

## **IVCC Assesses**

A Brief Recap: We made much progress with Assessment, creating rubrics and collecting assessment statistics . . . but at the end of our pilot, we concluded that we did not really get enough information to draw any conclusions about how to improve or what to improve. We had, in other words,



To address this and to bring assessment and our Institutional learning outcomes in alignment with our degree and program goals, the Assessment Committee collected data from faculty during Development Day and have reworked and consolidated our outcomes and created new rubrics.

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Specifically, we condensed the 8 General Education Goals into 4 Institutional Learning Outcomes, retaining proficiency criteria involving ethics, diversity, wellness, technology, and sustainability—although there are no specific outcomes focused solely on those aspects. And we moved from a 0-3 point scale to a Yes/No response system.

At in-service, we received some suggestions for improvements to these rubrics, but we would still like to have more feedback, in greater depth, from those willing to provide it to us. To that end, please take our survey by 20 January at

https://www.ivcc.edu/assessmentcommittee/IVCC\_ILOS.php if you are able to help refine these rubrics or other aspects of our process.



	and the second se	Draft updated January 2020	concernment comments (mos)		<b>1</b>
	the second se	Draj capacita January 2020			Ď
		Institutional Learning Outo	come 1: Citizenry		— .
		To develop as responsible cit	izens locally and globally		In To
Illinois Valley Community	College Institutional Learning Outcomes (ILOs)			coept responsi	
Draft updated January 2020		Assessment Questions	Proficiency Criteria (Proficient: competent or skilled in doing or using something: able, adept.	al decision ma	A
			(Proncient: competent or skuled in doing or using sometning; sole, sdept, accomplished, capable, experienced.)	al decision ma	uang Q
Institutional Learning Outcome 4: Responsibility To recognize how personal choices affect self and society		Is the student proficient	Describes a social system or culture in terms of dominant features, beliefs, practices, or	impeting value	es. 10
i o recognize now personal c	notces attect self and society	in describing a social	traits—as well as some of the underlying, complicating, or subordinate features of that		Is
Assessment Questions	Proficiency Criteria	system, theoretical	system or culture	esponsibility t	
-	(Proficient' competent or skilled in doing or using som	framework, culture, or	Analyzes the ethical, social, and/or environmental consequences of global systems and	-	002
	accomplished, capable, experienced.)	lifestyle? Yes/No	identifies a range of actions informed by one's sense of personal and civic responsibility	dual and comr	and 3ud
Is the student proficient	Discusses in detail/analyze both core beliefs and the origins		Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions		Yes
in articulating an	Connects knowledge (facts, theories, etc.) from one's own s study/field/discipling to civic engagement and to one's own		Demonstrates adequate understanding of the complexity of elements important to	s ethical stions of altern	
assessment of self in	politics, government, or other social or cultural system		members of another culture in relation to its history, values, politics, communication	CIOILS OF MIDELL	<u> </u>
relation to others?	Recognizes that personal experiences and beliefs are startiz		styles, economy, or beliefs and practices	nunity context	5
Yes/No	others Demonstrates a link between own life and others—through		Recognizes ethical, cultural, or disciplinary issues when presented in a complex,		-
	about self or the world		multilayered (gray) context OR can grasp cross-relationships among the issues	ocal actions or	
	Articulates own basic beliefs, values, morals, biases, and ass		Accurately identifies the major theory or theories she/he uses, can present the gist of said	worldview.	profic demo
	examples of his or her own values and the source of those w		theory or theories, and attempts to explain the details of the theory or theories used	es more than	purpo
	Explains ways in which one's own culture influences behav Places own life within the context of the cultural diversity.		Explains how a culture, profession, or framework shapes morals, values, and ethical behavior	al systems an	organi
	cultural or theoretical framework		Recognizes variations in beliefs, traditions, and values across and within cultures	sivio responsi	Yes/No
	Expresses tension between previously held behefs and cont		Indicates understanding of how diverse groups have been treated and perceived	ultural issue	1
	Questions experience, while considering specific position is		throughout history	ictions, or in	1
	comparing others' cultures to own Expresses awareness of own background and how it affects		Identifies patterns in cultural behavior, including stereotypes		1
	and assumptions	Is the student proficient	Acknowledges the rights, responsibilities, and contributions of others		1
	Recognizes new perspectives about own cultural or social r	at appreciating diverse	Articulates that individuals prioritize choices differently leading to diverse outcomes for the whole culture		
	comfortable with the complexities that new perspectives of Describes what they have learned about themselves as it rel	perspectives or	Understands the power to make positive choices may be obstructed by mental, medical,		1
	themselves within a larger community	differences within social,	cultural, economic, or identity factors that are not easily controlled		1
	Evaluates their environment and behavior (both positive an	theoretical, or cultural	Recognizes and participates in cultural differences in verbal and nonverbal ways and		1
	relationship between the two Discusses how socio-emotional, socioeconomic, or other syn	systems? Yes/No	begins to negotiate a shared understanding based on those differences	t the four	1
	personal decisions or actions		Communicates with others, showing the ability to do more than one of the following:		-
	Identifies constructive and/or destructive behaviors or relat		express, listen, and adapt ideas and messages based on others' experiences		Is the stud
	Provides evidence of having assessed values within a social,		Explains the value of diversity, equity, and inclusion Exhibits tolerance. Demonstrates positive regard for the culture, religion, gender, and		proficient
	theoretical context Acknowledges the individual is a holistic system with well:		sexual orientation of individual students and their families		synthesizi
	physical aspects		Makes a conscious effort to overcome/counteract stereotypes and bias		supporting Yes/No
Is the student proficient	Describes how knowledge from different cultural perspecti		Alters interactions to accommodate differences, resists automatic judgment, and/or		
in demonstrating	interpretations of prominent problems in politics, society, t		considers possibility of multiple meanings		
awareness of personal	relations		Engages in perspective taking or exhibit empathy, curiosity, or openness	L	
responsibility and	Considers the impact of a dominant culture Describes societal and individual impact of choices and act			_	
positioning within a	Discusses how socio-emotional, socioeconomic, or other sy-	Institutional Learning Outcomes, Integrated Themes Institutional			
larger context, culture, or	personal decisions or actions lead to systemic issues	Diversity			
system of thought? Yes/No	Compels others to understand limits to the ability to make	Ethics			thics
	Identifies less controllable factors and outside influences w theoretical framework, or lifestyle—in addition to personal	Sustainability		SI	ustainability
	Demonstrates understanding of ethical issues and the social	Technology		10	echnology
	one's own personal choices, including decisions of when an	Wellness	the solution wash 10 C. has all our summaries of the second bin the second se	Not	all themes an
	Acts with academic integrity and considers the alignment of	1400 all themes are represented	equally within each ILO, but all are represented thoroughly throughout the four ILOs.		~~ Usernes an