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## Integrated Curriculum Committee:

Submitted by Julie Alderson, Chair, ICC

The ICC and its subcommittees continue to work on current course proposals as well as revisions to the Program Review process and the development of the University-wide assessment plan.

Last Thursday, September 27th Mark Wicklund and I presented a draft of proposed new Institutional Learning Outcomes to the Council of Chairs. We distributed a handout (text below) and have asked Chairs to vet the document widely. Any comments or suggestions can be forwarded to Mark and myself.

### CURRENT BACCALAUREATE OUTCOMES

**HSU graduates will have demonstrated:**

1. effective communication through written and oral modes;
2. critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues;
3. competence in a major area of study; and
4. appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

**HSU graduates will be prepared to:**

5. succeed in their chosen careers;
6. take responsibility for identifying personal goals and practicing lifelong learning; and
7. pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

**Challenges as currently written:**

- Two core competencies are not represented: information literacy and quantitative reasoning.
- Does our university-wide curriculum provide all students with opportunities to engage with a diverse range of people and views?
- Can we assess students' appreciation of an expanded world perspective?
- Identifying criteria for meeting outcomes 5-7 could be daunting. What behaviors will students demonstrate to show learning?

## Proposal for Institutional Learning Outcomes

Each CSU must have institutional learning outcomes (ILOs) that “highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning,” that represent “the collective expression of the learning environment the university offers.”<sup>1</sup>

Unlike statements declaring a university’s mission, values, or goals, learning outcomes imply that they are thoroughly, methodically developed across the university’s curriculum. Institutions are expected to identify specific behaviors that demonstrate the outcomes, and they are expected to regularly evaluate these behaviors in order to assess student learning. Our accreditors want us to show evidence that programs are assessing learning, having conversations about the findings, and striving to make improvements wherever they can.

So we see that our ILOs have significant curricular repercussions, as each of them must funnel down to our individual major programs and our GEAR program. Put another way, whatever we identify in our ILOs must have discipline-specific equivalents visible in the program learning outcomes across the university. The core themes and content of our general education and our major programs should be natural outgrowths of our ILOs. We must be judicious in our choice of ILOs: if we declare too few, we may lack a unified sense of purpose and identity as an institution; if we declare too many, we may find burdensome our obligations to align our curriculum and assess student learning.

It is with this in mind that we propose seven content/skill areas for our ILOs: equity, sustainability, information literacy, critical thinking, written and oral communication, and quantitative reasoning. ILOs three through seven represent the WSCUC core competencies that we are required to develop in our students, and while ILOs one and two are not part of WSCUC’s requirements, one could argue that they should be, as the future of our societies may depend on both of them.<sup>2</sup>

### PROPOSED INSTITUTIONAL LEARNING OUTCOMES

**HSU graduates will acquire the skills necessary for successful careers and thoughtful participation in a democratic society. Specifically, they will be able to:**

1. promote the benefits and value of equity as engaged members of a diverse and globalized society (equity);
2. explain how humanity is a part of the natural world, not separate from it, and that healthy social and economic systems depend on the resilience of ecological systems (sustainability);

<sup>1</sup> As defined in the CSU’s *Program Planning Resource Guide: Academic Programs and Faculty Development* (2017).

<sup>2</sup> Three objectives from the current HSU strategic plan provide precedent for ILOs one and two:

- 1.2 *Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life*
- 1.3 *Incorporate environmental and social responsibility throughout the HSU curriculum*
- 2.2 *Ensure that diverse perspectives, identities, and communities are acknowledged and taught throughout the curriculum*

3. locate, evaluate, and employ information effectively and ethically for a wide range of purposes (information literacy);
  4. critically explore issues, ideas, artifacts, and events before reaching a conclusion (critical thinking);
  5. develop and express ideas effectively in writing (written communication);
  6. effectively communicate orally for informational, persuasive, and expressive purposes (oral communication); and
  7. apply math concepts and skills to the interpretation and analysis of quantitative information in context (quantitative reasoning).
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