What is an Institutional Learning Outcome (ILO)?

Institutional Learning Outcomes are the “big ideas” students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after completing courses or programs and experiencing MJC. ILOs are expected to be attained when students are successful, and they are guiding “big ideas” the college wants students to comprehend and utilize during and after their learning experience.

Prior to the summer of 2013, MJC had used its GELOs as its ILOs. In Fall of 2012, at the end of the first four-year cycle of learning outcome assessment, and as part of MJC’s continuous improvement process, a recommendation was made to have broad dialogue across the college to envision separate ILOs from the GELOs. That process took place in the spring of 2013, and recommendations were brought forward to all constituent groups at the end of the semester, and were approved in August 2013 at the College Council.

Modesto Junior College Institutional Learning Outcomes. Modesto Junior College has five broad Institutional Learning Outcomes with distinct characteristics:

Communication. Students will generate and develop capabilities for creative expression and effective communication. Students will be able to:

- Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context.
- Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork.
- Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways.
- Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Information and Technology Literacy. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to:

- Effectively access information and critically evaluate sources of information.
- Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts.
- Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
**Personal and Professional Development.** Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to:

- Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals.
- Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health.
- Apply skills of cooperation, collaboration, negotiation, and group decision-making.
- Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

**Creative, Critical and Analytical Thinking.** Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to:

- Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study.
- Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference.
- Utilize the scientific method and solve problems using qualitative and quantitative data.
- Demonstrate the ability to make well-considered aesthetic judgments.

**Cultural Literacy and Social Responsibility.** Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to:

- Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms.
- Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies.
- Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds.
- Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
Where are ILOs stored, and are they publicly accessible for students and the community?

ILOs can be found in three locations:

- **First**, ILOs are primarily housed in MJC’s curriculum management database, CurricUNET. ILOs are also stored and assessed in *eLumen*.

- **Second**, ILOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:
  
  [https://www.mjc.edu/instruction/outcomesassessment/outcomes.php](https://www.mjc.edu/instruction/outcomesassessment/outcomes.php)

- **Third**, ILOs and their respective quantitative assessment **data** are **publicly accessible** for students and our community through the college research website and the outcomes assessment webpage above.

**Instructional Learning Outcomes Data**

[Table and chart showing data]

* MJC has publicly accessible data dashboards for ILOs.
**What can we learn from the assessment of ILOs?**

One of the primary goals of ILO assessment is to provide insight about how the overall student experience and learning might improve.

**Dialogue is central to the process.**

Assessing ILOs and talking about them—especially in department, committee, and council meetings—is to converse about the goals of an institution and to strategize ways to improve student success. What kinds of instructional styles, methods, or activities are working for faculty in classes? What kinds of non-instructional experiences might enable better student learning? What are some of the obstacles to student success at the college? What might help students be more engaged, directed, and valued? Are resources needed in particular areas? Broad dialogue across the college, and throughout our governance bodies, is a key feature of the SLO process at MJC.

Rather than understanding success as only course or program completion, ILO assessment provides insight into what students are actually learning in relation to their overall experience at MJC. In Program Review, ILO data is disaggregated so that faculty can analyze how student populations are learning inside of their coursework, and departments can use that data to focus more strategically on equity and success.
How are ILOs assessed?

ILOs are measured in the same way CLOs are measured to inform PLOs and GELOs, as well as the way that SSLOs inform SAOs. The foundational data for assessment, derived from CLOs and SSLOs, informs ILOs at MJC.

The data for ILOs is generated through CLO and SSLO assessment:

- **CLOs and SSLOs are mapped to ILOs.** When ILOs are assessed, they draw on CLO assessment data. Faculty complete the mapping process in eLumen, relating each CLO and SSLO statement to any analogous ILO statement. In other words, if a CLO or SSLO helps to fulfill an ILO, the corresponding box is marked, thereby delineating a relationship.

Course Learning Outcomes (and SSLOs) are mapped to applicable Institutional Learning Outcomes in eLumen.
• **Course and support service assessment quantitative data inform ILOs.** When mapping is done for all courses in a department that fulfill a particular degree, certificate or award, *eLumen* will populate the data for ILOs. This data can be disaggregated in Program Review via the ILO data dashboard.

*Institutional Learning Outcomes assessment results are disaggregated for analysis in Program Review.*
ILO assessment data (quantitative and qualitative) is analyzed in Program Review. In Program Review, faculty are asked to analyze the results of the disaggregated ILO data. The analysis includes: setting a goal for ILO success, examining whether or not the goal was achieved, constructing an action plan for overall ILO improvement, analyzing equity gaps in ILO performance, and constructing an action plan to address equity gaps in ILO outcomes.

Institutional Learning Outcomes assessment results are measured, analyzed, and addressed through analysis in Program Review.
When are ILOs assessed?

The Academic Senate recommends a general policy that all programs assess their ILOs once every two years, followed by Program Review. ILO data is informed by two years of SSLO and CLO assessment. Data will be disaggregated whenever possible to measure support service learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle: