

# **REPORT OF THE SUBCOMMITTEE ON ADOPTING INSTITUTIONAL LEARNING OUTCOMES AND ON THEIR RELATION WITH EXISTING FOUNDATIONAL SKILLS/COURSE OUTCOMES**

## **Preamble and Recommendations:**

The Sub-Committee

1. Recognizing the importance of a broad and general education in the life of individuals and the rights and responsibilities of informed Citizens,
2. Reaffirming the commitment of L.S.S.U. to provide such a broad, well-rounded education to its students,
3. Inspired by previous work by the Faculty of L.S.S.U. and by the members of the General Education Committee as a whole,

and, further affirming

1. Having extensively consulted the LEAP outcomes and accompanying explanatory documents,
2. Having taken into account both the content and the importance of those outcomes in the education of informed and productive individuals,
3. Having taken into account the complexity and intricacies of assessing those outcomes at program and/or institutional level,
4. Having looked at the relation between those outcomes and L.S.S.U.'s existing General Education Foundational Skills and related General Education courses,

is hereby putting forward to the plenary session of the General Education Committee the following recommendations:

1. That L.S.S.U. adopt the following four broad Institutional Learning Outcomes,
2. That L.S.S.U. adopt the following rubrics for assessing at a program level the ILOs adopted,
3. That L.S.S.U. use the Sub-Lists below to analyze the connection and make comparisons between the proposed ILOs and the existing assessment based on foundational course-based skills.

## **0. GROUPING OF LEAP OUTCOMES INTO FOUR CATEGORIES**

### **FORMAL COMMUNICATION**

#### **4. Written Communication**

*Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.*

#### **5. Oral Communication**

*Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.*

#### **8. Reading**

*Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))*

### **USE OF EVIDENCE**

#### **1. Inquiry and Analysis**

*Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.*

#### **2. Quantitative Literacy**

*Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).*

#### **7. Information Literacy**

*The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy*

## **ANALYSIS AND SYNTHESIS**

### **2. Critical Thinking**

*Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.*

### **3. Creative Thinking**

*Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.*

### **9. Problem Solving**

*Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.*

### **15. Integrative Learning**

*Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.*

## **PROFESSIONAL RESPONSIBILITY**

### **10. Teamwork**

*Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)*

### **11. Civic Engagement**

*Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and*

*non-political processes. In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.*

#### 12. Intercultural Knowledge/Competence

*Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."*

#### 13. Ethical Reasoning

*Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.*

## **1. SUGGESTED INSTITUTIONAL LEARNING OUTCOMES:**

### **Formal Communication**

Students will develop and clearly express complex ideas in written and oral presentations.

### **Use of Evidence**

Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.

### **Analysis and Synthesis**

Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.

### **Professional Responsibility**

Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

## 2. RUBRICS TO BE USED FOR ASSESSMENT

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>Formal Communication</b>	Clear organization, compelling language/delivery, strongly supported reasoning.	Generally clear organization, thoughtful and interesting language/delivery, reasoning is generally supported by content.	Partial or intermittent organization, commonplace but understandable language/delivery, content partially supports reasoning.	Poor organization, unclear/distracting language/delivery, reasoning poorly supported by content.
<b>Use of Evidence</b>	Gathers and uses evidence that is in-depth, from relevant sources (correctly attributed), accurately processed and interpreted, and covers the full breadth of relevant perspectives on the question at hand.	Gathers and uses in-depth evidence from relevant sources (correctly attributed), accurately processed and interpreted, covers several of the relevant perspectives on the question at hand.	Gathers and uses evidence from generally relevant sources, accurately processed and interpreted, but lacks some depth or represents a limited number of relevant perspectives.	Gathers and uses evidence from irrelevant sources, is inaccurately processed or interpreted, from so few perspectives that important considerations are missed, and/or is un- or incorrectly attributed.
<b>Analysis and Synthesis</b>	Organizes and synthesizes evidence, ideas, or works of imagination to achieve a new insight or novel solution to a problem.	Organizes and analyzes evidence, ideas, or works of imagination to come to a well-supported conclusion or reasonable solution to a problem.	Organizes and incompletely analyzes evidence, ideas, or works of imagination to come to a partially-supported conclusion or solution.	Collects evidence, ideas, or works of imagination but does not put them together in a logical manner.
<b>Professional Responsibility</b>	Clearly articulates &/or displays use of professional ethics, articulates insights into how own cultural rules and biases influence their participation in &/or understanding of experiences in their profession.	Articulates &/or displays use of professional, but does so in an incomplete or inadequate manner, articulates insights into how own cultural rules and biases influence their participation in &/or understanding of experiences in their profession, but fails to fully connect the two.	Can describe what professional ethics are, but fails to incorporate them into scholarly or professional activity, articulates own cultural rules & biases, but cannot connect those to their participation in &/or understanding of experiences in their profession.	Cannot articulate &/or fails to display knowledge of the ethics appropriate to their profession, unable to articulate one's own cultural rules &/or inability to articulate biases that could influence them in their profession.

### **3. SUBLISTS RELATING ILO's WITH EXISTING FOUNDATIONAL SKILLS**

#### **Formal Communication**

- Analyze, develop, and produce rhetorically complex texts
- Communicate competently in a variety of contexts (Communication Outcomes)
- Analyze, evaluate, and explain human aesthetics and its historical development (Humanities Outcomes)

#### **Use of Evidence**

- Incorporate empirical evidence in the analysis of the causes and consequences of natural phenomena (Natural Science Outcomes)
- Think critically and analytically about the causes and consequences of human behavior (Social Science Outcomes)
- Analyze situations symbolically and quantitatively in order to make decisions and solve problems (Mathematics Outcomes)

#### **Analysis and Synthesis**

- Incorporate empirical evidence in the analysis of the causes and consequences of natural phenomena (Natural Science Outcomes)
- Think critically and analytically about the causes and consequences of human behavior (Social Science Outcomes)
- Analyze situations symbolically and quantitatively in order to make decisions and solve problems (Mathematics Outcomes)
- Analyze, evaluate, and explain human aesthetics and its historical development (Humanities Outcomes)

#### **Professional Responsibility**

- View the world from cultural perspectives other than their own (Diversity Outcomes)
- Think critically and analytically about the causes and consequences of human behavior (Social Science Outcomes)