REPORT FOR THE UNIVERSITY SENATE

University Committee: University Liberal Education Committee

Brief History of Issue - why the issue is being considered:
Senate Chair Harrison, on September 10, 2012, met with ULEC to outline the need to bring the discussions regarding learning goals and outcomes to a close. A brief history was provided:
- 2007 - UWEC adopted the five Liberal Education Learning Goals
- 2008 - Board of Regents endorsed UW System Shared Learning Goals developed by faculty representing each UW System institution [We are a LEAP state and a LEAP System.]
- 2009 - UWEC adopted the Liberal Education Learning Outcomes
- 2012 - UWEC added a LE Learning Goal and outcome that addressed a focus on Integrative Learning

Next an outline for what happens in the future was presented:
- 2019 – UWEC will undergo extensive review as part of HLC’s accreditation process
- 2018-2019 – data from 4 cycles summarized and sent to HLC
  - 2017-2018 - Evaluate data using approved learning outcomes
  - 2016-2017 - Evaluate data using approved learning outcomes
  - 2015-2016 - Evaluate data using approved learning outcomes
  - 2014-2015 - Evaluate data using approved learning outcomes
- 2014 – UWEC must conduct an Assurance Review to show continuous improvement on a specific project
- 2013-2014 – Faculty should have at least one season to pilot test proposed outcomes / evaluation methods
- 2012-2013 – Department faculty should be holding discussions to determine which courses should be created or modified to incorporate the learning outcomes

Followed by what Chair Harrison had requested to help facilitate discussions:
Late summer 2012 – requested a proposal be developed that incorporated:
- (1) the outcomes from BEST of the BEST known LEAP Liberal Education programs;
- (2) followed the LEAP guidelines
- (3) included the UW System Shared Learning Goals
- (4) incorporated the current UWEC Learning Goals
- (5) were written in measurable
- (6) was mindful of the rich discussions held last year and
- (7) had the “Blugold” touch

Early Fall – The resulting DRAFT was shown to the Deans and discussed with APC chair.
Since the September 10 meeting, ULEC continued to discuss the Proposed Learning Goals and Outcomes as the Chairs of all academic departments and programs gathered in a series of meetings to discuss the proposed learning goals and outcomes. The chairs then presented their version of the Proposed Learning Goals and Outcomes to ULEC on October 8th.

Points Discussed by Committee: (as reported in the ULEC draft minutes of October 8th)
- Skills versus knowledge-order changed
- Elimination of ethics/ethical reasoning
- Much about individual people (what they want to be able to do/better sense of who they are) eliminated
- Goal 4 and Outcome combined into one
- Science is missing (Goal 1)
  - Outcome 2-change formal to scientific
- Outcome 3-original work
- Outcome 5-standards of evidence
- Outcome 4 should be reworded to match Outcomes 5, 6, and 7
- Outcome 7-what does the word their refer to
- Outcome 7-the word describe is used- students be able to move beyond that (appreciate)
- Some faculty/staff haven’t had the opportunity to see this document-shouldn’t they be able to provide input as well?

Technology/Human Resource Impact:
- Technology updates wherever these goals and outcomes are posted
- Will require discussions about and potential changes to college degree requirements in APC and at the college level

Committee Recommendation:
That the current Liberal Education Learning Goals be replaced.
MOTION FOR THE UNIVERSITY SENATE

The University Committee: University Liberal Education Committee

by a vote of 9 for to 3 against

on October 8, 2012 (as reported in the ULEC draft minutes)

Recommends

That the current Liberal Education Learning Goals and Outcomes:

The Liberal Education Learning Goals (LELGs) identify the broad and general knowledge, skills, and values for all UW-Eau Claire graduates.
The Liberal Education Learning Outcomes (LELOs) define the LELGs so that academic departments and programs, and co-curricular programs and units can develop specific outcomes.
All UW-Eau Claire students will develop and demonstrate concentrated learning in more than one of the Liberal Education Learning Goals and Outcomes via the major.

<table>
<thead>
<tr>
<th>Liberal Education Learning Goals approved, 12/07</th>
<th>Liberal Education Learning Outcomes Approved, 4/09</th>
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<tbody>
<tr>
<td>1. Knowledge of Human Culture and the Natural World (knowledge)</td>
<td>1. Students will develop a depth of knowledge about human culture.</td>
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<tr>
<td>2. Creative and Critical Thinking (skill)</td>
<td>1. Students will develop and use creative thinking skills in academic and social contexts.</td>
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<tr>
<td>3. Effective Communication (skill)</td>
<td>1. Students will effectively write, read, speak, and listen in academic and social contexts.</td>
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<tr>
<td>4. Individual and Social Responsibility (value)</td>
<td>1. Students will develop skills and values for ethical reasoning.</td>
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<tr>
<td>5. Respect for Diversity Among People (value)</td>
<td>1. Students will develop knowledge for living in a pluralistic society and a globally interdependent world.</td>
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<td>6. Integrative Learning (skill) (added 2/2012)</td>
<td>1. Students will synthesize and transfer learning to new, complex situations within and beyond campus. (added 2/2012)</td>
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Be REPLACED with:
PROPOSED STUDENT LEARNING OUTCOMES FOR THE LIBERAL EDUCATION CORE AT UWEC

The LEAP Design Principles include ensuring that, "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.” (aacu.org)

GOAL 1: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Outcome 1: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate technologies.

Outcome 2: Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.

Outcome 3: Create original work, perform original work, or interpret the work of others.

GOAL 2: Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, and social sciences.

Outcome 4: Describe models for understanding the structure and functionality of natural entities, systems, and processes; use scientific, mathematical, or computational methods to challenge models; and draw inferences from data.

Outcome 5: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Outcome 6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Outcome 7: Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

GOAL 3: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

Outcome 8: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Outcome 9: Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

Outcome 10: Use critical and creative thinking to address civic, social, and environmental challenges.

GOAL 4 and OUTCOME 11: Integrate and apply learned skills, knowledge, and responsibilities to address new contexts and questions.

Implementation Date: immediate