



Institutional Learning Goals

ILGs

Scholarship

Faith Traditions

Diversity

Community

Practical Wisdom

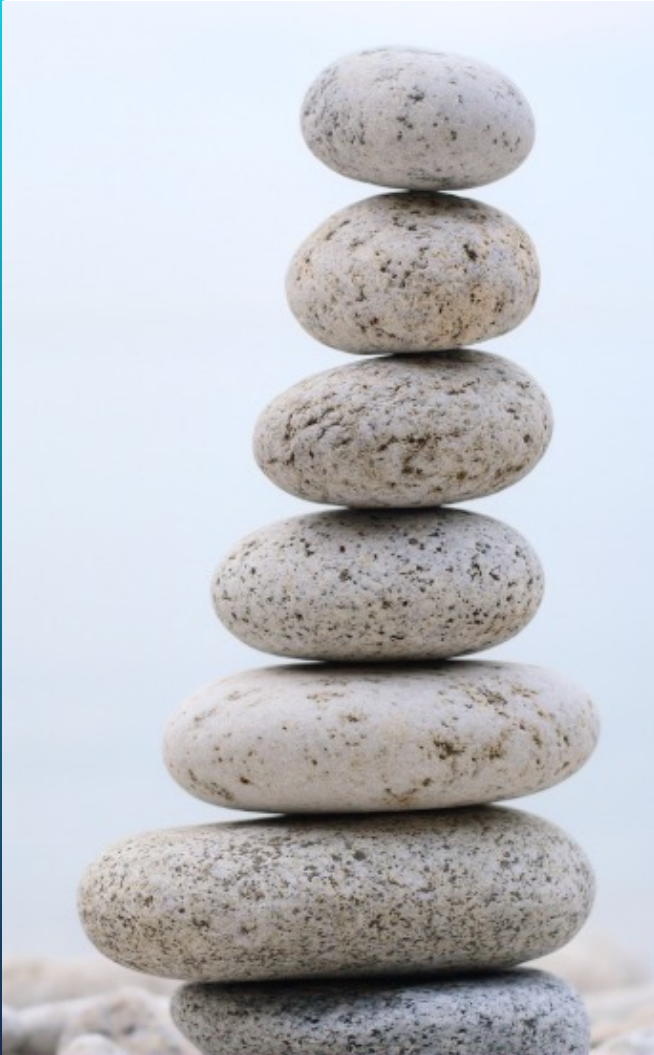
Critical Evaluation of Our Times

Vocation



**University of
Dayton**

Understanding Learning Outcomes, Objectives, and Goals



Assignment Learning Outcomes/Objectives

- Behaviors students demonstrate while completing an assignment or assessment
- It is the most specific, enough so to be measurable
- This language often appears on rubrics and sometimes in assignments or syllabi

Course Learning Outcomes/Objectives (CLOs)

- Encompasses your goals for your students for the entire course
- Identifiable knowledge skills and abilities at the conclusion of a course
- CLOs often appear in syllabi

Program Learning Outcomes/Goals

- Describes broadly what students should learn in the course of a program of study, usually more general than course and assignment outcomes.
- This language often appears on websites about majors and/or curriculum

Unit Level Learning Outcomes/Goals

- Describe overarching learning goals of a whole unit (such as those related to diversity or accreditation outcomes).
- Often appears on unit websites or in accreditation materials

Institutional Learning Goals (ILGs)

- Describes most broadly the learning goals for all UD undergraduate students
- Appears on the University website and in documents

ILGs Developmental Levels

As faculty are developing, or re-developing, courses, they are encouraged to think about the following guidance as it relates to the developmental levels of the ILGs:

- The developmental levels correspond to the learning goals at the completion of the course rather than the learning that students bring to the course.
- Different developmental levels may make sense for different ILGs in the same course.

ILGs Developmental Levels

<i>Introductory</i>	<i>Expanded</i>	<i>Advanced</i>
Largely assume no prior knowledge in a particular area.	Learning could be building on past coursework and/or knowledge.	Learning is often built extensively on past coursework and/or knowledge.
Learning is not built on past coursework and/or knowledge.	Some assumption of prior knowledge, though reactivation of that knowledge may be necessary.	
Focus is on <i>understanding, describing, recalling, explaining, identifying.</i>	Focus is on <i>analyzing, practicing, developing, demonstrating, distinguishing</i>	Focus is on <i>evaluating, generalizing, synthesizing, assembling, formulating, advocating</i>

Diversity as an ILG *and in CAP*

What's an ILG?

Students' learning around each of these Institutional Learning Goals is pursued through different structures and activities, such as: *coursework in their majors, the Common Academic Program, co-curricular programming, and learning experiences outside the formal curriculum.*

How does CAP work?

The Common Academic Program's developmental model provides the opportunity to put together a program of study through various defined components informed by the ILGs, including Diversity.

Diversity as an ILG

One of the seven University ILGs is **Diversity**.

Diversity ILG in CAP

CAP contributes to Diversity learning efforts and does so in a scaffolded way throughout its curriculum, particularly in HC, CMM 100, SSC 200 and in a more focused way in the DSJ component.

Courses addressing Diversity as an ILG

Any course or learning experience at the University of Dayton can address the Diversity ILG.

CAP Diversity & Social Justice (DSJ)

Diversity & Social Justice (DSJ) is one of the CAP Components. CAP DSJ courses aim to frame learning around dimensions of social justice, bias, intercultural competence and intersectionality.

Courses that address Diversity as an ILG are not necessarily approved as a CAP Diversity and Social Justice (DSJ) course.

Any CAP DSJ course needs to have at least the Diversity ILG among its learning goals.