

Institutional Learning Outcome (ILO's)

Harold Washington College Assessment Committee, 2020

1. **Initiate:** Purposeful learning activity requires personal agency, especially in regard to improving knowledge skills and competence, building on and refining prior knowledge, interest and curiosity, and foundational literacies: problem solving, quantitative literacy and ethical reasoning. It is evident in students' curiosity, proactiveness, and ability to work and learn independently of external direction.
2. **Investigate:** A systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions & judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
3. **Evaluate:** Critical evaluation is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. **Create:** The capacity to combine or synthesize existing ideas, images, materials, or expertise in original, skillful ways by thinking, reacting, and working in imaginative ways, i.e. characterized by a high degree of innovation, divergent thinking, and resilience in light of difficulty.
5. **Participate:** To participate constructively is to engage in action that facilitates progress toward shared ends and includes (but is not limited to) student effort put into group tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to group/team discussions; this objective includes civic engagement, understood as the ability to participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community and entails intercultural knowledge, understood as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."
6. **Appreciate:** Appreciation deals with human interaction, with others and their creative work, through particular lenses. Generally speaking, appreciation is the act of recognizing or understanding that something or someone is valuable and important (from a certain point of view). In order for students to "appreciate" they must be able to think deeply about and respond to multiple perspectives and actively show the ways in which they have learned to value people, perspectives, and creative works and activities across the curriculum. Cognitive actions associated with appreciation are defined by Clinton Golding as complex, flexible, independent, and applied forms of thinking.
7. **Communicate:** Communication focuses on written, oral, visual, and nonverbal methods in order to develop and express ideas. These methods involve learning to work in many genres and styles. It can involve working with and interacting with many different texts, data, and images. Students learn to prepare purposeful presentations designed to increase knowledge, to foster understanding, while evaluating their own texts or published texts that seek to promote/persuade change in the audiences' attitudes, values, beliefs, or behaviors. Here 'texts' means the information with which the student is transacting or creating: anything from essays, to speeches, to songs, to commercials, to gestures.
8. **Contemplate:** A form and consequence of Integrative learning, that is both an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.



Further Notes:

The Assessment Committee has moved from General Education Outcomes to Institutional Learning Outcomes. This means that we have added the largest scope of outcomes possible that colleges and universities use to assess student learning.

We asked ourselves, “What should students have learned while at HWC as a whole, not just in the classroom or their selected program?” This created space to include classes and workshops outside of the [General Education Core Curriculum \(GECC\)](#) along with learning happening in cocurricular areas, at events, and during everyday interactions with faculty, staff, and administrators at HWC.

These learning outcomes are meant to be interpreted broadly so that they connect in some way to students’ overall coursework and experience. Students may come to us at varying levels of these outcomes: milestone, benchmark, capstone; therefore, we will be assessing where they are in their learning at the time of any given assessment cycle. For example, a student might participate at the milestone level, but through participation in two transfer workshops, a job fair, and the Student Symposium, they are able to reach capstone before leaving HWC. In other words, we know our students are learning inside and outside the classroom, so we want learning outcomes that reflect that.