TO: City College Community  
FROM: The Academic Senate  
DATE: October 18, 2012  
SUBJECT: Institutional Learning Outcomes  

In accordance with the October 15th plan that City College is submitting to the Accrediting Commission for Community and Junior Colleges, Institutional Learning Outcomes (ILOs) are being developed by the Academic Senate for recommendation to the Board of Trustees. The Academic Senate Executive Council has created an initial draft for these and is soliciting input from all constituent groups. The October 15th plan commits the College to completing the formulation of our ILOs by the end of this semester, and to complete initial assessments of ILOs by March of 2013.

**What are Institutional Learning Outcomes?**

ILOs apply at the institutional level to all students who reach their educational goals with us. This includes students pursing improved skills for employment, as well as students pursing transfer, degrees, or certificates. ILOs must be broad rather than pertaining only to some types of programs or disciplines.

ILOs are learning outcomes. They describe knowledge, skills, or attitudes that students develop in their learning experiences at City College. They describe the content of student learning, rather that the (equally important) achievement outcomes such as transfer or increased earning.

ILO’s are outcomes. As students participate in learning activities, their development in these areas can be observed and assessed.

**How will City College use Institutional Learning Outcomes?**

As with all types of learning outcomes, ILOs are used to assess successes and identify gaps in our educational activities and plan for improvements. Much of our assessment work will be done through the mapping of ILOs to Program SLOs, General Education Outcomes (graduation requirements), and Service Learning Outcomes. The learning outcomes we develop at the institutional level need to be manageably brief and to articulate smoothly with appropriate learning outcomes at those other levels.

Karen Saginor, President  
Kathleen Moriwaki, Second Vice President
How to submit your input
Input is wanted from all City College constituent groups.
**Students:** contact your Associated Students President or Samuel Santos (ssantos@ccsf.edu)
**Faculty:** email Karen Saginor (ksaginor@ccsf.edu)
**Trustees:** email Karen Saginor (ksaginor@ccsf.edu)
**Classified staff:** contact Classified Senate President James Rogers
**Administrators:** channel input to your Vice-Chancellor

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CCSF Institutional Learning Outcomes

1) Communicating clearly, thoughtfully, and logically, *students will effectively use written, verbal, nonverbal, and artistic means for multiple purposes.*

2) Demonstrating critical thinking and judgment, *students will research, analyze, compute, read critically, problem-solve, and show creativity and aesthetic and scientific awareness.*

3) Participating effectively in local, national and global contexts, *students will demonstrate civic engagement, an understanding of global, linguistic, scientific, and environmental systems, and an appreciation of human diversity.*

4) Pursuing life goals and setting a positive example, *students will engage in self-reflection and ethical decision-making, will value their social, physical, and mental well-being, develop effective work habits, and establish a sound basis for continued learning.*

One paragraph summary: *Students will communicate clearly and with aesthetic sense, will reason logically, compute and research effectively, participate responsibly in local and global contexts, and effectively and ethically pursue their life goals.*

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Find this document in WORD at
http://www.ccsf.edu/Organizations/Academic_Senate/iloReview.doc
OR  http://tinyurl.com/iloReviewWord
For Comparison:
Institutional Learning Outcomes from other Community Colleges

Set of Four ILOs

I. Communication. Students will communicate effectively, which means the ability to read, write, listen, and speak/converse.

II. Critical Thinking and Information Competency. Students will think critically, which is characterized by the ability to analyze, compute, research, and solve problems.

III. Global Awareness. Students will demonstrate a measurable understanding of the world including its scientific processes, global systems and civics and artistic variety.

IV. Personal Responsibility and Professional Development. Students will demonstrate self-awareness, social and physical wellness, and workplace skills.

Set of Five ILOs

Communication and Expression. Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

Information Literacy. Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

Physical/Mental Wellness and Personal Responsibility. Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

Global, Cultural, Social & Environmental Awareness. Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

Critical Thinking. Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

Second Set of Four ILO’s

1) Communication   Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

2) Computation   Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

3) Creative, Critical, and Analytical Thinking   Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

4) Community/Global Consciousness and Responsibility   Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Set of Six ILOs

1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences.

2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings.

3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and by utilizing technology for informational, academic, personal and professional needs.

4. Diversity: Understand and appreciate differences in cultures and behaviors between oneself and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life.

5. Civic responsibility: Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and the world.

6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature.