

INSTITUTIONAL LEARNING OBJECTIVES

Faculty Meeting

May 20, 2013

Discussions over the past 3 years

- Conversations in EPCC
- Discussions in the Review Panels
- Gen Ed Directors
- Discussions among the HLC Academy for Assessment of Student Learning Team this past year
- Consultation with our HLC Academy mentors

Process

- Recommendations for changes from EPCC and the review panels
- Reviewed the CLOs for the ECC for best practices
- Looked for themes within the CLOs for the ECC
- Grouped the designations together by theme
- CLOs will remain the same, assessment will be grouped by ILOs

Visualization exercise: Which column would you want to assess?

Graduates of Simpson College's undergraduate program will be able to ...		
Course-level Learning Objectives (CLOs)	Program-level Learning Objectives (PLOs)	Institutional-level Learning Objectives (ILOs)
<p>Simpson Catalog</p> <p>1) articulates the purpose and advantages of a liberal arts education</p> <p>2) explains how the components of the New Curriculum work together</p> <p>3) describes faculty roles which include: academic support, including: Student Involvement; Dean; Library and Library Academic Resource Center</p> <p>4) lists the stated learning objectives of the CT embedded add</p> <p>5) lists the stated learning objectives of the CT embedded add</p> <p>Civic Engagement</p> <p>1) demonstrate an understanding of information, values, processes, and theories that are essential to building just and democratic societies</p> <p>2) articulate historical and current political and social issues in their, national and global contexts</p> <p>3) verify the perspectives of an academic discipline to civic relations</p> <p>4) articulate the importance of being civically engaged individuals throughout their lives</p> <p>Intercultural Communication</p> <p>1) demonstrate an improved ability to communicate (e.g., writing, speaking, and appropriate body language) in a narrative language about topics of cultural interest</p> <p>2) identify differences (culture, practices, products and perspectives) of the cultures under discussion</p> <p>3) differentiate between individual and culture-based characteristics and viewpoints</p> <p>4) reflect on the experience of communicating with speakers of another language</p> <p>Collaborative Leadership</p> <p>1) articulate the skills and dispositions necessary to achieve a shared goal (e.g., delegation, decision making, conflict resolution, ethics, effective communication)</p> <p>2) demonstrate that they have grown as the interpersonal skills and abilities necessary to achieve a shared goal (e.g., delegation, decision making, conflict resolution, ethics, effective communication) by critically reflecting on their experiences achieving a shared goal</p> <p>3) explain how their individual values, strengths, and weaknesses impact the success of a collaborative leadership process</p> <p>Diversity and Power</p> <p>1) demonstrate an understanding of the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to take the perspective of members of that group</p> <p>2) demonstrate an understanding of power differentials between two or more groups within one or more communities in the U.S.</p> <p>3) articulate an understanding of the perspectives and experiences of a less powerful (often minority) group in the U.S.</p> <p>Global Perspective</p> <p>1) identify the challenges and achievements of the culture and society under study</p> <p>2) recognize the roles of the culture and their impact on the decisions, the society makes</p> <p>3) demonstrate sensitivity to cultural similarities and differences</p> <p>4) assess their role in the international/global community</p> <p>Historical Perspective</p> <p>1) analyze different perspectives of historical interpretation in terms of their evidence and arguments</p> <p>2) analyze and interpret primary sources</p> <p>3) articulate an understanding of the distinctive perspectives of people who lived in the time/period or settings studied</p> <p>4) articulate an understanding of the influence of the past on contemporary events, issues, and ideas</p> <p>Ethics and Value Inquiry</p> <p>1) articulate and justify their moral values and actions in light of moral theories, logical principles, foundational texts, or traditions</p> <p>2) demonstrate the ability to identify the ethical moral values and actions</p> <p>3) demonstrate an ability to make decisions about moral values and actions by incorporating and responding to a variety of other ethical, moral, or religious perspectives</p> <p>4) identify and critically evaluate multiple approaches to ethical issues</p> <p>5) articulate and critically assess values prevalent in contemporary society</p> <p>Scientific Reasoning</p> <p>1) formulate problems using the scientific method</p> <p>2) investigate and draw conclusions about scientific questions using appropriate empirical methods</p> <p>3) assess the respective strengths and limitations of scientific information from both popular and peer reviewed sources</p> <p>4) analyze ethical issues related to scientific inquiry (e.g., research involving the use of animals or humans, cloning, biotech, safety issues, recognition that most scientific conclusions have caveats, etc.)</p> <p>Critical Thinking</p> <p>1) interpret and analyze information in order to recognize bias and identify unstated assumptions</p> <p>2) utilize different types of argument in order to identify the strengths and weaknesses of evidence supporting or refuting claims</p> <p>3) learn to not uncritically accept the arguments of others and recognize alternative perspectives</p> <p>4) articulate one's arguments with clarity, precision, and civility</p> <p>Information Literacy</p> <p>1) reflect on how and a experiences, interests, skills, and the impact the development of one's thinking</p> <p>2) define a need for information and ask relevant questions to develop a research strategy, which requires the student to</p> <p> a) choose and define a research topic</p> <p> b) identify key concepts and terms related to the topic</p> <p> c) develop questions that differentiate related to the topic</p> <p>3) search appropriate resources which might include: databases, databases, books, journals, expert information, files and visual inquiry</p> <p>4) identify most appropriate information resources and datasets</p> <p>5) assess and evaluate both the information and the researcher's sources</p> <p>6) recognize academic integrity, how it relates to plagiarism and responsible use of information by understanding the use of copyrighted materials and various forms of proper citations such as MLA or APA</p> <p>Quantitative Reasoning</p> <p>1) interpret representations of quantitative information and draw inferences from them. Representations of quantitative information can be symbolic (e.g., formulas or symbolic language), visual (e.g., pie charts, graphs) or otherwise represented (e.g., tables or tables or conditions or verbal (e.g., written or oral))</p> <p>2) communicate quantitative information effectively incorporating at least one of symbolic, numeric or graphical representations within verbal communication</p> <p>3) solve problems and make decisions using quantitative methods. Quantitative methods of problem solving include any of those among arithmetic, algebraic, geometric, algebraic, and statistical methods</p> <p>4) analyze solutions to quantitative problems. Methods of analysis may include plausible estimation, testing for reasonableness, verifying the solution by using alternate methods of problem solving and testing the solution and use of a calculator</p> <p>5) demonstrate recognition of the value and the limitations of quantitative methods</p> <p>Written Communication</p> <p>1) articulate an idea and formulate a thesis as appropriate for the discipline</p> <p>2) organize thoughts in a logical fashion</p> <p>3) support arguments with credible evidence</p> <p>4) address the requirements of various audiences</p> <p>5) identify and correct sentence-level errors</p> <p>The Arts</p> <p>1) express themselves through an artistic medium</p> <p>2) demonstrate personal and aesthetic sensitivity</p> <p>3) articulate an understanding of and appreciation for the creative process through artistic practice</p> <p>4) employ the necessary and evaluative skills that enable students to reflect intelligently and think critically about one's own and others' artistic work(s)</p> <p>Oral Communication</p> <p>1) organize ideas and presentation for the purpose of information and/or persuasion</p> <p>2) demonstrate analytical and listening skills when responding to and evaluating arguments, speeches, and other presentations</p> <p>3) cite appropriate evidence to support claims</p> <p>4) practice appropriate, responsive and effective oral communication</p> <p>Senior Capstone</p> <p>1) demonstrate that they have acquired the knowledge and skills associated with apprentice practitioners in their chosen fields of study by presenting their work to an audience chosen by the department</p>	<p>1) explain principles and methods of a discipline necessary for a beginning practitioner.</p> <p>2) apply principles and methods of a discipline at the level of a beginning practitioner.</p> <p>3) communicate effectively within a discipline.</p> <p>4) describe the academic skills necessary for community engagement.</p> <p>5) apply academic skills to community building experiences.</p> <p>6) evaluate their role in community engagement.</p> <p>7) evaluate expressive work.</p> <p>8) provide supporting evidence for an argument.</p> <p>9) organize information logically.</p> <p>10) identify elements of expression that have specific meaning to an audience.</p> <p>11) describe the perspective of people in a specific time, culture, social, political or power structure.</p> <p>12) describe how people and events are influenced by factors such as the past, social inequities or culture.</p> <p>13) analyze a societal, global, historical, cultural or power issue.</p> <p>14) demonstrate that they have acquired the knowledge and skills associated with apprentice practitioners in their chosen fields of study by presenting their work to an audience chosen by the department.</p>	<p>Disciplinary ILO: describe, apply and communicate the principles and methods of a specific academic discipline at the level of a beginning practitioner.</p> <p>Engagement ILO: actively and effectively engage with multiple communities.</p> <p>Expression ILO: express ideas through multiple media.</p> <p>Perspective ILO: recognize and analyze their own and others actions from the perspective of time, culture and power.</p> <p>Reasoning ILO: use critical reasoning to make decisions using logical, scientific and value reasoning as appropriate.</p>

Simpson College Institution-level Learning Objective Themes

Disciplinary

Engagement

Expression

Perspective

Reasoning

Disciplinary ILO

Graduates of Simpson College's undergraduate program will be able to ...

...describe, apply and communicate the principles and methods of a specific academic discipline.

Executed and assessed in the majors.

Engagement ILO

Graduates of Simpson College's undergraduate program will be able to ...

...actively and effectively engage with multiple communities.

Executed and assessed in CL, CE, IC

Expression ILO

Graduates of Simpson College's undergraduate program will be able to ...

...express ideas through multiple media.

- Executed and assessed through WC, OC, AR

Perspectives ILO

Graduates of Simpson College's undergraduate program will be able to ...

...recognize and analyze their own and others actions from the perspective of time, culture and power.

Executed and assessed in HP, GP, DP

Reasoning ILO

Graduates of Simpson College's undergraduate program will be able to ...

...use critical reasoning to make decisions about quantitative, scientific and values issues.

Executed and assessed in SR, CT, IL, QR, EV

Accreditation

- Work is part of our Quality Improvement component of accreditation
- 5 Criteria for the Assurance Argument component of accreditation
 - In fall there will go out a call for volunteers to serve on the 5 groups that will collect documents and write the assurance argument for each criteria
 - A two-year commitment
 - More information to come

Today's agenda

- 11-12 – The importance of assessment, Susan Hatfield
- 12-1 – Lunch in Hubbell I
- 1-2 – Assessing your assessment plan, Susan Hatfield
- 2-3 – Q & A, Susan Hatfield
- 3-5 – Time for department to work on analysis and writing for the Annual Assessment report

- Questions for Susan about departmental or ECC assessment – will distribute cards before Susan's first talk, please turn in at 12