GLOBAL LEARNING TASK FORCE RECOMMENDATIONS

# Report of the TASK FORCE to review the DEGREE LEARNING OUTCOME of LIVING & WORKING COOPERATIVELY

March 7, 2016

Endorsed by Instructional Assessment Steering Committee 4/6/16

Endorsed by Curriculum Committee May 2, 2016

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Endorsed by Instructional Council May 9, 2016

# Background

The Task Force was convened by Executive Vice President Tod Treat to consider recommending additions or revisions to the Tacoma Community College’s Degree Learning Outcome of **Living and Working Cooperatively**.

Task Force Members:

* Melissa Adams (Chair)
* Andrew Cho
* Wendy Larsen
* Matthew Mburu
* Kim Rzeszewicz (Administrator)

The task force members attended a “Global Learning in College” conference in Fort Lauderdale, Florida on October 7-10, 2015. They then met several times over the months to develop the following recommendations.

# Preface

# Aspiration to constantly improve, through sustainable initiatives that reflect the trends in the ever-increasingly and dynamic and interdependent complex world, is at the heart of any institution that wants to improve its stakeholders’ value and satisfaction, increase competitiveness, and remain agile.

# Tacoma Community College, in providing quality education to its students, has developed six Degree Learning Outcomes (DLOs). This proposal focuses on one of these DLOs:

**“Living & Working Cooperatively / Valuing Differences (LWC):**Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.**”**

The Task Force agrees that the DLO, as currently stated:

* Fails to address intercultural responsiveness. To become a thoughtful, skilled, and contributing citizen of the world, and thus contributing to vibrant communities, successful students need to proactively communicate effectively and appropriately with people of other cultures and celebrate differences and diversity [not simply tolerate them].
* Fails to adequately create a pathway to global learning. Diversity and intercultural responsiveness serves as a precursor to any curriculum geared toward global citizenship.
* Does not emphasize issues of inequality. Students need to demonstrate an appreciation of underrepresented and marginalized populations in the United States and the global society. With the continual rise in inequality – both income and non-income – successful students need to demonstrate an understanding of this vital problem, and thus, the need to be explicitly emphasized in the DLO. For instance, by 2013, more than 48 percent of the total US income was controlled by the top 1 percent, compared to only 33 percent that was controlled by the top 10 percent in the 1970s (Hill Catharine B, 2013).

# Proposed Recommendation

As this Global Learning Task Force is a recommending body, we are not necessarily tasked with word crafting a recommended replacement DLO, but we found it helpful to articulate our rationale through the process of drafting a possible DLO or two. Below are three samples.

Upon completion of the associate degree, students will:

**Diversity & Intercultural Responsiveness (DIR):** Value diversity and cultural pluralism. Demonstrate collaborative engagement and socially responsible behavior in an interdependent and multicultural world. Effectively and appropriately demonstrate how the broad set of individual and group influences, interactions, and inequalities shape and impact self and society.**\***

**Diversity & Intercultural Responsiveness (DIR):** Demonstrates, through collaborative engagement and socially responsible behavior, valuation of an interdependent, diverse, and multi-cultural world. Articulates how individual and group interactions, influences, and inequalities shape and impact self and society.

or simply, in keeping with the brevity of existing DLOs:

**Diversity & Intercultural Responsiveness (DIR):**Demonstrates, through collaborative engagement and socially responsible behavior, valuation of an interdependent, diverse, and multi-cultural world.

**\***This was our first suggested draft. The two suggestions that follow were redrafted responding to some helpful feedback this committee received following a first read.

# Recommendations of the Task Force

A committee be convened to:

1. Replace the broad Living and Working Cooperatively DLO with a more narrowly focused Diversity and Intercultural Responsiveness (DIR) DLO.

Learning outcomes should be SMART: Specific, Measurable, Attainable, Results-Focused, and Tailored. The task force also proposes the following:

1. Revise the language of all of the Degree Learning Outcomes to make the language measurable and parallel.
2. Revise the introductory statement to the Degree Learning Outcomes
3. Consider eliminating the Core of Knowledge DLO as it is redundant with the Program Learning Outcomes
4. Consider incorporating diversity and/or global learning into the college’s mission statement
5. Consider potential inclusion of internationalization and global learning in the existing Degree Learning Outcomes
6. Consider greater inclusion of interdisciplinary approaches and sustainability in the existing Degree Learning Outcomes
7. Review the Multicultural Course Designation, what courses qualify for the designation, and criteria for qualification. Consider minimizing the number of courses that meet this designation and make sure they are helping to meet this DLO. Increase the emphasis on intercultural competence.

This proposal needs to go to Instructional Assessment Steering Committee, Curriculum Committee, then to Instructional Council.