Institutional Learning Outcomes

Campus Update Prepared for the

IVCC Board of Trustees

October 8, 2020

Where We Were

- Our Expectation: Eight General Education Goals in Two Years
  - Critical Thinking
  - Communication
  - Diversity/Cultural Awareness
  - Technology
  - Interpersonal Capacity
  - Ethics
  - Healthy Lifestyle
  - Lifelong Learning

Where We Were

- AA and AS Program Outcomes
  - HLC Site Visit Recommendation
  - TLC Subcommittee/Approval
  - AAS Degrees

- Program Outcomes vs. General Education Goals
  - Emphasis on Course Level Assessment
  - Labor Intensive
  - Lack of Unity and Cohesion

What We Did

- Completed Assessment Pilot and Surveyed faculty
  - Goals Identified as "Very Important"
    - Critical Thinking
    - Communications
    - Ethics
    - Lifelong Learning
    - Diversity
- Completed Separate Educational Values Survey (AACC's Values Rubrics)
  - Educational Values Identified
    - Thinking (Critical, Creative, Analytical)
    - Communication
    - Diversity
    - Ethics
    - Civic Engagement

What We Did

- Reconciled Program Outcomes and General Education Goals
  - Values, skills and abilities unique to IVCC education
  - Cross-curricular instead of content specific

- Invested in Assessment Training
  - Higher Learning Commission Assessment Workshops
  - National Institute of Learning Outcomes Assessment Coach

Where We Are

- Four Institutional Learning Outcomes reflect the values, skills, and abilities that IVCC faculty believe all college educated persons should possess. These four Institutional Learning Outcomes are:
  - **Communication**
  - **Inquiry**
  - **Social Consciousness**
  - **Responsibility**

Communication: To communicate effectively.

Proficiency Area

- Communicating to a specific audience

- Demonstrating Purpose and Organization

- Synthesizing and Supporting Ideas

Sample Criteria

- Attracts and retains audience's attention

- Has a thesis or introduction that is clear, logical, and appropriate

- Cites and documents evidence correctly

Inquiry: To apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgment or conclusion.

Proficiency Area

- Gathering and Selecting Information

- Analyzing or investigating data

- Articulating reasons for decisions or solutions

Sample Criteria

- Frames appropriate question related to the issue/problem

- Draws logical conclusions and inferences

- Draws conclusions that are logically tied to and supported by appropriate information

Social Consciousness: To understand what it means to be a socially conscious person, locally and globally.

Proficiency Area

- Describing a social system, theoretical framework, culture, or lifestyle

- Appreciating diverse perspectives or differences within social, theoretical, or cultural systems

Sample Criteria

- Recognizes variations in beliefs, traditions, and values across and within cultures

- Acknowledges the rights, responsibilities, and contributions of others

Responsibility: To recognize how personal choices affect self and society.

Proficiency Area

- Articulating an assessment of self in relation to others

- Demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system

Sample Criteria

- Explains ways in which one's own culture influences behaviors, choices, and values

- Considers the impact of a dominant culture

Where We Are Going

- Assessment: How will we know students learn what we say they are learning?

  - Rubrics created for the evaluation of each goal.

  - Curriculum Committee will work with faculty to identify which courses meet each goal.

  - Assessment Committee will work with faculty to identify coursework that can be assessed to determine whether goals are being met.

  - Faculty will use the information garnered from assessment activities to improve instruction.