

New Learning Outcomes and AOIs

Draft: November 2017; Bruce Gilbert, Compiler

Rather than “an answer” to the question of how we update the current AOIs to the Learning Outcomes (LO) approved last year, the following is a proposed starting point (with a few added comments of my own). It envisions (and would require) engaging the faculty who teach in the mapped areas to a) Update the LO in their AOIs (so that there is no more than ONE primary per AOI, with possibly ONE secondary, congruent with the new Learning Outcome); b) update the AOI description, and c) suggest changes to the new LO language, if they feel that such changes are appropriate to their context.

Per the chart below: There is no attempt to map the CURRENT AOI Outcomes, rather, this is a mapping of what, logically, might fit with each AOI (post-update). Bolded AOIs are those that would seem primary to the area. Italicized LOs are those that seem, on first glance, to be a one-to-one match with existing AOIs. Any comments/concerns are my contributions, your mileage may vary.

“New” Learning Outcomes (LO)	AOI	RDC doc mapping	Comments/concerns
<i>Communicate effectively in a manner appropriate for their audience</i>	Artistic Experience FYS Written comm.	Foundations I Foundations II Creative Literacy	This would seem a relatively straight-forward LO mapping/ update. Note there’s already a Senate-approved rubric in this area.
<i>Access, synthesize, and evaluate knowledge within and across diverse fields of study.</i>	FYS Information Literacy Critical Thinking	Foundations II Keystones I – III	Updating LO mapping shouldn’t be too difficult. Also has a University-wide rubric.
Develop knowledge, skills, and dispositions (KSDs) necessary for responsible global citizenship in local, national, and global contexts	Critical thinking Engaged Citizen Historical Foundations Global and Cultural Information Literacy Scientific Literacy Quantitative Literacy	Foundations I Civic Literacy Global Literacy	The LO in this area seems too broad. It could also be read as NINE different outcomes! What are these KSDs? Foreign language? Study abroad? Why not just state them?
Develop skills in qualitative, quantitative, and scientific reasoning through engagement in empirical inquiry, to understand the intersection of the natural sciences, technology, and society.	Scientific Literacy Quantitative Literacy	Symbolic Literacy Scientific Literacy Keystone II	Science and math faculty need to take a look at the language of this LO. This LO is long, and doesn’t seem to value “science/math for their own sake.” Example: Astronomy has value in showing one’s (limited) place in the universe, but may not have a “society” focus. Work with faculty to find a proper balance of the two.

<i>Develop dispositions that are informed by self-reflection and engagement with ethical perspectives</i>	Critical Thinking Values and Ethics	Foundations I Civic Literacy Keystone III	Since values and ethics already exists, shouldn't be a difficult map updating. LO has some weak language; why not "Develop s-r skills and engage with ethical perspectives"?
Analyze and understand how diversity and systems of exclusion shape society, with emphasis on race, gender, and class in the context of the United States.	Critical Thinking Engaged Citizen Historical Foundations Global and Cultural Values and Ethics	Keystones I - III	The language of this LO is seemingly problematic and narrow. See Cal Poly's much-cited diversity LOs: http://bit.ly/2yiajbH Shouldn't the emphasis be on behavior? Such as CP's "Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own." This would open the door for Experiential Learning as an option for meeting the outcome. Also, emphasis on US is inappropriate for our foreign students and in conflict with Drake's mission.
<i>Develop, refine, and analyze creative or artistic modes of expression</i>	Artistic Experience Written Comm.	Creative Literacy Keystone I	This LO points in interesting new directions, both WC and Art faculty should review.