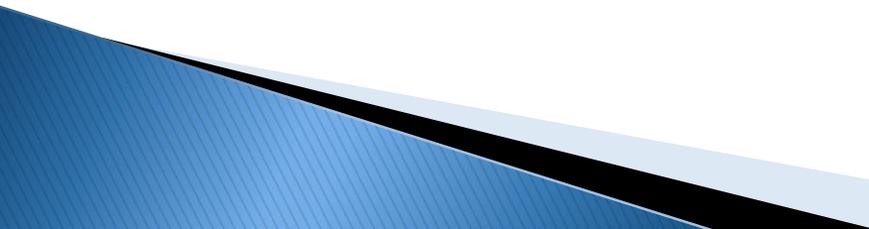
Learning Goals Study

- ▶ Completed 100–page report and summary documents.
- ▶ Each Learning Goal Group Summarized specific findings for their area
- ▶ Overall issues related to academic rigor and curricular policy also investigated
- ▶ Discussed report and possible recommendations at 17 councils
- ▶ CAA approved 5–year plan
- ▶ Learning Goals Report available at www.eiu.edu/learninggoals

Increased Importance of Outcomes

- ▶ Potential Students/Parents/Families
 - Value of 4-year degree compared to cost
 - Employment prospects
 - Impact on Recruitment/Enrollment
 - ▶ Build upon Common Core for all students (Illinois P-20 articulation)
 - ▶ Skills Employers/Graduate Schools want
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Increased Importance of Outcomes

- ▶ Likelihood of Externally–Imposed Accountability from State and Federal Levels
 - Currently “Voluntary System of Accountability”
 - Critical Thinking (Collegiate Learning Assessment)
 - National Survey of Student Engagement
 - ▶ Some states considering tying outcomes to funding (e.g., graduation, retention, learning outcomes)
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Skills Employers Seek

2010 Hart Research survey EMPLOYERS said were their top priorities for increased emphasis (sorted by EIU Learning Goal)

Writing/Reading and Speaking/Listening

Effective oral/written communication: 89%

Locate/organize/evaluate information: 68%

Critical Thinking

Critical thinking/analytical reasoning: 81%

Analyze/solve complex problems: 75%

Ability to innovate and be creative: 70%

Quantitative Reasoning

Understand and work with numbers/statistics: 63%

Responsible Citizenship

Connect choices and actions to ethical decisions: 75%

Concepts/developments in science/technology: 70%

Understand global context of situations/decisions: 67%

Global issues' implications for future: 65%

Understand role of U. S. in the world: 57%

Knowledge of cultural diversity in US/world: 57%

Civic knowledge, community engagement: 52%

(Integrative Learning/case-based instruction)

Knowledge/skills applied to real world settings: 79%

Teamwork skills/ability to collaborate: 71%

Liberal Arts Education

AACU's Liberal Education and America's Promise (LEAP)

Personal and Social Responsibility, Including

Civic knowledge and engagement—local and global

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

Integrative and Applied Learning, Including

Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

Inquiry and analysis

Critical and creative thinking

Written and oral communication

Quantitative literacy

Information literacy

Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

EIU's Mission

Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions....The University community is committed to **diversity** and inclusion and fosters opportunities for **student-faculty scholarship and applied learning experiences** within a student-centered campus culture. Throughout their education, students refine their abilities **to reason** and **to communicate clearly** so as to become **responsible citizens and leaders**.



EIU's Revised Learning Goals

- ▶ More explicit
 - ▶ Increased focus on Critical Thinking throughout goals
 - ▶ Added receptive/expressive component—Writing and Reading, Speaking and Listening
 - ▶ Added Quantitative Reasoning
 - ▶ Modified Responsible Citizenship
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Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems by:

- ▶ Asking essential questions and engaging diverse perspectives.
 - ▶ Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
 - ▶ Understanding, interpreting, and critiquing relevant data, information, and knowledge.
 - ▶ Synthesizing and integrating data, information, and knowledge to infer and create new insights.
 - ▶ Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
 - ▶ Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.
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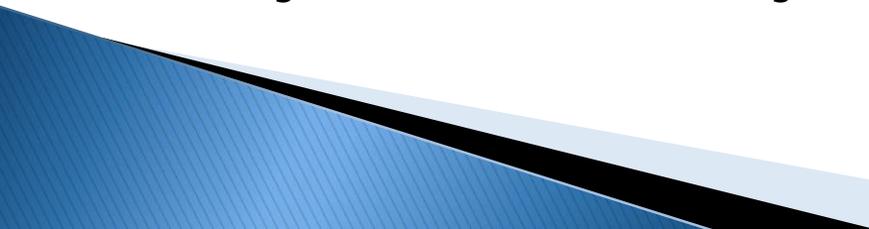
Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- ▶ Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
 - ▶ Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
 - ▶ Producing documents that are well-organized, focused, and cohesive.
 - ▶ Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
 - ▶ Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
 - ▶ Evaluating evidence, issues, ideas, and problems from multiple perspectives.
 - ▶ Collecting and employing source materials ethically and understanding their strengths and limitations.
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Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- ▶ Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
 - ▶ Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
 - ▶ Developing and organizing ideas and supporting them with appropriate details and evidence.
 - ▶ Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
 - ▶ Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
 - ▶ Employing effective physical delivery skills, including eye contact, gestures, and movement.
 - ▶ Using active and critical listening skills to understand and evaluate oral communication.
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Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

- ▶ Performing basic calculations and measurements.
 - ▶ Applying quantitative methods and using the resulting evidence to solve problems.
 - ▶ Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
 - ▶ Critically evaluating quantitative methodologies and data.
 - ▶ Constructing cogent arguments utilizing quantitative material.
 - ▶ Using appropriate technology to collect, analyze, and produce quantitative materials.
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Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- ▶ Engaging with diverse ideas, individuals, groups, and cultures.
 - ▶ Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
 - ▶ Participating formally and informally in civic life to better the public good.
 - ▶ Applying knowledge and skills to new and changing contexts within and beyond the classroom.
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Overarching Issues

- ▶ Each of the Learning Goal Groups have extensively studied the individual learning goals and have prepared workshops and other resources to provide instructors with tools to facilitate student learning and success in each area
 - ▶ What follows in the rest of this presentation are other more overarching issues that need to be considered and discussed at EIU to help facilitate improved student learning outcomes
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Curriculum Design Principles (LEAP)

Learning Outcomes:

Learning outcomes work to guide curricular as well as pedagogical and assessment decisions. Students have multiple opportunities to explore both the “what” and the “why” of the program’s aims and intended outcomes.

Curriculum Design Principles (LEAP)

Sequential Progression from First to Final Undergraduate Years:

Sometimes referred to as “vertical design,” this design principle implements a first to final year structure—keyed to expected student capabilities rather than specified course content—with integrative and applied work at milestone and culminating points across the curriculum, and flexible points of entry for transfer students.

Curriculum Design Principles (LEAP)

Engaged Learning Practices or "High-Impact Practices":

Widely tested engaged learning practices that have proven benefits for college students are woven into the curriculum (examples include first year seminars/experiences, learning communities, writing intensive courses, collaborative projects and assignments, undergraduate research, internships, e-portfolios, and capstone projects).



Curriculum Design Principles (LEAP)

Intellectual and Practical Skills in General Education and Majors:

Starting when students enter the program, the program builds clear links between skills (such as analytical reasoning, inquiry and research, quantitative and information literacy, problem-solving, community-based learning, integrative learning) developed in general education and those developed in majors.



Curriculum Design Principles (LEAP)

Civic, Diversity, and Global Emphases in General Education and Majors:

General education addresses these issues thematically and developmentally across the four years of college, with a strong focus on democracy and its contested applications; global interdependence and American pluralism; ethical issues and social responsibility. There are complementary emphases appropriate to the field within majors and multiple opportunities for students to advance their learning and to engage diverse perspectives in field-based settings.



Learning Goal Expectations for Students Across the Curriculum

- ▶ Building upon Common Core (entry expectations)
 - ▶ What should students be able to do in the learning goal areas at the end of sophomore year when most general education is complete
 - ▶ What should students be able to do at the end of senior year
 - ▶ Degree Qualifications Profile
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North Central Accreditation Expectations

- ▶ A contemporary education must recognize contemporary circumstances: the diversity of U.S. society, the diversity of the world in which students live, and the centrality of technology and the global dynamic to life in the 21st century. More than ever, students should be prepared for lifelong learning and for the likelihood that no job or occupation will last a lifetime. Even for the most technical qualification, students need the civic learning and broader intellectual capabilities that underlie success in the workforce.
 - ▶ The general education imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess;
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North Central Accreditation Expectations

- ▶ Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments;
 - ▶ Education offered by the institution recognizes the human and cultural diversity of the world;
 - ▶ University exercises authority over courses and academic rigor
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Federal Credit Hour Policy / Rigor

- ▶ One **semester credit hour** is the amount of student effort that approximates **not less than 37.5 hours** of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.
- ▶ The standard for one semester hour of credit in a traditional course is a minimum of 50 minutes of direct instruction and 100 minutes of out-of-class student work each week during a standard semester (15 weeks). This equates to a total minimum of 12.5 hours (750 minutes) of direct instruction and 25 hours (1500 minutes) of out-of-class student work per semester hour.
- ▶ The ratio of instruction time to out-of-class student work may vary; however, student academic engagement in coursework must meet the minimum of 37.5 hours per semester hour regardless of semester length, course type, or delivery method.

Federal Credit Hour Policy / Rigor

- ▶ **Faculty Estimate– Student Time Studying for One Course.** 61% of faculty estimated that, for the surveyed course, students spent 2 to 3 hours or less per week outside of class preparing/doing work for the course (50% 2–3 hours, 11% 0–1 hour).
- ▶ 73% of faculty reported that students are expected to READ less than 20 pages per week for the course
- ▶ **Student Estimate –Student Total Time Studying for All Courses.** Only 19% of EIU seniors indicated on the NSSE that they spend 21 or more hours per week outside of classes studying (reading, writing, doing homework or lab work, analyzing data, etc.); 43% of Eastern’s seniors spend 10 or fewer hours on these activities per week.
- ▶ Expecting primarily memorization on exams. Summary and personal reflections common in EWP papers rather than higher level assignments.

Academic Freedom & Responsibility

EIU Board of Trustees– Governing Policies Academic Freedom in Teaching

It is the faculty members' mastery of their subjects and their own scholarship that entitle them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for faculty members to persistently introduce material having no relation to their subjects, or to fail to present the subject matter of their course as announced to their students and as approved by the faculty in their collective responsibility for the curriculum.

Academic Freedom & Responsibility (AAC&U)

There is, however, an additional dimension of academic freedom that was not well developed in the original principles, and that has to do with the responsibilities of faculty members for educational programs.

Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement.

In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators.

Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students—through whole college programs of study—to acquire the learning they need to contribute to society.



Instructional Practices

- ▶ Explicit, Scaffolded, Organized Teaching
 - Single biggest factor in student learning outcomes and increases in Critical Thinking in national Wabash study
 - If you want better writing, need to teach about writing, give feedback, and make writing skills a substantial part of grade. Can't just give writing assignments.
 - Syllabi
- ▶ Clear expectations of student learning outcomes for individual classes. “Backward Design”– what do students have to know/do at the end of class and how am I going to get them there. Make these clear to students. – Pre–Post Assignment/Test.

Instructional Practices

- ▶ Changing world – should our instructional focus shift slightly?
 - Information is readily available at students’ fingertips
 - Instructors who convey information/content as primary focus versus instructors who help students learn how to find information, evaluate it, synthesize it, use and apply it, and communicate it effectively. Opportunities with technology such as “flipped classes.”
- ▶ Shared expectations of students. Using some common language related to the learning goals. Expect transfer – hold students accountable for transfer.

Other Considerations

- ▶ Variations in student motivation and preparation
 - ▶ Student evaluations of courses and instructors
 - ▶ Departmental Application of Criteria
 - ▶ Assessment practices (courses, programs)
 - ▶ Professional development for new instructional practices
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Five-Year Plan

- ▶ **2013–14**
Reinvigorating the University's Learning Goals
 - ▶ **2014–15**
Aligning the General Education Curriculum
 - ▶ **2015–16**
Extending the Learning Goals into the Majors
 - ▶ **2016–17**
Institutionalizing Learning Goal Improvement
 - ▶ **2017–18**
Assessing Impact
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Opportunities for Involvement

- ▶ Initial two-year Learning Goals Study: 26 faculty
 - ▶ Currently: 40 faculty and students
 - ▶ Strive for continued transparency, communication, and inclusiveness
 - ▶ General Education: will begin initial recruiting and discussion later this spring and summer
 - ▶ Majors: How might your program begin to better systematically infuse the learning goals in the major curriculum and evaluate learning outcomes in a functional, meaning manner. Initial discussions could begin now.
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For More Information

- ▶ www.eiu.edu/learninggoals