Our goals:

- Make the ILOs easily assessable in any form
- Stick to the basic guidelines of what the Academic Senate Executive Council already proposed

The goals of the Academic Senate Executive Council for the Institutional Learning Outcomes are:

- ILOs are achieved by students who meet their own educational goals at City College. The student’s goals do NOT have to be satisfying degree requirements, transferring, or earning a certificate. A student whose educational goal is acquisition of basic English for the work environment, or updated job skills should achieve all ILOs in the process of reaching their own goals.
- The ILOs represent very broad modes of learning than can be experienced through many paths. For instance, the ability to communicate is achieved through writing, speaking, music, dancing, and / or visual art. Our communication ILO can be satisfied through any one of these modes or any combination of them.
- The ILOs should be few in number and general in application.

The need to keep the ILOs simple and basic AND the need to provide guidance and examples of paths towards demonstrating the ILO has led to a somewhat awkward presentation of ILO followed by description of it.

**CCSF Institutional Learning Outcomes:**
Students who complete their educational goals at CCSF will be able to:

<table>
<thead>
<tr>
<th>A.S. Outcome</th>
<th>Suggested revisions (merge of draft CCSF version with Santa Rosa’s highly lauded and more assessable version)</th>
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| II. Think critically and exercise judgment | I. Critical Thinking  
   - Locate, retrieve, and evaluate information using appropriate research tools and technology.  
   - Apply diverse viewpoints before making decisions or problem solving  
   - Use reason and creativity to make decisions and solve problems |
| Students may demonstrate skills in analysis, information competency, computational skills, computer proficiency, critical reading, problem solving, creativity, AND scientific and/or aesthetic awareness. |  |
| I. Communicate clearly, thoughtfully, and logically | II. Communication  
   - Write, speak, read, listen, and communicate effectively  
   - Demonstrate respectful interpersonal and intercultural communication |
| Students may demonstrate this outcome through written, verbal, nonverbal, and/or artistic means. |  |
| III. Participate effectively in local, national and global contexts | III. Global, Cultural, Social, and Environmental Awareness  
   - Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures  
   - Demonstrate personal, civic, social, and environmental responsibility  
   - Collaborate effectively in diverse social, cultural, and global settings |
| Students may demonstrate an understanding of global, linguistic, scientific, and environmental systems, and an appreciation of human diversity. |  |
| IV. Pursue life and career goals and set a positive example | IV. Personal and Career Development  
   - Identify and develop helpful resources and opportunities  
   - Demonstrate self-reflection and confidence  
   - Maintain or improve health  
   - Demonstrate an appreciation for the value of lifelong learning |
| Students will demonstrate self-reflection and ethical decision-making, value social, physical, and mental well-being, develop effective work habits, demonstrate professional competencies, and establish a sound basis for continued learning. |  |