

The HWCAC Presents: Institutional Learning Outcomes

Learning outcomes
across the college.

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on behalf of the

Harold

Washington

College

Assessment

Committee

(HWCAC).

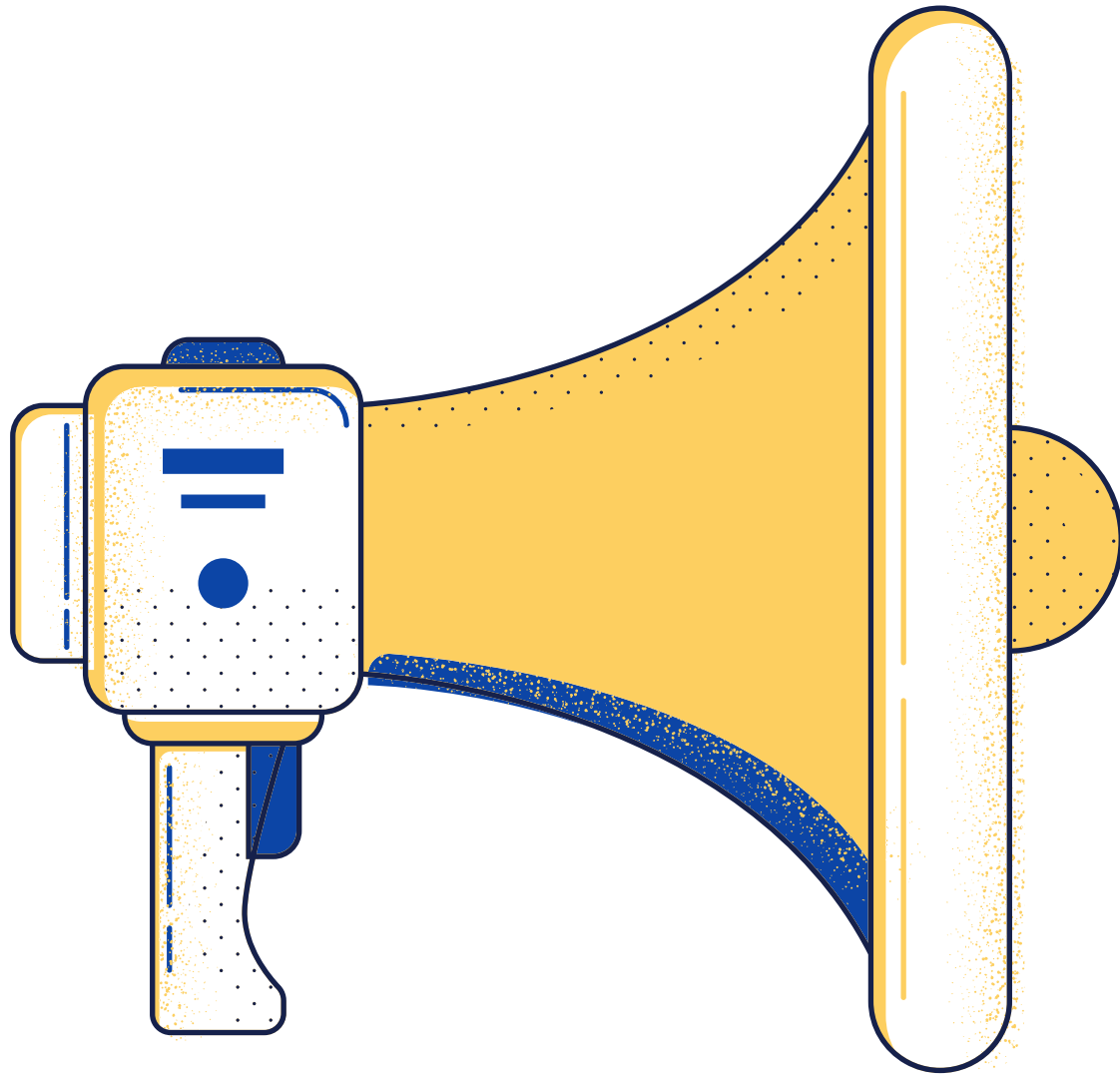


Mission

The Harold Washington College Assessment Committee (HWCAC) is dedicated to fulfilling the HWC core value of conducting assessment activities to improve student learning. As such, we plan, execute, and support the assessment activities of the college and share our findings and recommendations.



Rationale: Why the Change



The HWCAC is moving to assess Institutional Learning Outcomes (ILOs) in addition to Gen-Ed Learning Outcomes and outcomes related to student learning within smaller units, such as programs, departments, and disciplines.

This definition of *institutional* includes ALL courses and programs within the college, not just those encompassed by GECC. It also includes cocurricular learning (engagement with student services; learning activities, programs, and experiences beyond courses).

Our goal moving forward is to apply the broadest, institutional-level focus when it comes to student learning while also maintaining smaller units of assessment within departments and disciplines.

We would continue to assess General Education learning through unit-level assessments within relevant departments.

Units of Assessment

We run multiple assessments of student learning each semester-- some broader units and some narrower.

Institutional
across all aspects of the college

CURRICULAR Units

- General Education Courses (GECC)
- Program (results in a degree or certificate)
- Academic Department
- Discipline
- Sequence of courses
- Multiple sections of a course
- Smaller unit of learning

COCURRICULAR Units

- Student Services
- Program (like TRIO or STAR scholarship)
- Sequence of a service (like series of advising meetings)
- Individual session (like SGA event, transfer workshop, or financial aid)

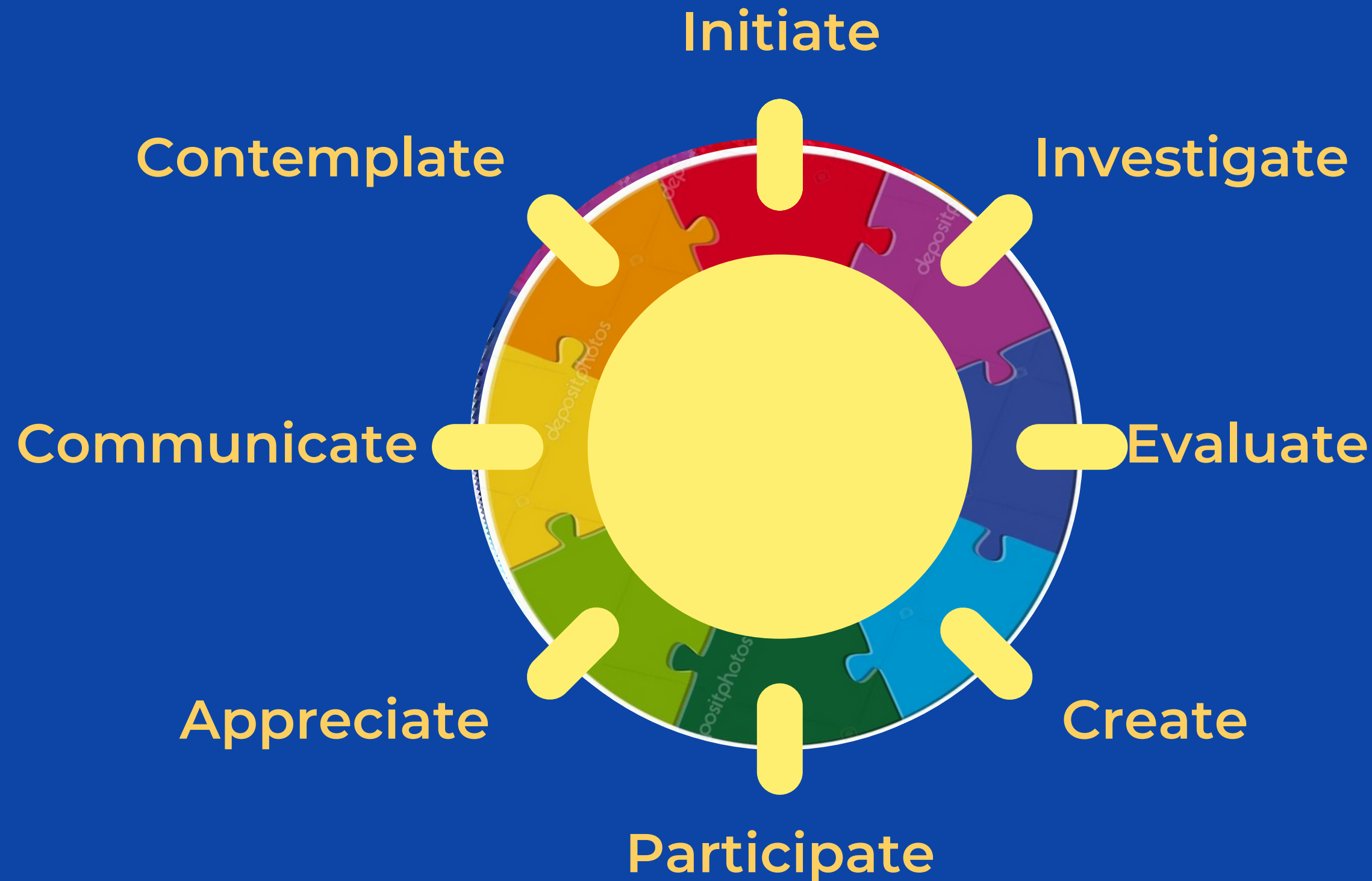
Curricular
related to student learning experiences within coursework

Cocurricular
related to student learning experiences outside coursework

Student Capabilities and ILOs

(Institutional Learning Outcomes):

What every student should
be able to do as a result of
their coursework and other
experiences at HWC.



New Outcomes and a New Process



The Outcomes with Objectives



INITIATE

Definition: 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.

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- Wonders broadly
 - Strategizes
 - Acts independently
 - Recruits allies and assistance
 - Facilitates action
 - Reflects and transfers learning
 - Constructs a problem statement
 - Develops a plan
 - Selects and implements a solution
 - Initiates meaningful interaction with other cultures



INVESTIGATE

Definition: 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.

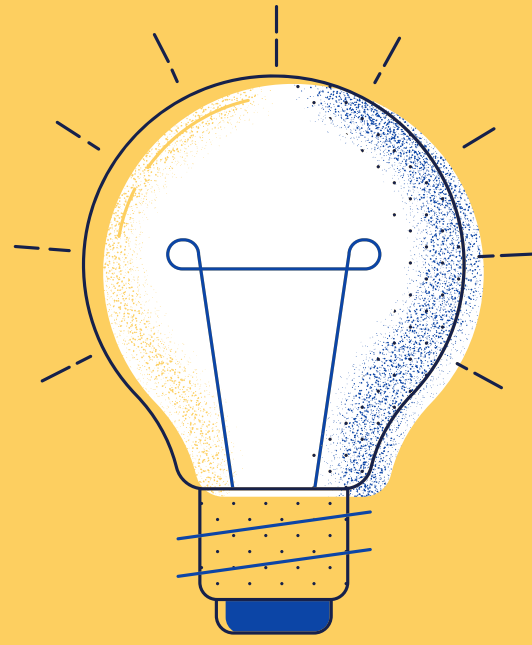
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- Selects topics
 - Reviews prior knowledge
 - Designs investigatory process
 - Recognizes ethical issues
 - Collects evidence
 - Analyzes worldviews and power structures
 - Develops conclusions
 - Reflects and transfers learning



EVALUATE

Definition: 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.

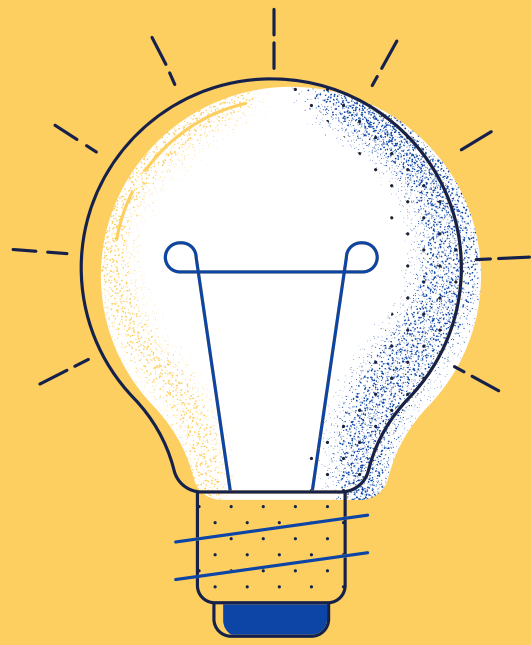
- Defines issues
- Collects useful, quality Information
- Utilizes quality sources, evidence, and materials skillfully
- Explores counter-considerations
- Evaluates different ethical perspectives/concepts
- Defends a coherent position
- Infers conclusions and related outcomes (implications and consequences)
- Considers influence of context and assumptions
- Reflects and transfers learning



CREATE

Definition: 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.

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- Acquires requisite skills
 - Solves problems: constructs a problem statement
 - Develops a plan
 - Selects and implements a solution
 - Thinks expansively
 - Recognizes ethical issues
 - Innovates
 - Reflects and transfers learning



PARTICIPATE

Definition: 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."

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- Selects projects and activities for involvement
 - Contributes individually
 - Contributes as member of group/team
 - Facilitates contributions of others
 - Fosters constructive climate
 - Responds to conflict
 - Takes personal and social responsibility
 - Reflects and transfers learning



COMMUNICATE

Definition: 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.

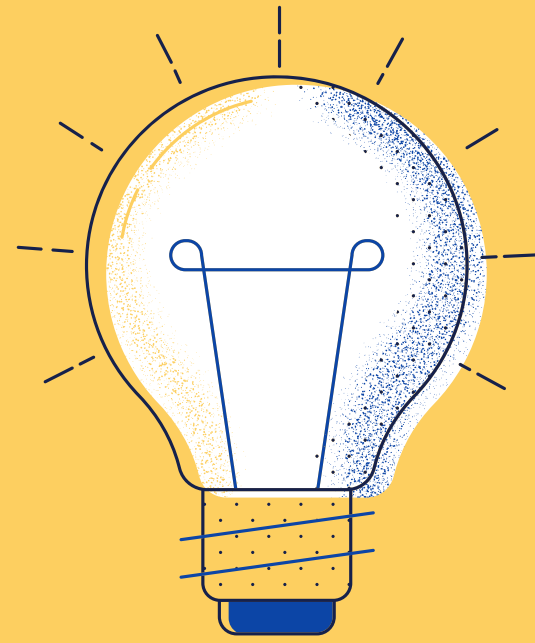
- Considers context and purpose in planning and execution
- Develops and organizes content which is presented effectively for genre
- Honors/breaks genre and disciplinary conventions purposefully
- Interacts respectfully with other cultures.
- Employs imaginative, appropriate, and compelling language (written, verbal, non-verbal)
- Asserts clear, compelling, coherent central message
- Identifies the rhetorical situation of texts and impact on the audience



APPRECIATE

Definition: 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.

- Articulates understanding of value of different cultures and their contributions
- Asserts (and defends) interpretations of creative works
- Contextualizes works and views
- Explains works and views
- Reflects and transfers learning
- Acquires a framework of disciplinary knowledge
- Integrates knowledge across disciplines and fields
- Describes their subjective perspective
- Analyzes works by means appropriate to the discipline(s)
- Understands different ethical perspectives/concepts

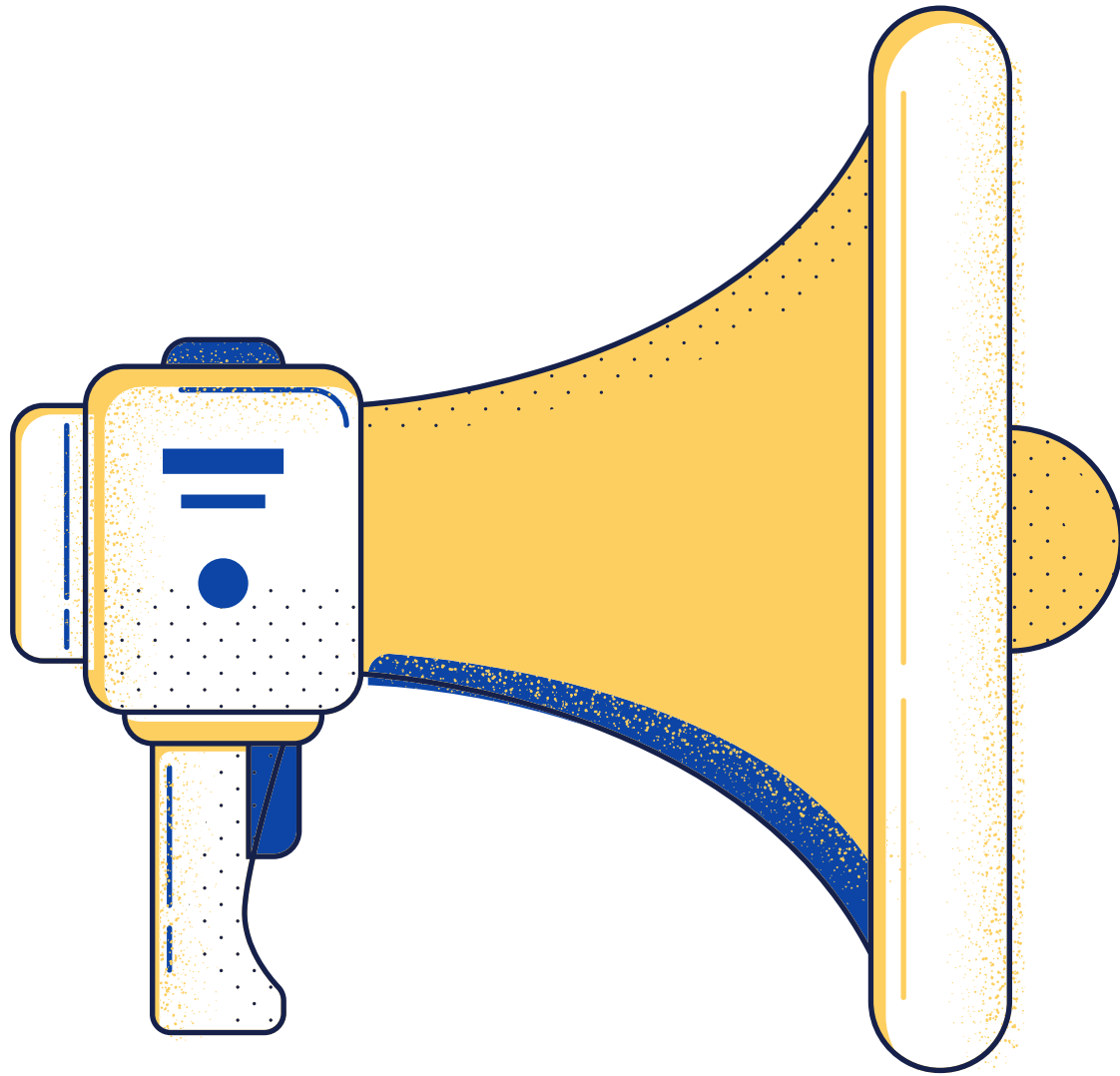


CONTEMPLATE

Definition: 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.

- Connects relevant experiences and academic knowledge
- Integrates knowledge across disciplines
- Adapts skills, applications, methods, and concepts gained in one situation to new ones
- Expresses knowledge in personal terms that integrate learning
- Shows ethical awareness
- Has global awareness
- Reflects regularly for self-assessment and other purposes

OUTCOME PRINCIPLES



- **Implicit theories: Bloom's Taxonomy, VALUE Rubrics**
- **Using active language in the scheme and the objectives (sub-outcomes) to better promote measurability**
- **8 Broad Outcomes**
- **Cultural diversity, global learning, and civic engagement built into the overall scheme**
- **Generally applicable and present across ALL disciplines and cocurricular spaces**
- **Mix of cognitive, affective, psychomotor outcomes: future assessments will involve not only how students feel about their learning (Indirect Assessments) but to what extent they are learning (Direct Assessments)**
- **Knowledge Mix: Content (what to know), Procedure (how to know), Conditional (when to know)**
- **Certain literacies will be assessed at the unit, program, or GECC level.**

Connections between Institutional Learning Outcomes, Program Learning Outcomes, & Student Learning Outcomes

Institutional

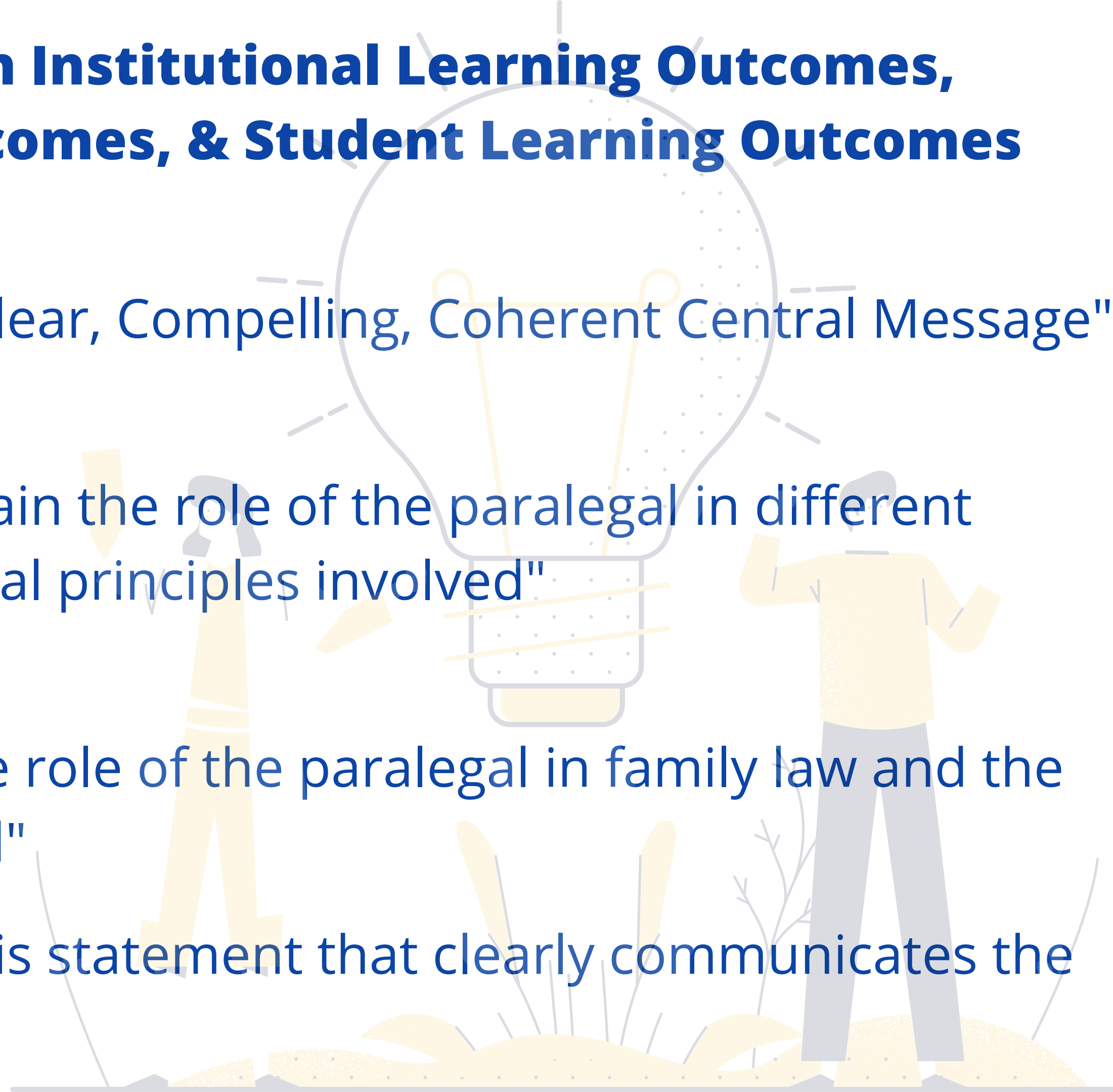
- ***Communicate***: "Asserts Clear, Compelling, Coherent Central Message"

Program

- ***Paralegal Program***: "Explain the role of the paralegal in different fields of law and the ethical principles involved"

Course

- ***Business 249***: "Explain the role of the paralegal in family law and the ethical principles involved"
- ***English 102***: "Write a thesis statement that clearly communicates the focus of an essay."



WHAT WE ARE CURRENTLY WORKING ON



Starting with the 'Participate' outcome, we have created a pilot survey that approximately 275 students took in the Spring 2021 semester. Once the results of the pilot have been analyzed and edits have been made to the survey based on what we learned from the pilot, we will be sending the survey out for full participation.

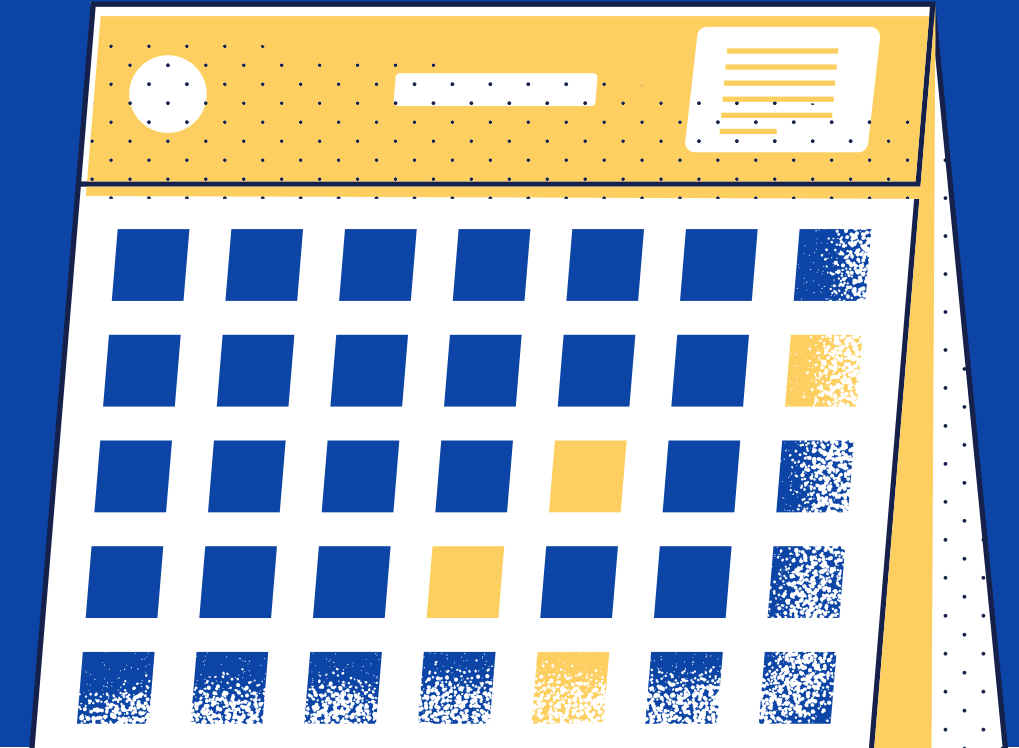


NEW PROCESS (ILO PILOT)

For a list of the Outcomes, go to the [HWCAC page](#).

***The HWC Assessment Committee approved (12/4/19) a pilot project to explore the use of a new assessment process (Process B) for the General Education level only in response to: 1) an HLC suggestion regarding shortening our General Education assessment cycles; and 2) our recognition of a few (seemingly) intractable challenges of our established process for General Education assessment in particular. The new, pilot process, informally known as Process B, is aimed at creating more flexibility, more substantive directional input from students, faculty, staff, and administrators, faster turnarounds of assessment findings, better integration with successful program and unit level assessment, and more specific, actionable recommendations. The pilot process has four stages:**

STAGES

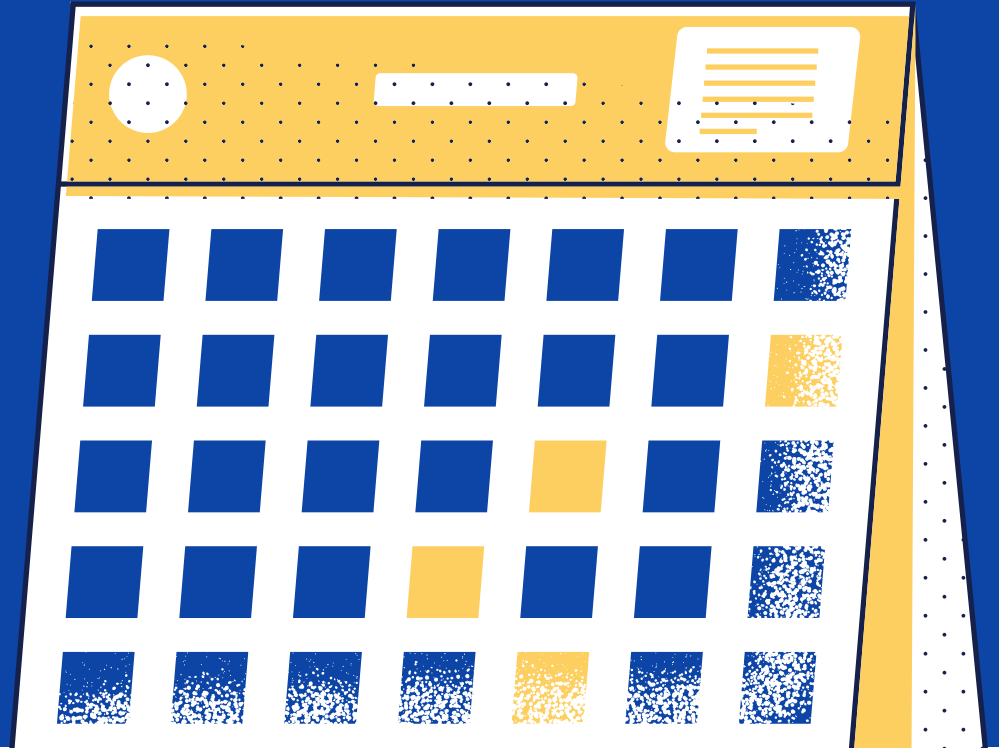


Stage 1B – Inquiry: This is a questioning phase in which committee members pose one or more questions, determined by the committee, to students, faculty, staff, and/or administrators.

Stage 2B – Selection: Committee members review the responses, generating initial findings and identifying priority issues and concerns regarding student learning.

Stage 3B – Exploration: Committee members identify links between initial, selected concerns identified in Stage 2B; then obtain, seek, and consider existing data sets; or find, create, and deploy appropriate measures to create new ones, in order to better understand student learning in connection with the selected concerns. Recent assessments have involved use of national assessment tools, customized adapted tools, and our own innovative assessment tools created from scratch.

LAST STAGE



Stage 4B – Evidence-Based Action: Committee members develop an interpretation of available and collected data--including what is drawn from general education assessment, program and unit level assessments, institutional research, publicly available data, and other sources, as appropriate. Committee members create communication tools and partner with other stakeholders to conduct discussions regarding the findings and committee recommendations in light of the assessment, all in order to develop and support responses aimed at improving student learning.

Questions?



[Assessment Committee Website](#)

***Thank
you!***

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