Institutional Learning Outcomes (ILOs) encompass the whole student experience and apply to the whole institution. The ILOs measure a broader cross-section of campus learning than the general education program outcomes related to degrees. They measure 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 service areas.

The proposed concept is to use existing data to conduct the assessment of the ILOs on an annual basis. This would not require additional classroom assessments, but it may require some additional surveys and new analysis of data. These results would be used for institutional dialogue, planning, and improvement.

Three Proposed Institutional Learning Outcomes:

1) **Academic and Career Technical Objectives**
   Students will acquire program outcomes. Students will successfully complete degrees and certificates.
   **Possible assessment tools:**
   - Program assessment data
   - Degree/Cert completion rates
   - Transfers & Transfer eligibility
   - CTE licensure exams

2) **Personal and Professional Development**
   Students will reach their career, transfer, or personal goals.
   **Possible assessment tools:**
   - Graduating exit survey
   - CTE Employment survey
   - Students with comprehensive SEPs
   - Student Satisfaction Inventory
   - Students declaring a CTE- or transfer-related degree or certificate (vs. enrichment)
   - Meeting/Exceeding SLO expectations – use of existing assessment reports (course, GE??)
3) **Community and Global Responsibility**
Students are able to contribute to local and global communities. Students can effectively engage with a diverse community.

**Possible assessment tools:**
- Student awareness of diverse perspectives (exit survey)
- Service learning and internship work
- Student Club Service work
- Student awareness and attitudes towards diversity services

- **Action statement after title:** Students are able to contribute to local and global communities
- **This seems like two different ILOs:** Intercultural Literacy and a separate ILO about community responsibility. Most of the examples of how to measure were about community responsibility. How could we specifically measure intercultural literacy?

--Specific instruments that could be used for (3) include:
Student equity indicators are evaluated
Add question(s) to Graduating exit survey
Students in cooperative education courses?
Community survey (needs to be conducted, nothing exists yet)

**Indicator Feedback:**
- Track community involvement of our students
- Service learning and internship work should be added as indicator. Perhaps add question about service work to student exit survey.
- Advisory committees, and who are on the committees should be an indicator

**Proposed Implementation**
Institutional Research and the Assessment Committee facilitate and organize annual data collection. The Assessment Committee Chairs, Assessment Committee and IR facilitate a dialogue session concerning the findings of the ILO assessment data. The ILO data and associated dialogue are summarized in an annual ILO report. This report is forwarded to the Institutional Effectiveness Committee and presented to the Board of Trustees and Academic Senate. The conclusions of this report are then used to determine goals and actions included in the Annual and Strategic Plans.

**To be decided/discussed:**
- Specific language for each ILO
- Data used to assess each ILO
- Annual review of the ILO data, and the specifics of an annual dialogue session and ILO report.
- Use of the ILO data/report. How is this tied into the strategic and annual plans as well as program review?

**Feedback:**
1. **We need to identify the proper time to discuss whether or not ILOs have been met in a way that impacts planning. Maybe at convocation, but this needs to be looked at when planning information is needed.**
2. **There needs to be time set aside at district-wide events that are discipline by discipline to discuss assessment results, including ILOs.**
3. **Assessment committee will review feedback and work on new language. This will then go to various committees (eventually Senate and Board) for feedback and vetting.**
Assessment Committee.
The attached modified ILO proposal represents our work at yesterday's meeting. Thanks to Angelina for taking these notes and keeping us on track.
We worked through #1 and #2 in detail, but ran out of time on #3. Some of the issues included whether all three outcomes apply to all students.

The first outcome would exclude students not pursuing a degree or certificate, but those students would be included in the second and third outcome. The first outcome measures if we are effectively providing our intended outcomes in terms of the programs (degrees and certificates) we offer. We discussed if this first outcome would include those students who successfully transfer without finishing a degree. Have they accomplished outcome #1?

The second outcome is related to the student's goals. They may be taking only a few courses with a focused goal of training and/or personal enrichment. Did the courses allow them to reach that goal? This outcome may also measure if degree/certificate completion matches personal goal? If not, this may tell us something about what we offer or the content of programs.

We ran out of time on the third outcome. I added a few edits after the meeting (in italics).

Our plan is to revisit this at the next meeting, but hopefully not use the entire meeting (?). We'd like to get a modified version to the Academic Senate (and possibly extended cabinet?) in October.

Please look this over and be prepared to work on this, particularly #3, at our next meeting. The next meeting may also be a good time to review the assessment portion of the ACCJC report. Other topics that have been expressed include the roles of faculty and deans in assessment work, and the quality and process of the assessments. Without objection, we will add these (in that order) to the next agenda. We may not have time for all of them.

Thanks
Dave

It seems like we were close to finalizing #3. Perhaps some online brainstorming/finalizing could get us in ball park so the outcomes could be moved along sooner than our next meeting? I'm not sure what the format for that would be, however, I will include an option I was thinking about here.

3) Community and Global Responsibility
Students will develop the awareness and skills needed to contribute to local and global communities.

Lisa Sayles
Dave,

I really like your explanations of the ILOs. Is there a way we can incorporate those into more 'official' documentation of the ILOs? I think it would help as we roll these out to college community.

Personally, I like Lisa's statement for #3, but I wonder if the diversity inference is strong enough for some critics.

Paul