

Meeting Summary (AI captured, edited by Sef Girgis)

The meeting focused on conducting an assessment of ILO (Intended Learning Outcome) 4, specifically parts 4.1 and 4.2, which cover self-development and global awareness. The committee discussed key terms and definitions for both components, including how students demonstrate personal development through goal-setting and reflection, and how they show understanding of ethics and cultural diversity. They explored examples of assignments that effectively incorporate these concepts, such as business plans, cultural research projects, and diverse presentation formats. The group also examined the criteria for utility value and inclusivity in assignments, discussing how to make content relevant beyond academia and accessible to diverse student backgrounds. Finally, they addressed servingness by considering how assignments intentionally create space for non-academic indicators like leadership and racial identity development. The conversation ended with participants being directed to breakout rooms to further analyze specific artifacts from different disciplines using the discussed criteria.

1. Call to order at 12:04 PM

2. Approval of today's meeting agenda:

- a. Motion to approve: Rochelle S. & Angie P.
- b. Denise requested to suspend all order of business on the agenda and focus only on new business "Assessment of ILO #4) – Approved by consent

3. Approval of the Minutes from April 3, 2026

- a. Motion to approve: Mary F. & Kelly B second,
- b. Nivard Somers informed us that he was present at this meeting. His attendance will be added to this meeting.
- c. Approved by consent

4. Reports

- EPOC
- GEM-Q
- Program Review
- Accreditation
- Co-curricular Assessment
- ASRCC
- Student Equity Committee
- ILO Workgroup—No new reports

5. New Business

- **Assess ILO #4 Self-Development & Global Awareness**
 - We will be working on Microsoft Teams where we have artifacts samples to be reviewed and assessed.
 - The committee first spent some time in a braining storming session to unfold the meaning and definition of ILO 4.1 & 4.2.

- What does ILO4.1 mean to you? *Students will be able to develop goals and devise strategies for personal development and well-being. Goals that extend beyond the academic success and enhance their personal life. How material learned in class can be usable in future life. Does your assignment relate to real world experience? An assignment that requires student to set future goals and prepare for future life.*
- *What does that look like in the student's assignment?*
- *How an assignment can relate the student to outside "real" world?*
- *An assignment that helps the students to set future goals, guidelines, structure for life?*

- ILO4.2: *Students will Be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.*

- *Assignment that invites them to explore and learn more about different culture outside of their own. Recognizing that you are part of many different communities. An invitation to engage and learn with different cultural group.*

- *An example from World Religion Course, asking the student to attend a different religious service and reflect on the experience.*

- Based on these clarifications and discussion, the committee was divided into 5 breakout rooms to discuss and assess ILO#4:1 &2 and look at the various artifacts.

- **Strategic Planning, Strategic Communication, and Liberatory Outcomes Assessment**
 - Utility and inclusivity of the assessment:
 - How students perceive the utility and value of the assignment?
 - Is the assignment inclusive of the student diverse ethnicities, backgrounds?
 - Can a student see themselves in fulfilling this particular assignment?
 - Does the assignment make clear about knowledge usage outside of the class?
 - Inclusivity in English department would mean reading materials from varies authors representing different cultures, races, ethnicities, and genders.
 - The utility of certain assignment is leading to self-explorations. We need to provide the students with options to show their learning.

- What servingness look like? Is the assignment designed to include the non-academic indicators of servingness.
- A committee member emphasized the need to meet in person to discuss these issues as it would more valuable to see individual's expressions and feedback.
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6. Old Business

- Assessment Scheduling (ILO and SLO)
- Nuventive Assessment Report Update

7. No meeting in June

8. Adjourned at 1:49 pm.