Prepared by Cheryl Marshall and Keith Wurtz

# INSTITUTIONAL LEARNING OUTCOMES

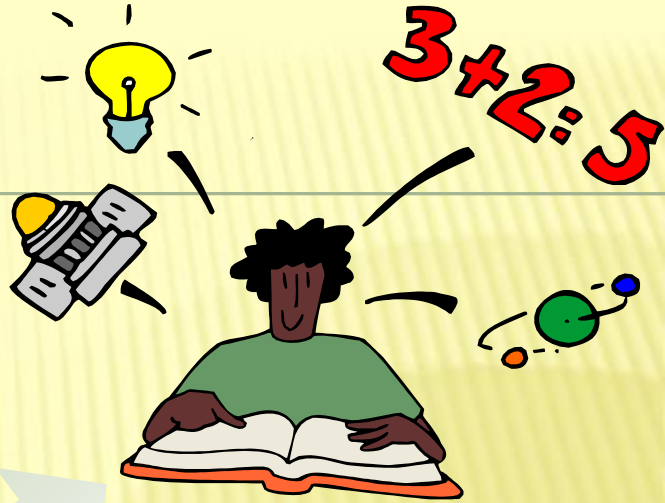
# SESSION OBJECTIVES

- Define and explain ILOs
- Discuss the purpose of ILOs – why they matter
- Compare ILOs to SLOs and GEOs
- Describe how ILOs were developed and show the working set
- Present proposed plan for measuring ILOs
  - How to measure
  - Examples
  - Proposed plan
- Discuss next steps

# WHAT IS AN ILO?

- The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services
- A target competency area for student development across courses and activities
- A public statement about what every student who spends significant time at CHC should be able to do upon completion
- Looks at the “whole student”

# STUDENT DEVELOPMENT




Sociology

English

Counseling

CIS

Club

CHC

Learning Community

Health

Tutoring

Fine Arts

Science

Student Government

Political Science

Public Safety

PE

Library

Math

- Critical Thinking
- Interpersonal
- Communication
- Society
- Info Lit
- Ethics

# WHY DO ILOs MATTER?

- ILOs allow all students to share in a collective academic culture
- ILOs enable us to ask ourselves questions like the following:
  - What should a Crafton Hills College student know and be able to do upon leaving the college?
  - What skills, values and knowledge will prepare our students for the complex, diverse, and interdependent world of the twenty-first century?

# WHY DO ILOs MATTER?

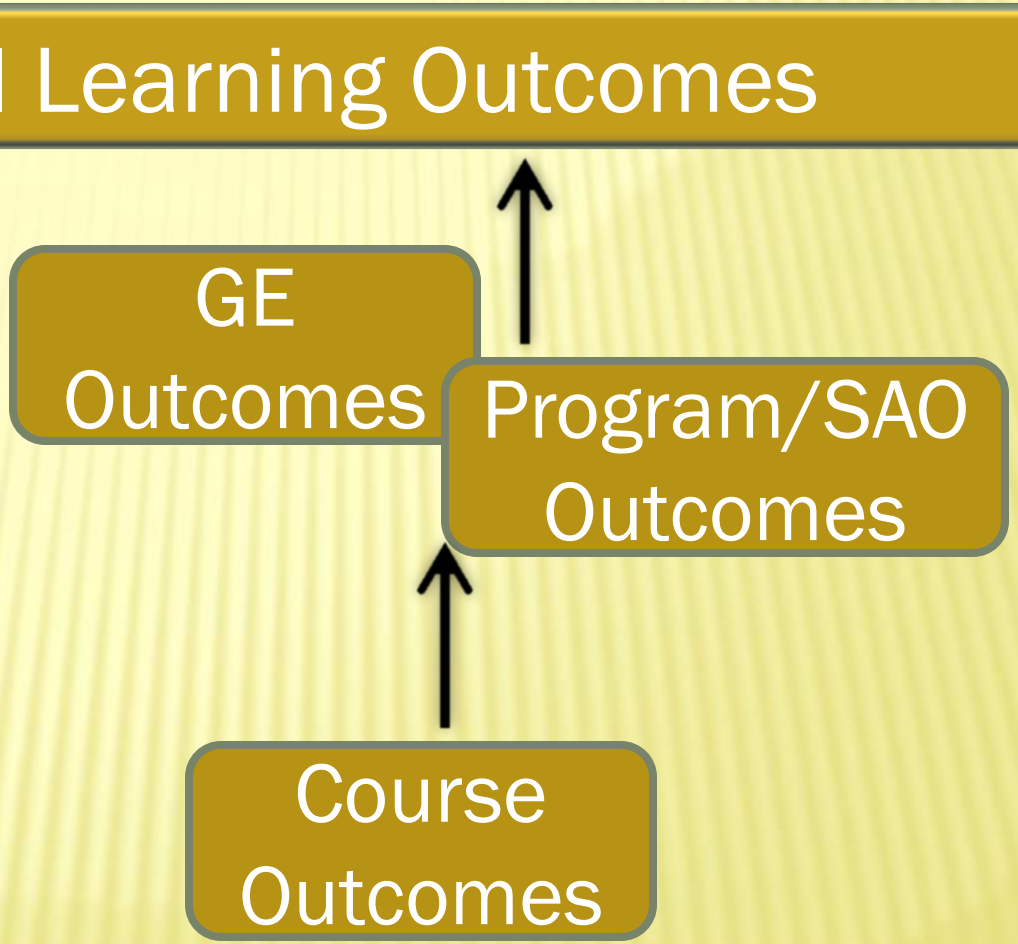
- Gives us a way to assess student growth across activities
- Allows for dialogue about how we are doing as an institution in contributing to student growth
- Documents our promise to students and to the public

# WHY DO ILOs MATTER?

- ACCJC Part III SLO Rubric
- Proficiency level
  - Results of assessment are being used for improvement and further alignment of institution-wide practices.
  - There is widespread institutional dialogue about the results of assessment and identification of gaps.
  - Comprehensive assessment reports exist and are completed and updated on a regular basis
  - Course student learning outcomes are aligned with degree student learning outcomes

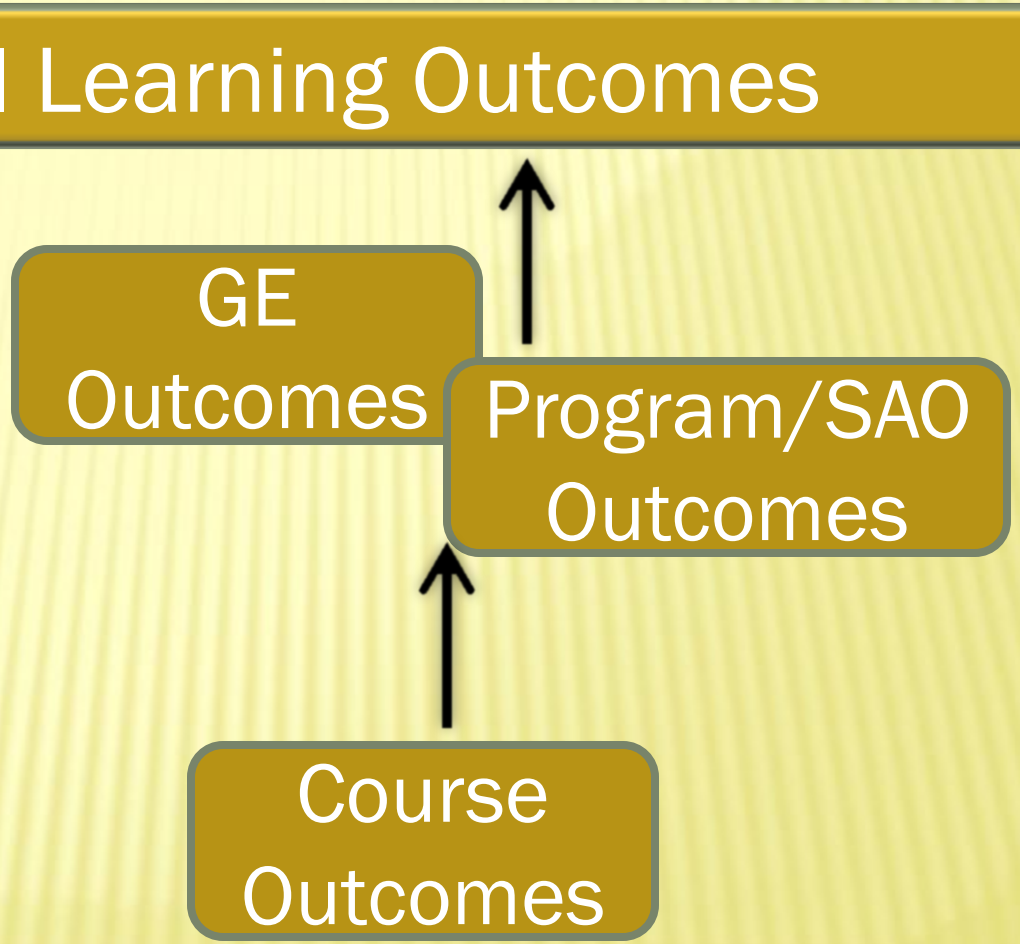
# HOW ARE ILOs DIFFERENT FROM SLOs?

- ILOs are the collective expression of the entire learning environment at Crafton
- SLOs focus on more specific skills, knowledge, and attitudes that students learn in courses and programs.



# HOW ARE ILOs DIFFERENT FROM GEOs?

- General Education Outcomes (GEOs) apply only to students who take the courses identified with each GEO.
- In contrast, ILOs apply many of the same educational competencies to ALL students, whether enrolled in transfer or occupational programs, or personal enrichment classes.



# HOW CAN MY COURSES ALIGN WITH ILOs?

- The ILOs are the most universal educational goals of the College and a single course or program cannot and is **not** expected to meet all of the ILOs
- **However, each course and program is expected to contribute to at least one ILO and many courses will contribute to multiple ILOs**

# HOW WERE THESE ILOs DEVELOPED?

- An Ad Hoc ILO Task Force worked during the spring and summer of 2010
- The General Education Outcomes (GEOs) developed through Academic Senate and Program Level Outcomes were reviewed to identify themes
- Models from several other schools were examined

# WORKING SET OF ILOs 2010 – 2013

1. Critical Thinking
   - Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.
2. Written and Oral Communication
   - Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.
3. Interpersonal and Group Skills
   - Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

# WORKING SET OF ILOs 2010 – 2013

4. Society and Culture
   - Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.
5. Information Literacy
   - Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.
6. Ethics and Values
   - Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

# HOW WILL ILOs BE MEASURED?

- Affective Measures
  - Attitudes, Beliefs, Opinions, Confidence, Motivation
- Knowledge Measures
  - Content, Cognitive
- Skill Measures
  - Application, Demonstration of Ability, Use of Knowledge/Skill

=Competency

# AFFECTIVE MEASURE EXAMPLE

**ILO**

Written and Oral Communication

**Assessment**

Use questions 4j, 4k, 4l, 4m, and 4n from the Spring 2009 CCSSE.

**Criteria**

EXAMPLE: Overall, 50% or more of students will engage in communication identified in questions 4j – 4n often or very often.

**Summary of Data**

Overall, 43% of students engaged in communication identified in questions 4j – 4n often or very often. Only 15% of students discussed ideas with instructors outside of class and only 25% discussed career plans with instructor or advisor often or very often.

**Use of Results**

EXAMPLE: Strategies for discussing ideas from readings or classes with instructors outside of class need to be developed and implemented. Progress on outcome would be reassessed after implementation of activities.

# KNOWLEDGE MEASURE EXAMPLE

**SLO**

PSYCH-127X2 – Clarify and contrast differing approaches to decision making and problem solving.

**Assessment**

The evidence was the number of students who completed the item (FEMA / IS-241 certificate) successfully. This measure is only a cognitive measure. No adaptive measure was assessed by this event, nor expected in the course materials or certification.

**Criteria**

The successful outcome of higher than eighty percent(80%) is the expected standard in the emergency services or public safety discipline.

**Summary of Data**

One hundred (100%) of the PBSF 127 / PSYCH 127 students (n=30) were assessed. Ninety (90%) percent of the total (n=27) met the specified criteria. Ten (10%) percent of the total (n=3) did not met the specified criteria.

**Use of Results**

This assessment establishes a consistently high success rate. No curricular or instructional changes are necessary. However it will be important to draw a relationship to other student needs or comments after the formal after action review process and all qualitative data is captured on May 20 , 2011.

# SKILL MEASURE EXAMPLE

**SLO**

CIS-111 - Students can describe the structure of a web page using hypertext markup language.

**Assessment**

In the midterm exam, students are given a set of 14 structural specifications of a web page and are asked to write HTML code for each specification. Students are given a score of 0 to 4 based on how well they implement an item.

**Criteria**

For each given structural specification of a web page, 80% of students are able to implement it correctly using HTML by scoring a 3 or 4 (the scale is from 0 to 4, 4 being highest).

**Summary of Data**

Out of the 14 specification items on which students were assessed, there were 11 items in which 80% of students were able to implement correctly using HTML by scoring a 3 or 4 on the scoring rubric. In other words, not all criteria for success are met. The three items in which students did not perform satisfactorily are: 1) a bullet symbol using a special character code 2) a horizontal rule that belong to a specified class 3) an image with a specified id

**Use of Results**

More focus will be placed on the items in which students did not achieve the performance goal. More specifically, more class time and more exercises will be spent on learning how to put special characters on a web page as well as assigning an HTML element to a class and id.

# PROPOSED PLAN FOR MEASURING ILOs

- As with SLOs, assessment and measurement of ILOs will be an ongoing process
- We will start small, with one or two of the ILOs and a few disciplines or units
- We will be looking for faculty in several disciplines to volunteer to participate in pilot projects for both ILO and GE assessments
  - Fall Flex Day: Alignment of ILOs to Course Objectives and Outcomes
  - Spring Flex Day: Assess several GEOs using existing rubrics and random sample of assignments from selected classes

# PROPOSED PLAN FOR MEASURING ILOs

- The good news…
  - Many of the assessments that you are already using to measure the effectiveness of your courses and programs may also provide data for ILOs and/or GE outcomes
  - The information showing the alignment between courses and ILOs will be used by the Outcomes Assessment Committee to begin discussion of the results

# NEXT STEPS

- Presentations to Senates, Chairs, Curriculum
- Seek out volunteers
- Prepare for Fall Flex Day

- Goal: Prepare for campus wide presentation and dialogue on Fall 2012 In Service Day