Updating Institutional Learning Outcomes

Outcomes and Assessment Committee,

November 17, 2020

ILOs: Background & Progress Made in 2019-20

- Background: Chabot updates ILOs roughly every five years

- In 2019-20: Integrated inputs from campus community

  o Fall 2019: Flexday activity

  o Spring 2020: Campus-wide follow up survey incorporating Flexday feedback, input on the objectives for the Strategic Plan, and ILOs from the National Association of Colleges and Employers

ILOs Results of 2019-2020 Survey

- Most Popular Learning Outcomes (in order of popularity):

    1. Critical Thinking (current ILO)

    2. Communication (current ILO)

    3. Civic Responsibility (current ILO)

    4. Technological and Information Literacy (new ILO)

    5. Global and Cultural Involvement (current ILO)

    6. Development of the Whole Person (current ILO)

- Most Popular Recommendation for Combining Learning Outcomes:

    o Civic Responsibility and Global & Cultural Involvement

ILOs: Progress Made in Fall 2020

- Based on campus feedback, survey responses, and the research literature, OIR drafted definitions for the five/six learning outcomes (listed on previous slide)

- Presented newly drafted ILO definitions to OAC

  - OAC approved definitions for surveying the campus community

- IR sent campus-wide survey to gather feedback on the new ILOs with drafted definitions

  - Total number of respondents: 50

  - Total number of comments: 68

    - In depth, thoughtful comments on wording changes, campus priorities, etc.

ILOs: Remaining Work to Be Completed Fall 2020

- IR finishes analyzing survey results on definitions and re-drafts ILO definitions → create PPT to communicate results (this one!)

- Send PPT to OAC

- Send PPT to respondents to campus-wide ILO survey who indicated interest
    - o Invite interested guests to attend OAC on 11/17

- OAC finalizes definitions and makes recommendation to Academic Senate

- OAC present to Academic Senate on 12/10 for discussion and approval

GOAL: Update ILO definitions approval by end of Fall semester

ILOs: Overarching Criteria for Redrafting

- If multiple voices indicate need for redraft, then redraft definition based on integration of suggestions and the guiding recommendations of the literature and subject matter experts.

- DO use the existing literature on learning outcomes or definitions for particular learning outcomes

- DO use expert sources on Chabot campus (e.g., communications faculty to define communication, librarian faculty to define information literacy)

- DO utilize parts of the AACU's (American Association of Colleges and Universities) established learning outcome definitions where possible.

  o Over 100 higher education institutions engaged to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes.

  o Each rubric was developed from the most frequently identified characteristics or criteria of learning.

  o Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses.

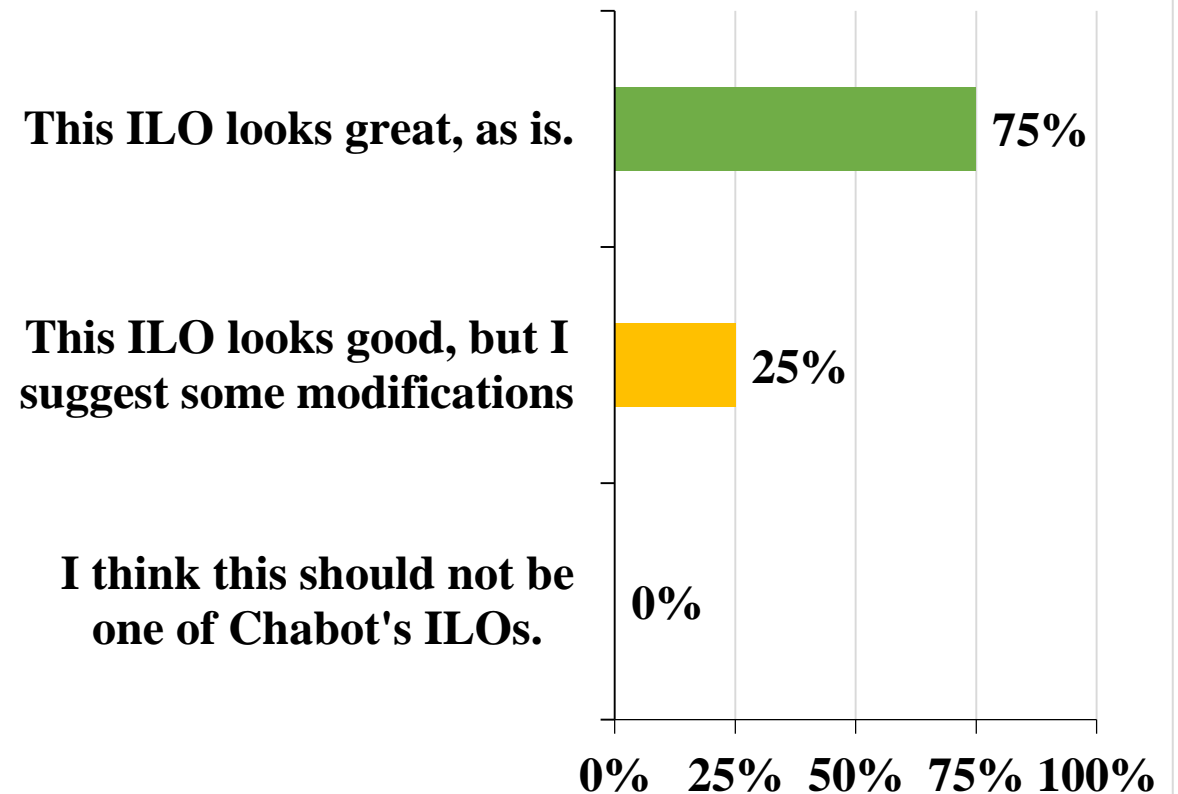# ILOs: Overarching Criteria for Redrafting

- Do NOT make the definition so long that it is cumbersome to measure on surveys.

  - Aim for no more than four prompts per ILO, with the exception of Civic & Global Engagement because that outcome is based on combining two outcomes.

- Do NOT *substantially* change a definition based on the feedback of one person

  - Because redrafted definition might not be okay with all who have been part of Flexdays, OAC, and surveys so far, nor consistent with the AACU work, etc.

Results of 2020-21 ILO Survey: Critical Thinking

Critical Thinking is an ability to…

- analyze, evaluate, and question information from various sources for validity

- identify and explore a problem applying logic and quantitative and qualitative reasoning

- propose effective solutions or desired outcomes and implement a plan to address the problem

Share your opinion about the definition

This ILO looks great, as is. 75%

This ILO looks good, but I suggest some modifications 25%

I think this should not be one of Chabot's ILOs. 0%

0%   25%   50%   75%   100%

Results of 2020-21 ILO Survey: Critical Thinking

Critical Thinking is an ability to:	**Survey Participants' Voices**
• analyze, evaluate, and question information from various sources **for validity**	- Analyze and evaluate information from various sources - for validity and significance - for validity and perspective
• identify and explore a **problem applying logic** and quantitative and qualitative reasoning	- Identify and explore problems by applying logic and quantitative reasoning - Problem-applying logic doesn't make sense to me
• propose effective solutions or desired **outcomes** and implement a plan to address the problem	- Propose rational solutions to problems - Consider multiple strategies and then propose effective solutions - Expand on outcomes, noting empathy and respect - Implement a plan to address the problem and serves the greater community

Results of 2020-21 ILO Survey: Critical Thinking

Other Survey Participants' Voices

o Include: 1) Ability to determine/parse out what is most important from unimportant.

      2) Ability to detect patterns.

o Critical thinking is an ability to conceptualize and utilize observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem-solving and decision making. Critical thinking involves acquisition of information from a wide variety of sources, identifying biases and open-mindedness .

o Consider multiple perspectives to a problem, issue, or solution

o How will we as instructors apply this to *students who experience learning challenges*?

o How could it reflect *a spirit of collectivity*?
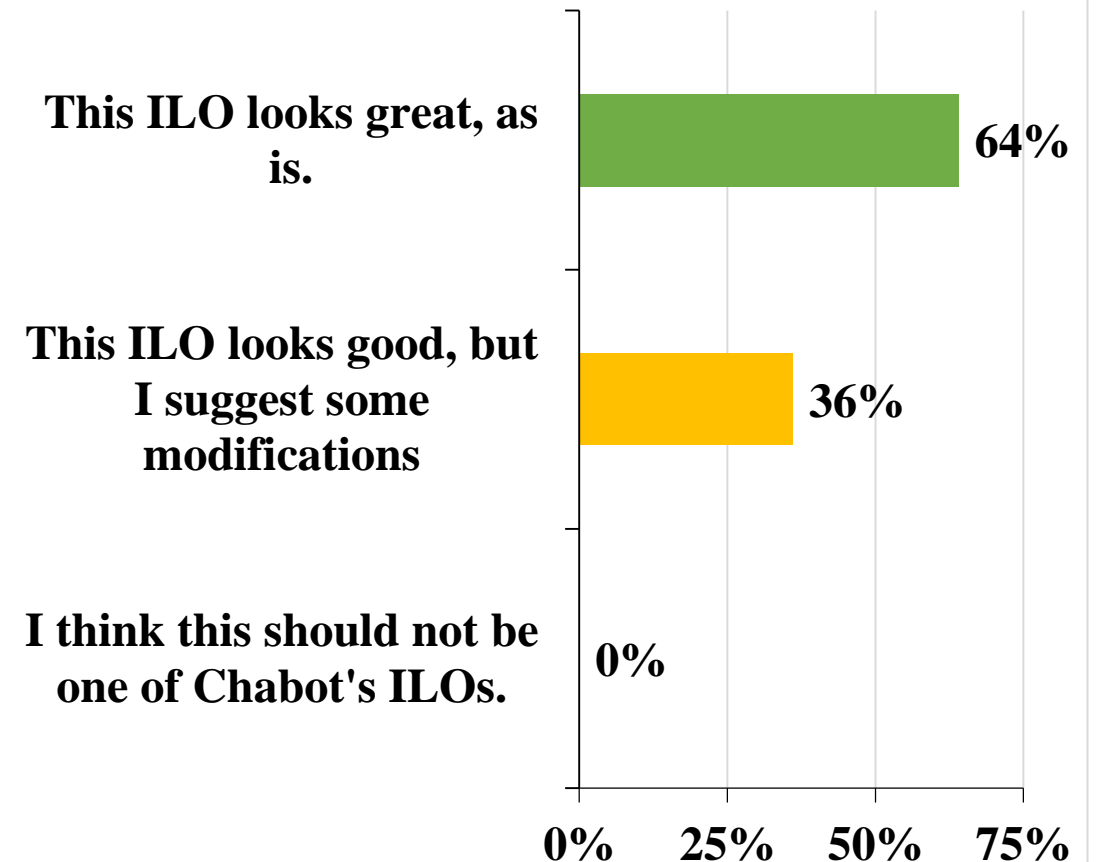
Results of 2020-21 ILO Survey: Critical Thinking

(Original) Critical Thinking is an ability to:	**(Redrafted) Critical Thinking** is an ability to:
• analyze, evaluate, and question information from various sources for validity	• analyze, evaluate and question information from various sources for validity and significance.
• identify and explore a problem applying logic and quantitative and qualitative reasoning	• identify and explore a problem applying logic and quantitative and qualitative reasoning
• propose effective solutions or desired outcomes and implement a plan to address the problem	• consider multiple strategies to propose effective solutions or desired outcomes and implement a plan to address the problem

Results of 2020-21 ILO Survey: Communication

Communication is an ability to…

- express ideas orally (or through sign language) in a presentation designed to foster understanding

- express ideas in writing using credible and relevant sources

- use active listening skills

- effective analyze and comprehend a text

- use visual representations to enhance the meaning of the message that is being communicated

Share your opinion about the definition

This ILO looks great, as is. — **64%**

This ILO looks good, but I suggest some modifications — **36%**

I think this should not be one of Chabot's ILOs. — **0%**

0% 25% 50% 75%

Results of 2020-21 ILO Survey: Communication

Communication is an ability to:	**Survey Participants' Voices**
• express ideas **orally** (or through sign language) in a presentation designed to **foster understanding**	- change "orally" to "verbally" - why is orally specifically a presentation? what about discussion, in video, etc? - … to foster understanding or to persuade - remove parentheses (it seems awkward and slightly derogatory)
• express ideas in writing **using** credible and relevant sources	- … using clear language and credible and relevant sources - why does only writing use credible and relevant sources? - express ideas using credible and relevant sources - perhaps we could remove credible sources from the Communication ILO and add language reflecting the purposes of communication such as exposition, persuasion, creative writing, technical writing, etc.
• use active listening skills	- knowledge and use of active listening skills

Results of 2020-21 ILO Survey: Communication

Communication is an ability to:	**Survey Participants' Voices**
• effective analyze and comprehend **a text**	**-** develop and improve skills in reading comprehension - it reads like it's critical thinking so I would remove it *(2 votes)* - instead of "a text", I'd like to see "written text", "a written message", or "written language."
• use **visual representations** to enhance the meaning of the message that is being communicated	- instead of visual representations I would say artistic expressions - use effective visual representations and gestures to enhance the meaning of the message that is being communicated - use visual representation, such as non-verbal communication, to enhance or create meaning - I don't think the fifth bullet point is needed here

Results of 2020-21 ILO Survey: Communication

Other Survey Participants' Voices

o Include an outcome related to *interpersonal communication*. The ability to share information and understand/respect others.

o Includes verbal and nonverbal communication to infer meaning, convey clear messages and bridge understanding between individuals and groups. Communication includes conveying information, providing and receiving feedback and adapting communication styles to the receiver/audience.

o Include: 1) understand other people's expectations and assumptions to meet their standard: 2) recognizing patterns in communication and responding appropriately with a similar matching pattern to be easily understood.

o Modernize this: 1) effectively utilize digital communication platforms; 2) select the most appropriate platform or in person communication method.

o I wonder if there is a way to articulate being culturally competent/sensitive with communication?

o Why are the different parts phrased in a way that seems to limit outcome. For instance, don't we want students to express ideas orally using credible sources? or express ideas in writing to foster understanding? is there a way to have all these overlap?

Results of 2020-21 ILO Survey: Communication

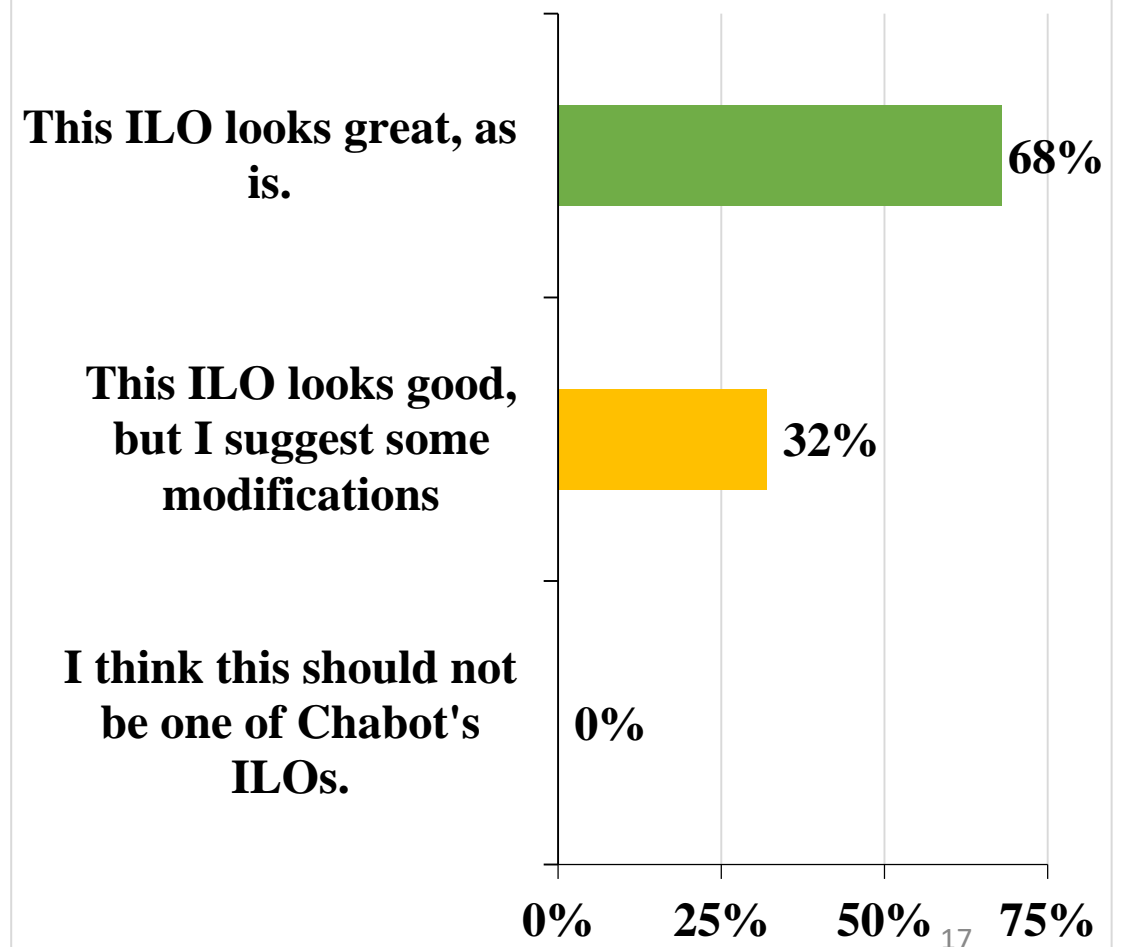| **(Original) Communication** is an ability to:	**(Re-drafted) Communication** is an ability to:
• express ideas orally (or through sign language) in a presentation designed to foster understanding	• express ideas designed to generate meaning and foster understanding in various contexts, while keeping the audience in mind.
• express ideas in writing using credible and relevant sources	• express ideas using credible and relevant sources
• use active listening skills	• use active listening skills
• effectively analyze and comprehend a text	• effectively analyze and comprehend a written text or presentation
• use visual representations to enhance the meaning of the message that is being communicated?	• omit: keep to four and somewhat implicitly covered in bullet 1.

Results of 2020-21 ILO Survey: Civic & Global Engagement

Civic and Global Engagement is an ability to…

- be open to multiple perspectives or to think from the perspective of another individual or world view

- articulate structural and systematic sources of inequity

- articulate how natural, social, cultural, economic, or political issues impact people's lives and earth's sustainability

- engage civilly with conflict in order to develop new and creative solutions to social problems

- participate for justice in a democracy/or world through actions in collective community-based efforts

Share your opinion about the definition

This ILO looks great, as is. — **68%**

This ILO looks good, but I suggest some modifications — **32%**

I think this should not be one of Chabot's ILOs. — **0%**

0% 25% 50% 75%

Results of 2020-21 ILO Survey: Civic & Global Engagement

Name suggestion: Civic Engagement and Ethics

Civic and Global Engagement is an ability to:	**Survey Participants' Voices**
• be open to multiple perspectives or to think from the perspective of another individual or world view	- the "is an ability to.." construct to be very awkward with this ILO - "or" changed to "and"
• **articulate** structural and systematic sources of inequity	- "articulate..." seem redundant; suggestion: remove this subpoint - rephrase to "articulate current and historical sources of systematic inequity" - simplify the language or eliminate the second bullet
• articulate how natural, social, cultural, economic, or political issues impact people's lives and **earth's** sustainability	- change "natural" to "scientific"; add "technological" - "and the Earth's sustainability" (2 votes)

Results of 2020-21 ILO Survey: Civic & Global Engagement

Civic and Global Engagement is an ability to:	Survey Participants' Voices
• engage **civilly** with conflict in order to develop new and creative solutions to social problems	- work civilly to develop new and creative solutions to social problems - engage with the community and community members surrounding the college - I don't like "civilly" here (2 votes). Maybe "engage with conflict humanely in order to ..."
• participate for justice **in a democracy/or world** through actions in collective community-based efforts	- add "through individual actions or collective community-based efforts to dismantle white supremacist policies and practices" in their local communities and greater "global community" - maybe we don't need "in a democracy/or world" - recognize that, in a democracy, individual and collective actions shape social justice and equity

A suggestion: The last two items might be combined into one.

Results of 2020-21 ILO Survey: Civic & Global Engagement

Other Survey Participants' Voices

- Awareness of self and the boundaries between self and other.

- Definition needs to be more concise, specific. Measurable outcomes are unclear.

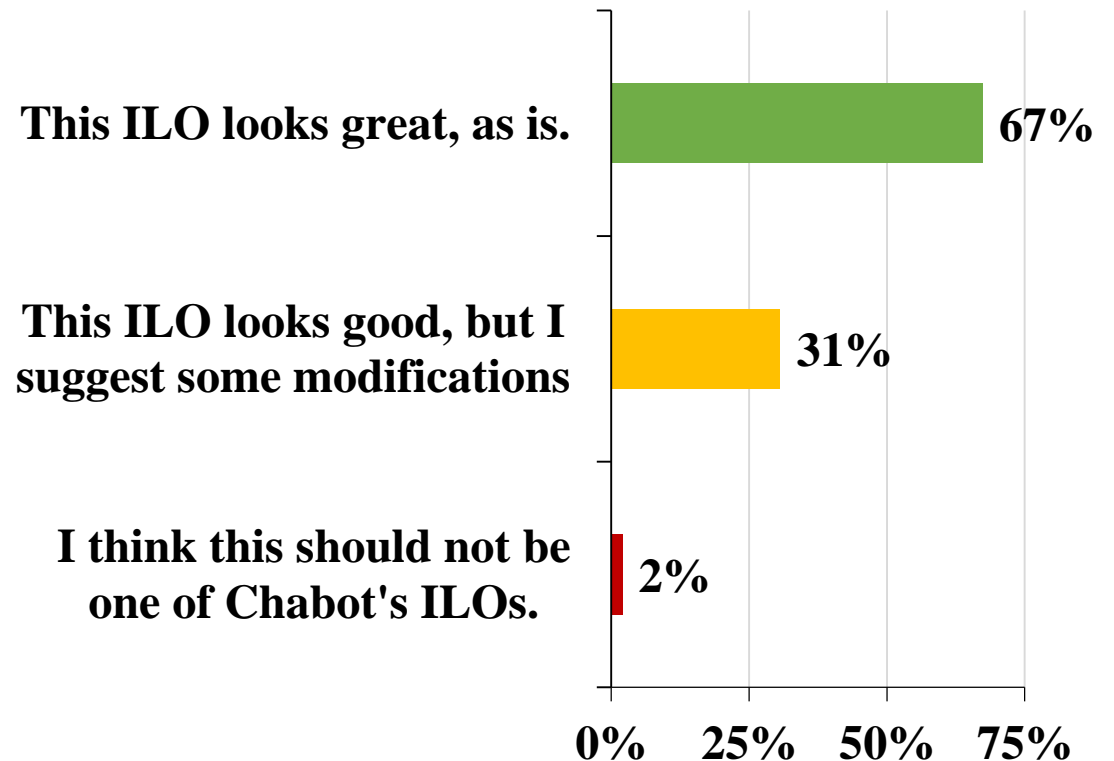# Results of 2020-21 ILO Survey: Civic & Global Engagement

(Original) Civic and Global Engagement is an ability to:	(Redrafted) Civic and Global Engagement is an ability to:
• be open to multiple perspectives or to think from the perspective of another individual or world view	• be open to multiple perspectives and to think from the perspective of another individual or world view
• articulate structural and systematic sources of inequity	• articulate current and historical sources of structural inequity
• articulate how natural, social, cultural, economic, or political issues impact people's lives and earth's sustainability	• articulate how natural, social, cultural, economic, or political issues impact people's lives and the earth's sustainability
• engage civilly with conflict in order to develop new and creative solutions to social problems	• engage controversy/conflict with civility to develop new and creative solutions to social problems
• participate for justice in a democracy/or world through actions in collective community-based efforts	• civically engage in individual actions or collective community-based efforts for justice

Results of 2020-21 ILO Survey:
Information & Technological Literacy

Information and Technological Literacy is an ability to…

- select and use appropriate technology to accomplish a given task

- understand the social construction and political dimensions of sources of information

- identify accurate sources of information by analyzing reliability and biases and corroborating evidence across sources

Share your opinion about the definition

This ILO looks great, as is. **67%**

This ILO looks good, but I suggest some modifications **31%**

I think this should not be one of Chabot's ILOs. **2%**

0%   25%   50%   75%

Results of 2020-21 ILO Survey: Information & Technological Literacy

Name suggestions: Technology Literacy or Information and Computer literacy

Information & Technological Literacy is an ability to:	**Survey Participants' Voices**
• select and use appropriate technology to accomplish a given task	- put the 1st bullet at the end
• understand the social construction and political **dimensions** of sources of information	- Maybe complex dimensions? - "… dimensions of information sources, platforms, and gathering techniques" - "… of sources of information and technology hardware/ software" - identify sources of info as well as political and social influences

Results of 2020-21 ILO Survey: Information & Technological Literacy

Information & Technological Literacy is an ability to:	**Survey Participants' Voices**
• identify accurate **sources of information** by analyzing reliability and biases and corroborating evidence across sources	- less wordy: sources of information --> information sources - identify accuracy of information retrieved through analysis and evaluation while learning to use information ethically and legally - know the advantages and disadvantages of different sources of information; know how the creation of different information effects content and form; understand that information is snapshots in time

Results of 2020-21 ILO Survey:
Information & Technological Literacy

Other Survey Participants' Voices

o I think the technology piece could use a little beefing up. For the Strategic Plan Goal we used this definition: Our increasingly digital society necessitates everyone have the ability to use, manage, evaluate, and understand technology. In order to be technologically literate, a person should understand what technology is, how it works, how it shapes society and in turn how society shapes it. Moreover, a technologically literate person has some abilities to "do" technology that enables them to solve practical problems that are technological in nature and to use their creativity in designing and building while utilizing technological tools.

o I think 2/3 of these fall under the critical thinking ILO

o I see information literacy as similar to critical thinking. I see technological literacy as "how to use tech tools..." Maybe we need to reword this somehow, or incorporate information literacy into critical thinking? Maybe speak to the issues brought forward in the film the "Social Media Dilemna" that talk about: information, data and technology and their uses in society from a critical thinking lens.

o -select and use appropriate technology to accomplish a given task is a very specific skill and I'm not sure why it makes the cut as an ILO.

-understand the social construction... is part of Critical Thinking and Civic Engagement/Global

-identify accurate sources of...is already covered under Critical Thinking

Results of 2020-21 ILO Survey:
Information & Technological Literacy

Suggestions from Library Faculty on Information Literacy

1) question dominant forms of knowledge production including whose voices/perspectives they validate, and whose they do not	1) question dominant forms of knowledge production including whose voices/perspectives they validate, and whose experiences are missing
2) engage research as inquiry--not merely finding and reporting on information, but instead constructing meaning through active engagement with information and asking questions surrounding the information itself	2) engage research as inquiry--not merely finding and reporting on information, but instead construct meaning with active engagement, asking questions about the information itself
3) consider various sources in terms of their reliability and biases	3) consider various sources for their reliability and biases and corroborate evidence across sources
4) learn how to corroborate evidence across sources (wonder if #3 and #4 can be combined)	
5) challenge the perception of information and information literacy as being objective/neutral and reflect on the creation and dissemination of information and the teaching of information literacy	
6) move from the role of information consumer to that of an active participant in the creation and use of new knowledge	

Results of 2020-21 ILO Survey:
Information & Technological Literacy

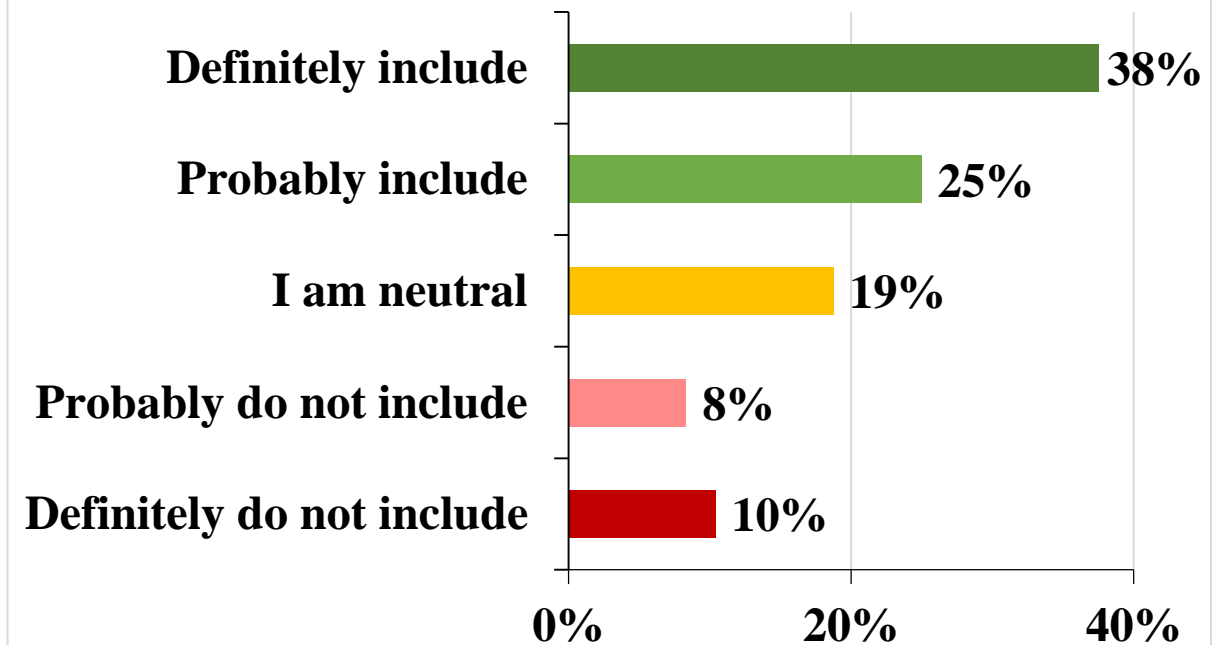| (Original) Information & Technological Literacy is an ability to:	(Redrafted) Information & Technological Literacy is an ability to:
• understand the social construction and political dimensions of sources of information	• question dominant forms of knowledge production including whose voices/perspectives they validate, and whose experiences are missing
• identify accurate sources of information by analyzing reliability and biases and corroborating evidence across sources	• construct meaning with active engagement, as opposed to merely finding and reporting on information
	• challenge the perception of information as being objective/neutral
• select and use appropriate technology to accomplish a given task	• select and use technology effectively to accomplish a task or solve a practical problem

Results of 2020-21 ILO Survey: Development of the Whole Person

The four ILOs above were rated most highly by campus. The fifth highest rated ILO was "Development of the Whole Person."

Development of the Whole Person is defined as:

- balancing the health of my mind, body, and spirit

- developing clear educational or career goals

- developing a love of learning

- developing my time management abilities

Should we include a 5th ILO – Development of the Whole Person?

Response	Percentage
Definitely include	38%
Probably include	25%
I am neutral	19%
Probably do not include	8%
Definitely do not include	10%

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Results of 2020-21 ILO Survey: Development of the Whole Person

o Some changes to ILO 5 for committee to consider in order to get the value of keeping #5 and celebrating how we, here at Chabot College, really work with out students to develop this: -develop myself physically, emotionally, mentally, spiritually - develop skills related to decision-making, conflict management, planning, time management, ownership -develop my sense of self and direction in education and career It would be such a loss to see #5 go. I think this is one unique, vibrant, and beautiful aspect of Chabot and a whole set of what we do here at this institution would just be lost if we cut ILO #5

o A box was not provided for feedback on the language of the "Development of the Whole Person" proposed ILO. I suggest an emphasis on integration of social, intellectual, and physical activity spheres. Specific language related to sport, athletics, recreation might be included.

o Since we use the ILOs as the GE learning outcomes, I think we need to keep some aspect of this but with modifications. Academic Policy (http://districtazure.clpccd.org/policies/files/docs/AP4025.pdf) uses the phrase "develop the capacity for self understanding". I don't see this included in any of the above. In this area I would like to see: - development of transferrable skills important for academic and career success - cultivate the ability to recognize individual strengths and to acknowledge weaknesses; commit to their further maturation - work with integrity and effectiveness as both an individual and a team member - inspire curiosity

Results of 2020-21 ILO Survey: Development of the Whole Person

(Original) Development of the Whole Person is an ability to:	(Redrafted) Development of the Whole Person is an ability to:
• balancing the health of my mind, body, and spirit	• cultivate the health of mind, body, and spirit
• developing clear educational or career goals	• gain transferrable skills important for academic and career success
• developing a love of learning	• nourish a love of life-long learning
• developing my time management abilities	• expand capacity for self understanding, including recognizing one's strengths and weaknesses

Five ILOs Overview

Critical Thinking is an ability to: • analyze, evaluate and question information from various sources for validity and significance • identify and explore a problem applying logic and quantitative and qualitative reasoning • consider multiple strategies to propose effective solutions or desired outcomes and implement a plan to address the problem	**Communication** is an ability to: • express ideas designed to generate meaning and foster understanding in various contexts, while keeping the audience in mind. • express ideas using credible and relevant sources • use active listening skills • effectively analyze and comprehend a written text or presentation

Civic and Global Engagement is an ability to:
- be open to multiple perspectives and to think from the perspective of another individual or world view
- articulate current and historical sources of structural inequity
- articulate how natural, social, cultural, economic, or political issues impact people's lives and the earth's sustainability
- engage controversy/conflict with civility to develop new and creative solutions to social problems
- civically engage in individual actions or collective community-based efforts for justice

Information & Technological Literacy is an ability to: • question dominant forms of knowledge production including whose voices/perspectives they validate, and whose experiences are missing • construct meaning with active engagement, as opposed to merely finding and reporting on information • challenge the perception of information as being objective/neutral • select and use technology effectively to accomplish a task or solve a practical problem	**Development of the Whole Person** is an ability to: • cultivate the health of mind, body, and spirit • gain transferrable skills important for academic and career success • nourish a love of life-long learning • expand capacity for self understanding, including recognizing one's strengths and weaknesses

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References

Critical Thinking	**Communication**
• ACLU VALUE Rubric Critical Thinking, • Existing Chabot definition, • Critical Thinking learning outcomes in Chabot English classes • Consultation with Chabot English Faculty	• ACLU VALUE Rubric for Oral Communication and Written Communication, • Existing Chabot definition, • Learning outcomes in Chabot Communication 1 and Business Communication classes • Consultation with Chabot Communication Faculty in concert with recommendations from the National Communication Association

Civic and Global Engagement

• ACLU VALUE Rubrics for Civic Responsibility

• Gordon da Cruz, C. (2015). Critical democratic citizenship: Learning outcomes to engage for justice. In O. O. Delano-Oriaran, M. W. Parks & S. Fondrie (Eds.), *Service-learning and civic engagement: A sourcebook*. Thousand Oaks, CA: SAGE Publications.

• Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. American Educational Research Journal, 41(2), 237-269.

• *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

• Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage. (AACU)

• Rogue Community College, Institutional Learning Outcomes

Information and Technological Literacy	**Development of the Whole Person**
• Bauder and Rod, 2016 • Doyle, 2019 • ACLU Information Literacy VALUE Rubric • Consultation with Library Faculty	• Existing Chabot definition, • CLPCCD Academic Policy (http://districtazure.clpccd.org/policies/files/docs/AP4025.pdf) • Consultation with Social Sciences Faculty