Talking Points for Discussion on Revising our ISLOs

Why revise our ISLOs?

- Info Competency/Critical Thinking are distinct outcomes, so they need separating. Also, ACCJC distinguishes between them.

- Our Self-assessment/growth ISLO is not in ACCJC’s list of outcomes.

- Intellectual engagement is not in ACCJC’s list of outcomes. What does it mean? Doesn’t every assessment involved intellectual engagement?

- Physical wellness is not in ACCJC’s list of outcomes. But, we do have a Health requirement and a physical activity requirement. Broaden to include other forms of wellness beyond physical.

- If list these ISLOs need to assess them. Consider the frequency results of our ISLO data.

Ideas

- ISLO 9, 10, 11 can be collapsed into Citizenship. Is there anything to be gained by continuing to separate these out? Will it simplify things to collapse?

- Put ethics & citizenship into one ISLO or separate?

- Faculty need more explanation of what information competency means

- We need to provide faculty with a fuller definition for each ISLO than the one line definition we were using. See the bullet points on the rest of this handout as an example of how to do this.

- Work with the definitions, terminology, & rubrics from the Association of American Colleges & Universities, [http://www.aacu.org/value/rubrics/index.cfm](http://www.aacu.org/value/rubrics/index.cfm)

- Remember that AACU rubrics are for 4 year students. Thus, do we need to modify the levels/scoring?

- AACU has no rubric associated with aesthetics or technological literacy

- Consider City designing ISLO rubrics for aesthetics and technological literacy, based on other rubrics we can find.
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Christine’s suggestions for the revised list of ISLOs
1. Aesthetic awareness
2. Citizenship
3. Communication
4. Critical thinking
5. Health & Wellness
6. Information literacy
7. Quantitative literacy
8. Technological literacy

The definitions below, except where noted, are copied from the AACU rubrics.

1. **Aesthetic Awareness** - encompasses the abilities necessary for a student to respond in a considered or profound way to artistic creations and the natural environment. An aesthetic experience results in a reasoned judgment regarding the beauty of an object, event, or place. (Green River Community College)

   - Take a position on and communicate the merits of specific works of art, music, and literature and how those works reflect human values
   - Appreciate the values of arts and nature
   - Demonstrate good craftsmanship, process, or skill sets
   - Identify emotional and intellectual responses to an aesthetic experience
   - Use creativity within the framework of an artistic medium
   - Acknowledge the differing aesthetic values of diverse cultures and times
   - Personal response to works of art
   - Evaluate and analyze one’s own aesthetic response to the world

2. **Citizenship** - "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." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) 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. (AACU’s Civic Engagement definition)

   - Discuss the main facts associated with the relevant global issues, processes, trends, and systems
   - Understand of the interconnectedness within/between complex global systems and processes(es)
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- Explore and integrate multiple perspectives and/or frames of reference in addition to one’s own when discussing global issues
- Accept of cultural differences
- Construct morally sound arguments to evaluate decisions & action

3. Communication

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

*Written: 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.*

This includes, but is not limited to:
- present a clear, well-organized oral message employing appropriate evidence to support the arguments or conclusion
- participate effectively in discussions
- express thoughts, ideas, and feelings using civil discourse
- write a clear, well organized paper using documentation and quantitative tools when appropriate
- convey accurate information in writing
- edit and revise written work.

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

- States clearly and describes comprehensively the issue/problem
- Questions viewpoints of experts thoroughly
- Analyzes own and others assumptions thoroughly
- Draws logical conclusions based on a range of information

5. Health & Wellness – being sound in body, mind and spirit. A deliberate lifestyle choice characterized by personal responsibility and optimal enhancement of physical, psychological, spiritual, social, intellectual, environmental
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6. **Information Literacy** – this term comes from the Association of College and Research Libraries

   *Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."* (American Library Association)

   • Determine the extent of information needed
   • Access the needed information effectively and efficiently
   • Evaluate information and its sources critically
   • Incorporate selected information into one’s knowledge base
   • Use information effectively to accomplish a specific purpose
   • Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

7. **Quantitative Literacy** - 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).

   • Produce effective visual representations of data or concepts (tables, graphs)
   • Accurately completes calculations and presents results clearly and concisely
   • Demonstrate reasoning based on quantifiable information
   • Engage in the steps to take a science based approach to gather and interpret evidence
   • Choose appropriate formulas to solve problems and justify choices

8. **Technological Literacy** – can use computers and related technologies in academic, personal, and workplace settings (Saint Paul College rubric)

   • Send and receive email and use World Wide Web resources
   • Demonstrate a solid understanding and use of technology related terminology
   • Demonstrate a solid understanding of job/industry specific technologies, systems, and/or equipment with regular, consistent, correct and appropriate usage