

ENGAGING WITH CLOs

SPRING CONFERENCE

MAY2, 2014

- Why are CLOs so important?
- Related to our **strategic direction, assessment, and communicating to students and the public what the value of a college education is**



LCC'S STRATEGIC DIRECTION (2010):

- **“Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach”**
- **“Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments”**

STRUCTURAL ISSUES THAT IMPEDE ASSESSMENT EFFORTS

What is a program? “the definition of ‘program’ at a community college is neither clear nor consistent” (Bers, “Assessment” 44)

- Sequence of prescribed courses**
- Courses in a specific discipline**
- Developmental education courses**
- Special programs for specific/selected students (a trio program, an ELL program, etc.)**
- The general education component of an associate’s degree**
- Specifically, outside of C/T, often CCs do not have programs, majors, or sequences**

Every college program is “really three programs: the one depicted in the catalog, the one faculty think students take, and the one students actually follow” (Bers, “Community” 14)

It’s a challenge to identify students “who are at the end of a program” (Bers, “Assessment” 48)

STATE OF OREGON & LCC's BUFFET



- State regulations—Oregon CCs can't have official majors
- 2008 Revision to the AA/OT (our transfer degree) removed sequences/distinctions between 100, 200-level course requirements in place at some schools:
 - E.g., in Arts and Letters, requirement is: “Three courses chosen from two or more disciplines from the list”; social sciences is: “Four courses chosen from two or more disciplines from the list”
 - 166 choices in Arts and Letters (with virtually no prerequisites or placement requirements); 109 in Social Sciences

AND COMPOUNDING THESE STRUCTURAL ISSUES, WE HAVE STUDENT MISPERCEPTION:

Rebecca Cox, *College Fear Factor*: Students misunderstand what college is: they perceive college as focused on the transmission of information and “right answers” instead of engagement, critical thinking, and learning to “ask the right questions”

Debra Humphreys, AAC&U workshop, VT, 2013: Research indicates that there’s a lack of awareness about what’s valuable in college (esp 1st generation students). Students say:

- They lack awareness about college curriculum and don’t connect outcomes to the curriculum;
- They are focused on collection of classes and acquiring information instead of what they will learn and why what they learn is valuable;
- They assume they can take anything, whenever they want to;
- They think they’ve already “done” everything (computer and cultural literacy, history, science, etc.);
- They do not understand what liberal arts are or why they might want to study them.

ADDITIONALLY . . .

- **Students receive information from a variety of sources (web site, faculty, syllabi, advisors, other students, rate my professors, signage, etc.)**
- **There are many competing messages: “college isn’t worth the money”; “liberal arts means you’ll be working at Starbucks”; “general education is something you get out of the way”**
- **Thus, institutions need to have everyone on the same page: “Messages must be consistent, reinforced, repeated” (Humphreys)**

**OKAY, SO IT'S HARD TO DEFINE A
PROGRAM, STUDENTS CAN
CHOOSE FROM A BUFFET OF
CLASSES, WE DON'T HAVE
SEQUENCES; STUDENTS HAVE
MISPERCEPTIONS ABOUT
COLLEGE; WHAT DOES ALL THIS
HAVE TO DO WITH CLOs?**

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with a broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong, transferable intellectual and practical skills, such as communication, analytic and problem-solving skills, and demonstrate an ability to apply knowledge and skills in real-world settings. (AAC&U, *Liberal Education for Everyone*, 2008)

HOW OUR CLOs SPECIFICALLY ADDRESS ISSUES OF DIVERSITY

- **Engaged students actively participate as citizens of local, global, and digital communities. Engaging requires recognizing and evaluating one's own views and the views of others. Engaged students are alert to how views and values impact individuals, circumstances, environments and communities. Students who engage:**
 - **Evaluate diverse values and perspectives of others; describe the impact of diverse values and perspectives on individuals, communities, and the world.**
- **To communicate effectively, students must be able to interact with diverse individuals and groups, and to adjust messages according to audience, purpose, language, culture, topic, and context.**
 - **Create and express messages with clear language and nonverbal forms appropriate to the audience and cultural context; organize the message to adapt to cultural norms, audience, purpose, and medium; demonstrate honesty, openness to alternative views, and respect for others' freedom to dissent**
- **Apply Learning: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts**
 - **Integrate and reflect on experiences and learning from multiple and diverse context**

INSTITUTIONS CAN AND MUST CLEARLY ARTICULATE WHAT WE DO:

- **Humphrey indicates that once informed about what liberal arts are, students embrace the concept.**
- **The next slide shows our own students talking about the impact of explicit instruction involving CLOs.**
- **However, Humphrey's surveys reveal that many students feel the reality of instruction does not live up to the ideal promised by a liberal arts education; in particular, individual courses do not seem connected to the larger goals of the project.**

STUDENTS TALK ABOUT CLOs

<https://www.youtube.com/watch?v=NOwHpa7b4IA>

AND THIS IS WHERE OUR ASSESSMENT PLAN COMES IN (2013- 2015):

Goals:

- 1. Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning.”**
- 2. Increase visibility and ownership of core learning outcomes.**
- 3. Link general education curriculum to core learning outcomes.**
- 4. Assess student proficiency in core learning outcomes.**

AND HERE'S THE VALUE OF CLOs:

- CLOs: introduce students to the **vocabulary** of academic discourse in a very intentional way: they are a mechanism to help students achieve, to borrow a phrase from Vincent Tinto, “incorporation” into the institution (and, therefore, persist) (441).
- As such they form part of a “toolkit” that students can use to decipher how to **behave**, what **language** to use, and how to **adopt** and **adapt** a college identity--to value not just the acquisition of facts and data but also the development of what David Conley calls “**habits of mind**,” such as critical thinking and active engagement.

ASSESSMENT PROJECTS



- Articulating CLO connections to course goals and outcomes via the syllabus and other course documents;
- Mapping CLOs to course outcomes in faculty work groups;
- Developing Assessment Rubrics, using the CLOs

WHAT DOES THIS MEAN FOR INDIVIDUAL FACULTY?

- Individuals can make CLOs **visible** on syllabi and course materials and in presentations to students, both formally in lecture, and informally in conversation (**ENG 151, ART 116, & HON 202**);
- Faculty can **map** CLOs against course outcomes, clarifying for themselves and for students where the various transferable skills manifest within courses (**ENG 195**)

CLO MAPPING TO SYLLABUS: ART 116 (J. S. BIRD):

BASIC DESIGN COLOR 2D Design Theory and Practice: Students will create and analyze projects that demonstrate **critical and creative thinking** and knowledge of 2D Design and Color theory and practice. Students will review and critique 2D art forms from diverse periods of human history.

Creative and Critical Thinking:

- Students will demonstrate aesthetic and conceptual decision-making using design and color theory practices.
- **Problem Solving: Invent and Experiment with solutions to specific aesthetic problems and assignments. Explore multiple approaches to a problem, including innovative and divergent ideas**
- **Creative Thinking: Take risks and work past the obvious or easy solution to a problem.**
- **Reflect: Rework initial premise or idea based on feedback and analysis.**
- **Critical Thinking: Identify and work to resolve aesthetic and conceptual issues in 2D Design practice.**

CLO MAPPING:

ASSIGNMENT FROM

HONORS 202 (C. ROSENOW):

In an annotated bibliography, you summarize important information from sources you have examined during your research. You also recognize how a source contributes to your project as support, context, or counterargument. Additionally, because more than one person in the group evaluates each source, you think more critically about the evidence within the sources. Finally, you see the relationship between different sources and where gaps still exist in your research.

The assignment is designed for you **to think critically** about your sources, **communicate** the information about each source to your group and in the final assignment, and **engage diverse values** on your research project.

This assignment also addresses the following course outcomes: evaluate the types of evidence appropriate for different research questions; articulate the relationship between research questions, data sources, and research methods; **apply** the research process; and use discipline- specific documentation and citation formats.

ASSIGNMENT MAPPING: ENG 151: BLACK AMERICAN LITERATURE (S. LUSHIA)

Black American Literature Take-Home Final Exam Instructions: In each of your college courses, you will be given a list of course goals. These goals provide you with a framework for what you will learn in the course. As a student you should be familiar with these goals and be able to make connections between what you're asked to do in the course—readings, assignments, small and large group discussions, presentations, etc.—and the course goals. It is important for you to be able to make these connections so that you have a clear understanding of *how* you learned the required material in the course, and also so you can ensure that you *have* learned everything the course promised to teach you. Earning a passing grade in a course “says” to the college, your instructors, and your future schools or employers that you have achieved each of the goals on the syllabus. This is why future schools or potential employers will sometimes ask you or your school to provide a copy of the syllabus for a course you've taken so they have a clear understanding of what the work you did in that course did (or did not) prepare you to do.

In this take home final you will write an essay that provides specific evidence that demonstrates that **you've met each of the goals in this course**. You will also explain how the work you did in this course **helped you address one of Lane's Core Learning Outcomes**.

FOR FACULTY GROUPS?

Faculty can:

- produce **signature assignments** for assessment;
- **construct rubrics** for assessment
 - developmentally, across time (PTA, “Apply” or ENG, “Engage”)
 - to measure performance at a single point in time (Math “Communicate”

WORKS CONSULTED

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- Cox, Rebecca. *Beyond the Fear Factor Workshop*, Lane Community College. September 20, 2013, Eugene, OR
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- Humphrey, Debra. *The Value of General Education*. AAC&U Workshop, Burlington, VT, June 10, 2013.
- Tinto, Vincent. "Stages of Student Departure." *Journal of Higher Education* 59.4 (1988): 438-455.