



**ANTELOPE VALLEY COLLEGE**

**Institutional Learning Outcomes (ILOs)**

**SPBC  
ILOs Planning Taskforce**

**Fall 2005**

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## **Process for Drafting Institutional Learning Outcomes (ILOs)**

The Strategic Planning and Budget Committee (SBPC), the campus-wide shared governance council, at its September 14, 2005 meeting recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The accreditation standards speak directly to the importance of the college knowing what students must possess upon their departure from AVC. Accountability to the decision-making process must be critical in initiating campus-wide dialogue to ensure that AVC is meeting its mission.

SPBC was presented with ILO samples from several community colleges and agreed to establish a small taskforce to draft recommended ILOs. Once completed, they would be brought back to the entire SPBC for review and critique. The committee also recognized the value of soliciting a consultant to assist in moving the campus forward to finalize in the next step. A recommendation to invite Bonnie Suderman from Bakersfield College, Assessment Coordinator, was accepted to formally initiate the campus to a culture change in thinking and behavior.

Members of the ILOs and Planning Taskforce met one-week later and identified key areas that are reflected in the college mission, philosophy, and objectives for general education and vocational programs. It was viewed that the ILOs were inherent in these statements and the college mission. The ILOs indicate students leaving AVC with an Associate Degree in Liberal Arts, Vocational Certificate, General Studies, or transferring with general education certification demonstrate common outcomes.

The Taskforce reviewed and finalized a draft of ILOs for SPBC's review. On October 14, 2005 Bonnie Suderman presented a campus workshop for SBPC, Academic Senate, and interested campus community, reviewing the drafted ILOs. SPBC again reviewed the ILOs draft and after much discussion and editing, six institutional learning outcomes were approved at its October 19, 2005 meeting.

The Academic Senate President presented the six ILOs at the November 3, 2005 senate meeting, with overall consensus of support. The Academic Senate moved forward and had a second presentation from Bonnie Suderman on November 17, 2005, with the Academic Policies and Procedures Committee, Academic Senate, and interested campus community on the development of program level Student Learning Outcomes. Subsequently, the Academic Senate has established an Advisory Taskforce on SLOs, with a Senate chair appointment. At the end of spring 2006 semester, the SLOs task force committee will become a permanent standing committee of the Senate. In the next several years, it is anticipated that this committee will help guide the college in the development of further course and program level SLOs, while being sure to align them with the ILOs. The committee will also provide models of assessing SLOs. The ILOs will be measured by assessing the SLOs and their relationship to the ILOs.

**ANTELOPE VALLEY COLLEGE**  
**Institutional Learning Outcomes (ILOs)**

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

## **Institutional Learning Outcomes Glossary**

**Humanities**—present the ways in which civilization have responded in artistic and cultural creation and developed aesthetic understanding and making value judgments.

**Arts**—artistic expression of human beings through visual arts and performing arts.

**Natural Science**—examine the physical universe, its life forms, and natural phenomena.

**Mathematics**—the study of numbers, their form, arrangement, and associated relationships, using defined literal, numerical, and operational symbols.

**Social and Behavioral Sciences**—focus on people as members of society. They stimulate critical thinking about the ways people act and have acted in response to their societies, promoting appreciation of how societies and subgroups operate.

**Communication**—oral and written forms of logical thought, clear and precise expression, and critical evaluation of language.

**Critical Thinking**—critical thinking in which certain values (e.g. fair-mindedness, empathy, curiosity, patience, perseverance, confidence, humility) guide the use of our imagination, knowledge, and standards of reasoning (e.g. clarity, precision, accuracy, relevance, logic, impartiality, depth, breadth) to interpret, construct, and evaluate concepts, claims, arguments, and explanations.

**Institutional Learning Outcomes**—ensure that students will succeed through the assessment of the goals as outlined in the college mission statement.

**Student Learning Outcomes**—overarching specific observable characteristics developed by faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process.

**Technology**—refers to vocational programs, as well as the ability to demonstrate computer competency. It also is reflected in the use of applied application of knowledge for practical use.