

Development of Institutional Learning Outcomes at Juniata College

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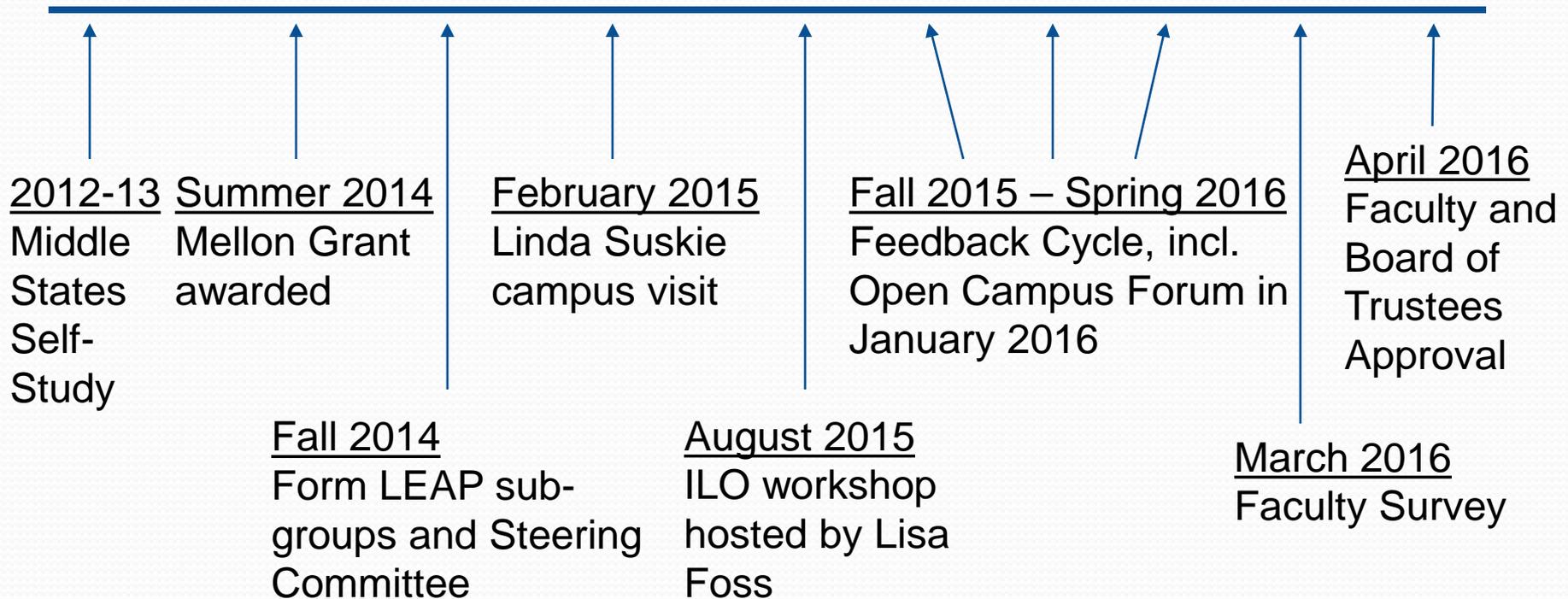
Learning Outcomes

- Attendees will learn to promote engagement, beyond merely soliciting feedback, from various campus constituents in developing new Institutional Learning Outcomes (ILO's)
- Attendees will be able to apply a fresh perspective on their current curriculum using the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes
- Attendees will learn an iterative process for developing new Institutional Learning Outcomes

Brief Overview

- Timeline
- Middle States Self-Study
- Mellon Grant
- LEAP Framework
- ILO Development
- Solicit feedback, incorporate, and repeat
- Constituents

Timeline



2013 Middle States Self-Study

- Recognized our “culture of assessment,” but...
- Recommended we improve our:
 - 1) Standard 7: Implementation of *institutional* assessment
 - 2) Standard 14: Assessment of *student learning*, particularly Gen Ed
- “Systematically integrate assessment information across campus to better understand strengths and needs...”
- In order to accomplish this, we needed Institutional Learning Outcomes (ILO) as a bridge between our Mission Statement and Curriculum

Mellon Grant

- Creating the ILOs was supported in part by a \$100,000 grant from the Andrew W. Mellon Foundation

July 2014 – *Using assessment to inform the liberal arts and redefine Juniata College's self-vision as a Liberal Institution of Higher Education*

- 20 years since previous comprehensive review of curriculum
- Ensure the curriculum aligns with College Mission
- Leading to intentionally articulated ILOs

Strategically selected Steering Committee

- Juniata's Provost
- both Assistant Provosts
- the Director of Institutional Planning and Research (DIPR)
- chairs of the Faculty Academic Planning and Assessment (APAC) and Curriculum Committees
- three other faculty involved in assessment efforts and representing various academic divisions.

Steering Committee - sub-groups

Steering committee members then teamed to co-chair subgroups based on each of the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes.

This organization was intentional, to enable these sub-committees to consider desired learning outcomes outside the frame of the existing curriculum.

Solicit volunteers –sub-group(s) interested in serving on?

LEAP sub-group gathered initially at Linda Suskie's visit, and then met thru the Spring 2015 semester and Summer 2015

LEAP Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Juniata College Mission Statement

Juniata's mission is to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community.

Development Process

- Linda Suskie's February 2015 consulting visit affirmed the need for this work from an outsider with authority
- Lisa Foss facilitated a workshop in August 2015 that kicked off the formation of the actual goals
- The rest of our process was spent refining the outcomes and soliciting feedback to develop buy-in

Engagement of Stakeholders

- Nearly a third of Juniata's faculty served on LEAP sub-groups
- Juniata's Senior Leadership Team
- Administrators from Academic Affairs and Student Affairs
- Student Government
- Residential Life
- Alumni Council
- Faculty as a whole

Particular Opportunities to Solicit Feedback

- Entire Academic Affairs (non-faculty) meeting to discuss
- Held Open Forums for campus community and faculty
- Met with Student Senate
- Student Affairs met with Resident Assistants and Sports teams
- Solicited feedback from Alumni Council

And yet it wasn't enough...

(at least anecdotally)

- “What are the Institutional Learning Outcomes?”
- “I haven't had much to do with them”

The Final Push

- Faculty surveyed on the draft ILOs (with an overview of the development process)
- Roughly one third of faculty responded, and between 82% and 87% of faculty agreed or strongly agreed:
 - they had “multiple opportunities to be involved in the process”
 - they had “numerous opportunities to provide feedback”
 - their “feedback has been reflected in the ILOs”
- The ILOs were affirmed by a nearly unanimous (one “nay”) vote by the Faculty in early April 2016 and then by the Board of Trustees in late April 2016

ILOs

A Juniata graduate will demonstrate:

Knowledge and Skills

- The skills needed to engage effectively with and adapt to a changing world
- Depth of knowledge in an academic field
- Critical engagement with and respect for multiple cultural traditions and human diversity

Intellectual Engagement

- Analytical and creative thinking, critical questioning, and examination of evidence
- Intellectual curiosity and an openness to exploring challenging questions

ILOs continued

A Juniata graduate will demonstrate:

Interdisciplinarity

- Integration of knowledge and skills from multiple disciplinary approaches to address questions or problems
- Different ways of knowing about the self, aesthetics, human cultures, and the social and natural worlds

Ethical Behavior

- Knowledge of multiple ethical traditions and an informed vision of a just society
- The capacity to act ethically with empathy, honesty, and responsibility

Engagement with the Self and the World

- Collaborative work in cultural settings from local to global
- Engaged citizenship and respectful interactions
- Understanding of how a holistic and intentional approach to life fosters wellbeing

What We Learned

- Constituents appreciate “being heard” and seeing evidence of their suggestions
- Never assume / Difficult to over-saturate
- Need a “driver” to keep the process on track:
 - scheduling meetings
 - assigning and following up on to-do's
 - someone who will listen