

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution on Initial Implementation of
Humboldt State University Institutional Learning Outcomes**

11-18/19-ICC – April 16, 2019 – Second Reading

RESOLVED: that the University Senate of Humboldt State University recommends to the President that, in light of the passage of the new HSU Institutional Learning Outcomes (ILOs), and in an effort to advance a university-wide assessment plan, all degree-granting programs develop assessment plans and curriculum matrices by the second week of the Spring 2020 semester, with the outcome that programs have identified (a) where their program learning outcomes (PLOs) align with the ILOs, (b) where and how student learning of their PLOs will be assessed, and (c) where the content and skills necessary for student achievement of the PLOs are provided; and be it further

RESOLVED: that in order to ensure that all students receive instruction in the content and skills covered by all seven of HSU's new ILOs—regardless of the extent of the ILO coverage of their individual major programs—the GEAR committee, by the end of Spring 2019, will develop revised GEAR program learning outcomes which will cover the seven ILOs as well as any content provided in Areas A – E, American Institutions, and Diversity and Common Ground warranting specificity beyond the ILOs; and be it further

RESOLVED: that the University provide support and resources to implement this assessment planning; and be it further

RESOLVED: that this initial implementation phase be revisited and reevaluated by the Integrated Curriculum Committee in Spring 2020; and be it further

RESOLVED: that a report of the ICC's analysis and suggestions for next steps be brought forward to the University Senate at that time.

RATIONALE: the University has recently adopted the following Institutional Learning Outcomes:

1. **Equity and Social Justice** – HSU graduates will be able to identify and evaluate systems of power and privilege and identify methods for creating diverse, inclusive, and racially just and equitable communities.
2. **Sustainability and Environmental Awareness** – HSU graduates will be able to explain how the functions of the natural world, society, and the economy depend on the resilience, sustainability, and conservation of ecological systems.
3. **Information Literacy** – HSU graduates will be able to locate, evaluate, and employ information effectively and ethically for a wide range of purposes.
4. **Critical Thinking** – HSU graduates will be able to critically evaluate issues, ideas, artifacts, and evidence to guide their thinking.

5. **Written Communication** – HSU graduates will be able to develop and express ideas effectively in writing.
6. **Oral Communication** – HSU graduates will be able to effectively communicate orally for informational, persuasive, and expressive purposes.
7. **Quantitative Reasoning** – HSU graduates will be able to apply math concepts and skills to the interpretation and analysis of quantitative information in context.

As per the WSCUC team's concern (in the report for reaffirmation of HSU's accreditation, March 2018) that "there is a lack of integration and alignment of program-level outcomes to university-level outcomes," the University must now move to support the further development of a formal and transparent institutional assessment plan.

We begin with the initial development of assessment plans and curriculum matrices at the program level. Programs will determine where and how their curriculum currently maps to the new ILOs, with the ultimate, long-term goal of moving toward increased connections between the two. PLOs that do not directly map to any of the ILOs are still perfectly acceptable if program faculty deem them vital to their curriculum. In the process of planning assessment, faculty will determine how and where each PLO will be assessed, regardless of how the PLO aligns with the ILOs.

Major programs will receive significant support from the Office of Institutional Effectiveness (OIE) and the Center for Teaching and Learning (CTL) in the initial phase of mapping to the ILOs and developing robust assessment programs in order to achieve the ambitious deadline set forward here. Such support will include one-on-one consultation with the Associate Director of Academic Assessment and the Assessment Fellows, as well as various targeted programming provided by OIE and the CTL.

In tandem with this work, the ICC and the GEAR committee are charged with revising the GEAR PLOs. Not only will these efforts work to ensure that our system of general education offers all students instruction in all seven ILOs, regardless of their major curricula, they will also clarify opportunities for major programs to augment the ILO instruction their students receive in their GEAR courses with discipline-specific instruction in their major.