

## **Institutional Learning Outcome Working Meeting**

Sept. 3, 2008 2:30 pm

Attendees: Suzie Ama, Jill Board, Jim Fay, Lisa Fuller, Mary Retterer, Valerie Karnes

### **Reviewed objectives of institutional learning outcomes**

Students who leave Cerro Coso with a Certificate or an Associate degree should demonstrate achievement in several core learning outcomes. Institutional learning outcomes (ILOs) should be broader in scope than course, program, or general education learning outcomes.

ILOs should be developed by a group with representation from the student body, faculty, staff, and administration. After this group has been established, the following needs to be accomplished:

1. It should be decided where the ILOs will be published.
2. There needs to be linkages between program outcomes and ILOs. This can be demonstrated in a matrix to show alignment.
3. It should be decided how the outcomes will be assessed. What quantitative and qualitative measures can be used to capture data on these outcomes?
4. Who will be assessed? All students? A particular cohort? A random sample?

### **Reviewed models from other colleges**

(Bakersfield, Cerritos, Cypress, Santa Rosa, Spokane) (see below)

### **Discussed whether to integrate previous iteration of the GE outcomes?**

No, the group decided to use Santa Rosa Junior Colleges institutional learning outcome areas as a starting point for writing our own outcomes.

### **Develop first draft of outcomes**

- A. Demonstrate foundational academic skills, including mathematical operations and reading and writing at the college level.
- B. Use technology effectively.
- C. Demonstrate self- efficacy skills (or self-directed learning) and an appreciation for life long learning.
- D. Demonstrate the ability to communicate and collaborate effectively.
- E. Apply critical analysis and creativity to solve problems and draw reasonable conclusions.
- F. Respect individual and cultural diversity.
- G. Demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen.

## Samples from other colleges

### Cypress College

#### A student who receives a certificate from Cypress College . . .

- Will have acquired a specified set of skills required for particular employment opportunities
- Will have achieved the necessary competencies to enter a particular employment field
- Will be aware of additional educational and career opportunities within that field

#### A student who graduates from Cypress College with an AA or AS degree in any field or transfers with a general education certification

- Will possess a breadth of knowledge and experiences from the areas of the humanities and arts; the natural sciences and mathematics; the social sciences; and physical education
- Will possess skills for life-long learning in oral and written communication; human adaptability and health; critical thinking, including deductive/inductive reasoning, problem-solving, and quantitative/qualitative reasoning; and information competency
- Will possess an understanding of civic society and culture in the areas of citizen rights and responsibilities; the role of diversity in modern society; and the nature of ethical decision-making

### Cerritos College

- **Humanities:** The Humanities provide knowledge of rhetoric, language, and literature, as well as an investigation of the contributions of speakers, writers, thinkers, and artists from around the world.
- Students in the Humanities will increase their knowledge and their ability to articulate their own thoughts and ideas with clarity and originality, and analyze the thoughts and ideas of others.
- **Arts:** The understanding and creative expression of the visual arts (such as painting, ceramics and photography) and performing arts (e.g., dance, music and theater).
- **Natural Sciences:** Physical and life sciences, based primarily on quantitative phenomena and hypotheses regarding the physical universe.
- **Mathematics:** The study of numbers, their form, arrangement, and associated relationships, using rigorously defined literal, numerical, and operational symbols.
- **Social Sciences:** Disciplines that use quantitative and/or qualitative methods to study the human aspects of the world. Social sciences diverge from the humanities in that they primarily emphasize the scientific method, although many also use much more qualitative methods.
- **Physical Education:** Instruction in the development, care, and exercise of the human body, including calisthenics, and sports.
- **Oral communication:** The ability to articulate thoughts, messages, or information, through the use of meaningful, systematic sounds, symbols, or sign language.
- **Written communication:** The exchange of thoughts, messages, or information, by letters or symbols written or imprinted to represent the sounds or words of a meaningful language.
- **Human adaptability:** The possession and/or the display of certain characteristics will increase the likelihood of adapting to life circumstances and adjusting to novel life situations. Some of these characteristics include autonomy, personal growth, effective coping and a general state of well-being.
- **Health:** Topics relating to health, including nutrition, hygiene, safety, and/or mental or physical wellbeing.
- **Critical Thinking:** Critical thinking is the process of analyzing, formulating and evaluating the arguments and evidence that are used to support positions or viewpoints. It focuses on

rationally approaching proposed ideas through the process of assessing underlying assumptions, recognizing different perspectives, considering the implications and consequences of the proposed idea, critiquing the relevant beliefs, values, and theories, and justifying one's conclusions.

- **Deductive reasoning:** The formulation of deductively valid arguments -- arguments whose conclusions are entailed by their premises -- and the evaluation of arguments for deductive validity.
- **Inductive reasoning:** The formulation of inductively strong arguments -- arguments whose conclusions are probable with respect to their premises -- and the evaluation of arguments for inductive strength.
- **Problem-solving:** The demonstration of the thoughts and actions needed to achieve a desired goal. Problem solving involves knowledge of steps and mechanisms that guide decision making (e.g., algorithms and heuristics).
- **Quantitative reasoning:** The thought process which derives a conclusion based upon the analysis of numeric data; the application of mathematical concepts and skills to solve problems.
- **Qualitative reasoning:** The thought process which derives a conclusion based on non-numeric hypotheses or non-numeric information.
- **Information competency:** Information competency (also termed 'information literacy') "...is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Association of American College & Research Libraries
- **Citizen rights:** Understanding of the legal rights and freedoms expressed in the U.S. Constitution and the laws which govern the country, states, and communities.
- **Citizen responsibilities:** Understanding the obligations of citizens to contribute to society, including understanding the legal duties (e.g., obeying laws) and voluntary actions (e.g., voting) in this society, and the consequences of the failure to do so.
- **Role of diversity in modern society:** An awareness of the similarities and differences among groups in society, recognition of how these affect perceptions and behaviors, and an ability to respond appropriately to the manifestation of these similarities and differences.
- **Nature of ethical decision-making:** To understand the nature of ethical decision-making is to understand how to critically examine moral principles and the application of moral principles to concrete situations.

## Bakersfield College

The students will be able to:

- I. Pursue knowledge and evaluate its consequences
  - A. Think critically, abstractly, logically, and algorithmically to evaluate and solve problems
  - B. Integrate new information to formulate principles and theories and display openness to different opinions
  - C. Share the desire for intellectual creativity and acquisition of knowledge
- II. Communicate clearly and effectively in both written and oral forms
- III. Demonstrate knowledge and abilities in a chosen area of study
  - A. Demonstrate an understanding of resources and procedures of a field and the ability to use them

- B. Demonstrate ability to use current technology to acquire, organize, and analyze information appropriately
  - C. Possess a core of knowledge and skills in a chosen field
- IV. Appreciate their civic responsibilities
- A. Reflect upon the cultural and ethical dimensions of life
  - B. Contribute to society as an actively engaged citizen

## **Spokane Community College**

### ***Responsibility***

**Students will develop the ability to recognize, understand and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation.**

**The following are measurable indicators of responsibility:**

- Set and recognize priorities
- Communicate needs and make decisions
- Make and follow through on commitments
- Demonstrate respect for self and others
- Understand work ethic
- Make ethical decisions
- Work independently as well as cooperatively to develop an awareness and sense of responsibility to the larger community
- Recognize academic and personal obstacles to learning and have strategies to overcome them

### ***Communications (Oral and Written)***

**Students will demonstrate the ability to create meaning between themselves and their audience; learn to listen, read, speak, and write effectively using graphics, electronic media, computers and quantified data.**

**The following are measurable indicators of communication:**

- Read and listen analytically with understanding and openness toward another point of view
- Write and speak clearly, accurately, and fluently with a sense of continuity
- Organize information to develop and support a main idea
- Analyze information and persuade an audience
- Receive, analyze, and present information through visual media
- Demonstrate skill in gathering information from and within a specific field
- Collect and organize information about a topic through observation, library or applied laboratory research

- Evaluate information on the basis of its origin, viewpoint, currency, relevance, and completeness
- Analyze, interpret, and synthesize information

### *Problem Solving*

**Students will be able to access, evaluate, and apply information from a variety of sources and in a variety of contexts.**

**The following are measurable indicators of problem solving:**

- Formulate questions
- Recognize the need for both quantitative and qualitative information
- Recognize that accurate and complete information is the basis for effective decision-making
- Identify available technologies and analytical methods
- Analyze information, critically recognizing viable solutions
- Understand connections and apply knowledge among various disciplines
- Use one's own creativity to generate diverse possible solutions (recognizing that making errors is part of the process)
- Formulate reasoned solutions and interpret them to others
- Evaluate and test solutions for validity and appropriateness

### *Global Awareness*

**Students will demonstrate an awareness and appreciation of the world: its scientific complexity, its social diversity, and its artistic variety. The following are measurable indicators of global awareness:**

- Demonstrate understanding and openness toward another point of view
- Use intercultural and/or international perspectives
- Observe, listen and respond appropriately
- Make justifiable inferences
- Recognize bias, stereotyping, and manipulation
- Analyze, interpret, and synthesize information
- Evaluate information on the basis of its origin, viewpoint, relevance and completeness

### *Santa Rosa Community College*

#### 1. Foundational Skills

- Perform mathematical operations
- Utilize technology
- Read and write at the college level

## 2. Personal Development and Management

- Develop self-awareness and confidence
- Manage resources, such as time and money, in order to advance personal and career goals
- Maintain or improve health
- Appreciate the value of lifelong learning

## 3. Communication

- Listen actively and respectfully
- Speak coherently and effectively

## 4. Critical Analysis

- Locate, analyze, evaluate and synthesize relevant information
- Draw reasonable conclusions in order to make decisions and solve problems

## 5. Creativity

- Creatively respond to ideas and information

## 6. Intercultural Literacy and Interaction

- Recognize and acknowledge individual and cultural diversity
- Practice respectful interpersonal and intercultural communication
- Recognize and understand the ideas and values expressed in the world's cultural traditions

## 7. Responsibility

- Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen