

## CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: **2010-11 CAPR 19**

Date Submitted: May 13, 2011

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: CAPR Institutional Learning Outcomes (ILO) Subcommittee Year-end (Interim) Report and Reappointment of the Subcommittee for 11-12

PURPOSE: Action item for Excom concerning the ILO Subcommittee; information item to the Academic Senate

### ACTION

**REQUESTED:** CAPR requests that Excom approve the continuation of the CAPR ILO Subcommittee and its membership through AY 2011-12, and that it endorse the recommended activities listed in their attached year end (interim) report to CAPR. Additionally, CAPR requests that Excom submit the ILO Subcommittee report as an information item to the Academic Senate via a posting to Sharepoint, bringing it to the attention of members at the final Senate meeting of AY 2010-11 year.

### BACKGROUND

**INFORMATION:** Excom charged the CAPR ILO Subcommittee in 2010 with development of a set of institutional learning outcomes, to be ratified by the Senate in 2011. The subcommittee was convened on February 24, 2011 chaired by Sharon Green. During the past two months the subcommittee has made significant progress in developing a set of institutional learning outcomes that will reflect the university's mission and values and has a high likelihood of being embraced by the university community. The ILO Subcommittee submitted its year-end report to CAPR on May 12, 2011, CAPR having been briefed on its contents during its meeting of May 5, 2011. The report was disseminated to CAPR members by email who were asked to vote on whether they accepted the ILO Subcommittee recommendations, agreed that the Subcommittee should continue its work during AY 2011-12, approved of reappointing the same members to complete this work, and approved requesting that this report be submitted to the Academic Senate as an information item. The vote was affirmative on each of these issues.

## MEMORANDUM

**TO:** Michael Lee  
Chair, Committee on Academic Planning and Review

**FROM:** Sharon Green  
Chair, CAPR ILO Subcommittee

**DATE:** May 13, 2011

**SUBJECT:** Year End Report from CAPR ILO Subcommittee

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Excom charged the CAPR ILO Subcommittee in 2010 with development of a set of institutional learning outcomes, to be ratified by the Senate in 2011. The subcommittee was convened on February 24, 2011, and I began service as chair on March 3<sup>rd</sup>. During the past two months the subcommittee has made significant progress in developing a set of institutional learning outcomes that will reflect the university's mission and values and has a high likelihood of being embraced by the university community.

The members of the committee represented the four colleges, the library, general education, and APGS. The committee met every two weeks for two hours, and I would like to commend the following committee members for their thoughtful and committed work on this project:

Tom Bickley, Library  
Denise Fleming, Teacher Education  
Sharon Green, Management, Assessment Coordinator  
Michael Lee, Geography & Environmental Studies (ex officio member)  
Ann McPartland, Chemistry & Biochemistry  
Sally Murphy, General Education  
Donna Wiley, Management, Academic Programs and Graduate Studies (APGS)  
Eileen Barrett, English, Faculty Development (requested leave from committee in April)  
Andrea Lum, Special Assistant to the AVP of APGS

### **Spring Quarter 2011 Accomplishments**

The committee began its work with attention to broad questions of purpose and process. Following background research, the committee developed a plan for collecting input from the campus community and carried out interviews, developed community forums and Blackboard surveys. The following outcomes have been achieved:

- Several meetings were devoted to discussing the substance and purpose of ILOs, with the objective of creating a document for the CSUEB community defining ILOs and describing their purpose for students, faculty, staff, administration, and the external community. The committee drafted a proposed CSUEB ILO Statement for use on the CSUEB website and as introduction to faculty, students and staff (see Attachment A).

- A Google site was created to capture the committee's work and provide a venue for dialogue among committee members. The site was populated with meeting agendas and minutes, documents developed by the committee, transcripts of interviews, survey prototypes, forum plans, and resources gathered from literature reviews and best practices. The site was regularly updated and utilized (see Attachment B for screenshots of the site).
- Significant background research was completed in order to build on previous work and make use of best practices. The ILO work completed by CAPR in 2009/2010 was reviewed for content and process. The learning outcomes literature and examples of ILO practices on other campuses were collected and reviewed by the committee. Reviewed literature and benchmarked examples were saved onto the Google site.
- A thorough review and documentation of current program (major) learning outcomes was completed along with a mapping of potential ILOs to current General Education SLOs. The identified learning outcomes were mapped to a set of five likely ILO candidates identified during the background research. This profile provided preliminary evidence of a broad consensus across campus about essential learning objectives, and confirmation that future efforts to integrate institutional and program objectives can be completed in an expeditious fashion.
- The committee planned, scripted and completed 25 interviews with the President, the Provost, the AVP of APGS, the Director of GE, the Director of CIE, the Senate Chair, College Deans and Associate Deans, and current or former department chairs. Interviews were 30 minutes to an hour in length, and were captured and transcribed. Each interviewee received a copy of the transcript from their interview for review and revision if desired. The committee will complete a document summarizing the interviews by the end of the spring quarter (see Attachment C for a copy of the interview protocol; a screenshot of the Doodle site used to schedule interviews with a list of interviewees is provided in Attachment D).
- During the week of May 23<sup>rd</sup> through May 26<sup>th</sup>, four ILO Community Forums are scheduled to collect input from faculty, students and staff about proposed ILOs. A fifth forum is scheduled for the Concord Campus. Faculty nominated by deans and chairs, student leaders (including ASI officers, honor students and peer mentors), and staff nominated by administrators were identified, and more than 330 individuals will receive personal invitations to participate in the forums. The committee hopes to secure the participation of 120 individuals. Results will be summarized during the summer.
- Blackboard surveys inviting students and faculty to contribute input to the ILO development process are planned for implementation during the 8<sup>th</sup> week of the spring quarter. These sites will be kept active through the summer quarter, and input will be compiled early in the fall quarter (a copy of the proposed student survey is provided in Attachment E).

### **CAPR ILO Subcommittee Proposals**

During the planning process and as an outcome of the interviews, the committee recognized that developing ILOs with the full participation of the CSUEB community and implementing them in a manner that will ensure acceptance and effective utilization will take another full academic year. Based on progress made to date, the CAPR ILO Subcommittee makes the following recommendations:

- Significant work has been accomplished. However, much work must still be completed before ILOs are finalized, ratified and successfully implemented. In order to make best use of existing momentum and acquired expertise, the committee recommends that the CAPR ILO Subcommittee continue its work with the existing membership through 2011/2012. Each of the current members is willing to continue serving on this Subcommittee.
- During the summer, committee members working on campus (including Donna Wiley, Sally Murphy, Andrea Lum, and Sharon Green) will compile the results of interviews, forums and surveys in preparation for presentation to the campus community during the fall quarter. Input from committee members working away from campus will be solicited.
- A presentation of a proposed set of ILOs will be made during the annual Back to the Bay in September. Further faculty and staff input will be solicited (possibly with the use of clickers) for use during the final development phase. Current committee members have agreed to create and participate in the presentation.
- Considering all input from interviews, forums, surveys and Back to the Bay, the committee will craft a final set of ILOs with descriptions and a proposal for implementation to CAPR and Excom during their initial meetings of the fall quarter. Based on feedback from those sessions, revisions will be made.
- Depending on the fall 2011 Senate calendar, the finalized ILOs and implementation proposal will be presented to the full Senate for ratification at the end of the fall quarter or the beginning of the winter quarter 2012.
- During the winter and spring quarters, the committee will work with representatives of the colleges to link ILOs with existing program learning outcomes and make revisions on program learning outcomes where needed. The committee will also begin work with the GE Director on integrating ILOs with existing GE learning outcomes, with the expectation that ILOs will suggest positive revisions to the GE system.
- In order for ILOs to have a long-term positive impact on the learning environment at CSUEB, they must be assessed and the results used to recommend changes and

development of educational practices. The committee would like to propose that Excom take under consideration making the CAPR ILO Subcommittee a standing committee charged with future development and assessment of learning on the CSUEB campus.

## Attachment A CSUEB ILO Statement

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### CSUEB Institutional Learning Outcomes

Spring 2011

#### **What are Institutional Learning Outcomes (ILOs)?**

ILOs represent the knowledge, skills and dispositions that all students graduating from CSUEB are expected to have as a result of their total experience at the University.

ILOs express the outcomes achieved as we pursue our mission to provide an academically rich, multicultural learning experience that prepares all of our students to realize their goals, pursue meaningful lifework, and be socially responsible contributors to their communities, locally and globally.

#### **Why Institutional Learning Outcomes?**

University-level learning outcomes serve to:

- orient students in their learning process;
- guide faculty, staff and administrators as they create and develop educational systems;
- provide a foundation for meaningful assessment and improvement; and
- represent CSUEB's commitments to the greater community.

#### Student Learning

ILOs present broad objectives to guide students as they move through their CSUEB educational experience. ILOs provide a common language for students, faculty, and staff to use while talking about learning. When ILOs are linked with Program-Level Learning Outcomes, Student Learning Outcomes, and are represented in individual course objectives, students have a framework for understanding what they are learning and why they are learning it, both through general education and within their major. ILOs support student competence in applying knowledge, skills and dispositions to opportunities and challenges related to their majors. Finally, ILOs give students a framework for describing their educational achievements to community members and employers.

#### Faculty, Staff and Administrative Guidance

ILOs stimulate increased dialogue among faculty, staff and administration about what and how CSUEB students are learning. They provide a foundation for orienting new faculty and staff, as well as a framework for program and curriculum development and review. ILOs define students' broader learning, through course content, skills development, and co-curricular activity, that we are collectively aiming to provide. ILOs serve to integrate educational efforts

across campus by clarifying what students are learning in courses within and outside their majors, allowing faculty and staff to incorporate and build on that learning.

### Meaningful Assessment

ILOs guide individual departments and disciplines in developing Student Learning Outcomes for programs, courses and services that can be used to evaluate and improve educational effectiveness. Current accrediting standards require institutions to identify learning outcomes for all courses, programs, certificates and degrees, as well as for all student services. ILOs provide scaffolding and structure for program and curriculum planning and review, and provide context for the results of student learning assessment. Finally, ILOs serve as a reference point for using assessment data for program and curriculum improvement to enhance the educational process and support student learning.

### Community Commitment

ILOs represent CSUEB's identity to the broader community. They represent our commitment to prospective students and their families, educational and accrediting institutions, funders and employers to provide an academic experience that prepares students to meet today's challenges and opportunities. ILOs capture CSUEB's strengths and achievements and make them visible to all stakeholders of the university.

### **How were the CSUEB ILOs developed?**

Development of ILOs has been a faculty-driven process initiated to fulfill the university's academic objectives. Responding to a request from the Executive Committee of the Academic Senate in 2010, the Committee on Academic Planning and Review (CAPR) began ILO development by identifying elements in the university's Mission, Vision, Values, Academic Plan and Strategic Mandates that pointed to learning outcome commitments. Learning outcomes from other CSU campuses and a variety higher education institutions were surveyed as well. An expanded list of possible ILOs was compiled and presented to the Executive Committee of the Senate with the recommendation that a CAPR ILO Subcommittee be formed to coordinate community-wide involvement, refine, and implement final ILOs.

## Attachment B

### CAPR ILO Subcommittee Google Site

## CSUEB CAPR ILO Subcommittee

<b>Home</b>
CAPR ILO Subcommittee Agendas and Minutes
CAPR ILO Subcommittee Documents
Discussion
ILO CSUEB Community Forums
ILO Faculty Blackboard Forum
ILO Mapping with Existing Program Objectives
ILO Student Blackboard Forum
Interviews with Administrators
▼ Resources
Literature "review"
Sitemap
<a href="#">Edit sidebar</a>

### Home

#### MEMBERS:

- Tom Bickley
- Denise Fleming, Teacher Education
- Sharon Green, CBE/Assessment Coordinator (chair)
- Michael Lee, Geography, Environmental Studies (ex officio member)
- Ann McPartland, Chemistry, Biochemistry
- Sally Murphy, GE
- Donna Wiley, APGS
- Eileen Barrett, English, Faculty Development

#### Purpose:

- As a subcommittee of CAPR, to develop recommended institutional learning outcomes for the CSUEB community.
- During the process of ILO development, to ensure input and participation for all stakeholders in the CSUEB community.
- To recommend long-term solutions for supporting the institutionalization and effective use of ILOs.

#### Activities:

- Define ILOs and their purpose for the CSUEB community.
- Plan process for development of ILOs that is inclusive of all stakeholders.
- Collect information about existing ILO literature and examples
- Review and document previous ILO work on CSUEB campus.
- Assess relationship between existing program outcomes and proposed ILOs.
- Collect insights and concerns from administrators and critical campus voices through one-on-one interviews.
- Conduct forums attended by students, staff and faculty to gather input on perceptions about ILOs.
- Develop Blackboard forums to gather input from faculty and students.
- Prepare a document summarizing findings and proposing preliminary ILOs.
- Proposed continued development for the 2011/2012 academic year, including a Back-to-the-Bay presentation.

## CSUEB CAPR ILO Subcommittee

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Interviews with Administrators
▼ Resources
<b>Literature Review</b>
Sitemap
<a href="#">Edit sidebar</a>

### Resources >

### Literature Review

<input type="checkbox"/>	Engaging the Six Cultures of the Academy <a href="#">View</a>	the google books version of the book Denise mentioned in one of our early meetings.			Apr 4, 2011 4:37 PM	Tom Bickley
<input type="checkbox"/>	LinkingCourseProgramILOs.pdf <a href="#">View</a> <a href="#">Download</a>	"These program learning outcomes were then linked to college-level (institutional) learning outcomes, which represent the broadest knowledge and skills students should be able to demonstrate as a result of their educational experiences at Wayne College."	79k	v. 1	Apr 4, 2011 4:18 PM	Tom Bickley
<input type="checkbox"/>	Palomar College ILO and GE <a href="#">View</a>				Apr 5, 2011 12:49 PM	Tom Bickley
<input type="checkbox"/>	Palomar College powerpoint re:ILO's <a href="#">View</a>				Apr 5, 2011 12:47 PM	Tom Bickley
<input type="checkbox"/>	SoCP.pdf <a href="#">View</a> <a href="#">Download</a>	"This article contributes to a growing body of literature and emerging discourse on philosophical orientations, theoretical concepts, principles, research, and practice implications of scholarship of curriculum practice (SoCP) to enhance student learning in higher education."	141k	v. 1	Apr 4, 2011 4:29 PM	Tom Bickley
<input type="checkbox"/>	The_Degree_Qualifications_Profile.pdf <a href="#">View</a> <a href="#">Download</a>	"...illustrates clearly what students should be expected to know and be able to do once they earn their degrees--at any level. This Degree Profile thus proposes specific learning outcomes that benchmark the	4677k	v. 1	Apr 4, 2011 4:06 PM	Tom Bickley

**Attachment C**  
**ILO Interview Questions**

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What role would you like to see ILOs serve at CSUEB?

How should individual programs and departments utilize ILOs?

What would your best case scenario be a year from now if we introduced ILOs to the CSUEB community in the fall of 2011? How would we be using the ILOs, and what would the positive outcomes and benefits be?

Do you have any concerns or warnings about introducing ILOs to the CSUEB community?

What would your three top choices for CSUEB ILOs be? What would your “deal breaker” ILO be (i.e., which one ILO would you insist has to be present)?

Once ILOs have been established, we have the opportunity to link ILOs to program learning outcomes and SLOs, and then to assess how we are doing in achieving our learning objectives. At this time, what would you identify as the needs and issues that should be addressed to advance this type of tiered assessment effort?

What, in your experience, are the advantages and benefits of institutionalizing assessment of learning objectives? What do you anticipate are the challenges and obstacles that might prevent the institutionalization of assessment (e.g., obstacles to faculty and staff engagement)?

## **Proposed ILOs for Review**

**ILOs represent the knowledge, skills and dispositions that students graduating from CSUEB are expected to have as a result of their total experience at the University.**

**ILOs express the outcomes achieved as we pursue our mission to provide an academically rich, multicultural learning experience that prepares all of our students to realize their goals, pursue meaningful lifework, and be socially responsible contributors to their communities, locally and globally.**

### **Possible Institutional Learning Outcomes**

Written Communication

Oral Communication

Critical Thinking

Innovative and Creative Thinking

Artistic expression

Integrative Learning and Thinking

Analytical Thinking

Problem Solving

Information Literacy/Competence

Teamwork and Collaboration

Leadership

Intercultural Competency

Global Engagement

Ethical Reasoning and Action

Civic Global Engagement

Social Responsibility

Expertise in Scholarly Discipline

Technological Competency

Quantitative Literacy

Sustainability

Lifelong Learning and Inquiry Skills



## Attachment D Administrators Interviewed

	APRIL 2011				APRIL 2011	APRIL 2011
	Mon 4	Tue 5			Thu 14	Fri 29
26 participants	11:00 AM - 12:00 PM	9:00 AM - 10:00 AM	3:00 PM - 4:00 PM	4:00 PM - 5:00 PM	12:30 PM - 1:30 PM	11:00 AM - 12:00 PM
James Houpis						
Dianne Rush Woods		✓				
Gale Young						
Melany Spielman						
Jeanette Bicais			✓			
SUSAN OPP	✓					
James Ahiakpor						
Dave Larson						
Brian Cook						
James Zarrillo					✓	
Carolyn Nelson					✓	
James Murphy						
Jeff Seitz						
Alan Monat						
Michael Leung						
Evaon Wong-Kim						
Linda Dobb						
Lynn Van Hofwegen						
Rafael Hernandez						
Kathleen Rountree and						
Jennifer Eagan						
Phillip Hofstetter						
Kim Geron						
Terri Swartz						
Sally Murphy						
President Qayoumi						
Your name	<input type="checkbox"/>					
	11:00 AM - 12:00 PM	9:00 AM - 10:00 AM	3:00 PM - 4:00 PM	4:00 PM - 5:00 PM	12:30 PM - 1:30 PM	11:00 AM - 12:00 PM

**Attachment E**  
**ILO Student Survey Questions**

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**Student Survey on Institutional Learning Outcomes (ILOs)**

**Background Information**

The ILO Subcommittee of the University Committee on Academic Planning and Review is conducting this survey. The Subcommittee was commissioned to recommend Institutional Learning Outcomes (ILOs) for CSUEB. ILOs represent the knowledge, skills and dispositions that students graduating from CSUEB are expected to have as the result of their total experience at the University. The Subcommittee is seeking student input on the value of potential ILOs. We hope you will take a few minutes to share your opinions by completing the survey.

A list of possible ILOs can be found in the table below. Please rate each as to its importance in a college education, using a ten point scale where 1 means "extremely important" and 10 means "not valuable at all." Also, please indicate the extent to which you feel you have developed competency in each of the candidate ILOs as a result of your college experience at CSUEB. For this rating use a ten point scale where 1 means "very high competence" and 10 means "was not part of my learning experience at CSUEB."

Note: Feel free to give a high rating to as many of the candidate ILOs as you wish. It is likely that some of these possible ILOs will be grouped together in the final recommendation, so there will be an opportunity for many of them to be represented, if appropriate.

<b>Candidate Institutional Learning Outcome (ILO)</b>	<b>Importance (Rate 1 to 10)</b>	<b>I have developed (or improved) competency in this ILO at CSUEB (Rate 1 to 10)</b>
Written Communication		
Technological Competency		
Teamwork and Collaboration		
Sustainability		
Social Responsibility		
Quantitative Literacy		

Oral Communication		
Problem Solving		
Lifelong Learning and Inquiry Skills		
Leadership		
Intercultural Competency		
Integrative Learning and Thinking		
Innovative and Creative Thinking		
Information Literacy/Competence		
Global Engagement		
Expertise in Scholarly Discipline		
Ethical Reasoning and Action		
Economic Literacy		
Critical Thinking		
Civic Global Engagement		
Artistic Expression		
Analytical Thinking		

### **Additional Questions**

Is there something not currently on the list of candidate ILOs that you think should be there?

Would it have helped you to better focus your college learning if the ILOs to be addressed in particular courses had been listed on the class syllabi?