

CYPRESS COLLEGE
INSTITUTIONAL LEARNING OUTCOMES (ILOs)
Approved by Academic Senate on April 22, 2004
Adopted by President's Advisory Cabinet on May 6, 2004

Students leaving Cypress College with a vocational certificate and/or an Associate Degree in Liberal Arts, Occupational Studies, or General Studies, or students transferring with general education certification will demonstrate common learning outcomes. Institutional Learning Outcomes (ILOs) refer to the scope of requirements either for a vocational certificate or for any AA/AS degree or general education certification rather than individual courses or programs.

A distinction between ILOs and student learning outcomes (SLOs) is important. The college will assess service to students who complete an overall college degree or certificate by examining general student achievement through ILOs. The college will also assess service to students in specific courses by examining general student achievement in course-level SLOs.

A student who receives a certificate from Cypress College . . .

- Will have acquired a specified set of skills required for particular employment opportunities
- Will have achieved the necessary competencies to enter a particular employment field
- Will be aware of additional educational and career opportunities within that field

A student who graduates from Cypress College with an AA or AS degree in any field or transfers with a general education certification

. . .

- Will possess a breadth of knowledge and experiences from the areas of the humanities and arts; the natural sciences and mathematics; the social sciences; and physical education
- Will possess skills for life-long learning in oral and written communication; human adaptability and health; critical thinking, including deductive/inductive reasoning, problem-solving, and quantitative/qualitative reasoning; and information competency
- Will possess an understanding of civic society and culture in the areas of citizen rights and responsibilities; the role of diversity in modern society; and the nature of ethical decision-making

History & Process of Drafting the ILO's: Last fall, a group of twenty-three interested faculty, administrators, and classified staff met to discuss the Institutional Learning Outcomes (ILO) for Cypress College. After meeting several times in the fall, this ILO Dialogue Group created a draft of learning outcomes for Cypress College. On Spring Opening Day, January 16, 2004, a breakout group reviewed the draft and offered comments and suggestions for revision. The ILO Group met several times in March, discussed suggested revisions, and amended the draft.

For three weeks, beginning March 23, the ILO draft was posted on a web log or "blog" for review by the entire college community. If you are interested in the responses posted there, go to. <http://www.cypresscollege.edu/~pio/mt/blog/ILO/>.

The ILO Dialogue Group met on April 14 to review the "blog" comments and make revisions accordingly. Those revisions were e-mailed to the ILO Dialogue Group on April 19; additional revisions (tweaking) made on April 20 are reflected in the ILO draft.

Nancy Deutsch, ILO Dialogue Group facilitator, presented the April 20 Draft to the Academic Senate on April 22, 2004. The Academic Senate approved the April 20 draft with a friendly amendment to the last sentence of the second paragraph, a change that had already been discussed by the ILO Dialogue Group.

Karen Johnson, Student Trustee and Associated Students Representative to the Academic Senate, presented the ILO draft to the Associated Students for their review on Monday, April 26. The Associated Students Executive Board voted to support the April 22 Draft of the Institutional Learning Outcomes.

On Thursday, May 6, 2004, the President's Advisory Cabinet (PAC) reviewed and adopted the Academic Senate-approved April 22 Draft of the Institutional Learning Outcomes. PAC recommended that the Institutional Learning Outcomes be published in the Cypress College 2004-2005 Catalog.

Over the next few years the college faculty will identify SLOs in specific courses and programs and then assess service to students by examining general student achievement in course-level SLOs. The Institutional Learning Outcomes will be measured by assessing the Student Learning Outcomes and their relationship to the ILOs.

Participants: Those members of the college community who took a very active part in the writing and revision of the draft, at one time or another, are Adel Rajab, Pat Ganer, Kathy Llanos, Brinda Subramaniam, Carol Mattson, Greg Cavin, Randy Martinez, Lisa Clark, Will Heusser, Andrea Hannon, Heather Brown, Diane Henry, and Nancy Livingston. Nancy Deutsch served as the facilitator and recording secretary of those meetings. Others who were involved in the earliest meetings were Mark Majarian, David Halahmy, Renee Ssensalo-Collins, Regina Rhymes, Kathy Alvarez, Bob Nadell, Steve Donley, Mike Kasler, Nancy Byrnes, and Margie Lewis.

Participants on the "blog" were Carol Mattson, Lee Clancy, Heather Brown, Marcia Clarke, David Halahmy, Mara Scott, Lucinda Alibrandi, David Wassenaar, Michael Brydges, Betty Disney, Darlene Fishman, and Steve Donley.