

# ILOS...WHAT AND WHY?

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FLEX DAY JANUARY 2023



# WHAT ARE ILOS?

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- Institutional Learning Outcomes
- The knowledge, skills, abilities, attitudes students are expected to develop in their overall experiences at the college
- "Collective expression of the learning environment"
- These are things we want to prioritize as an institution and what we want to know for

# LANEY ILOS

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- Communication
- Critical Thinking and Problem Solving
- Career Technical Skills
- Global Awareness, Ethics, and Responsibility
- Personal and Professional Development

# ASSESSMENT OF ILOS

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- Just like Student Learning Outcomes (SLOs) need to be assessed, so do ILOs
- Three ways to assess:
  - Surveys
  - Common Rubrics
  - Graduating Student Survey

# ILO SURVEYS

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- EVERYONE has access to a Canvas module entitled “ILO Resources.” If you don’t see it in your Dashboard, click on ”Courses” and then scroll down to “All Courses.”
- First page of the shell has an overview of ILO assessment
- The “Modules” page has information for using the surveys and the rubrics
- Click on “How do I use ILO surveys for a class” in the Modules tab

# ILO SURVEYS

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- The surveys are pre-made and VERY easy to use! You only need to provide your students with a link to the survey you want to administer. The links have also been pre-made
- Surveys can be used for an assignment, an activity, a discussion, a lecture, a video, etc. Does NOT have to be related to an SLO, just needs to be related to an ILO
- Takes only 5 minutes and nothing else is required on your part!
- Contact Assessment Coordinators for results of the survey

# ILO 2 Survey Critical Thinking



\* Required

1. Which activity \*

In a class



2. Departments \*

Select your answer



3. Course Number \*

Enter your answer

4. Instructor Last Name \*

Enter your answer

5. Did this assignment/activity help you learn to think critically? Please choose one of the following to indicate the degree to which this assignment/activity affected you. \*

- I significantly improved my ability to think critically
- I somewhat improved my ability to think critically
- The assignment/activity supported my current knowledge and abilities
- My ability to think critically has not changed



6. As a result of this assignment/activity, I have improved my ability to... \*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Define an issue or problem, provide context, and present relevant background information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose evidence from reputable sources, and develop a comprehensive analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present clear, valid arguments that follow from the evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make clear conclusions consistent with the argument or evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please give an example of one of the most helpful aspects of the assignment/activity, and, if applicable, give a tip on how this assignment could be even more effective. \*

Enter your answer

# ILO COMMON RUBRICS

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- More time intensive but we can learn a lot!
- If the SLO you are assessing also relates to an ILO, then you could use a common rubric
- The common rubrics are pre-made and there are rubrics for each ILO
- You would grade your assignment/test/discussion as usual, but you would ALSO use a common rubric and track how many students fall into each category
- Record that data in Meta/Curriqnet just as you would SLO data
  - When you do an SLO assessment, there is now an ILO tab where you will enter this info

**ILO #2 Critical Thinking and Problem Solving:** Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

<b>CRITICAL THINKING</b>				
<b>Criteria</b>	<b>Accomplished</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>N/A (instructor can check if not applicable to their assignment)</b>
<b>Abstract (explanation of issues)</b>	Provides context, clearly defines the issue or problem, and presents relevant background information	defines the issue or problem but lacks clarity or does not provide enough context.	Does not define the issue or problem. Minimal background information provided, or the information provided is not relevant to the situation.	
<b>Evidence</b>	presents well-chosen evidence from multiple reputable or peer-reviewed sources that help develop a comprehensive analysis	some evidence is presented, but it could be more complete or relevant	insufficient or irrelevant evidence is presented	
<b>Argument/Polemic</b>	reasoning is clear/points are presented with valid logic/ statements follow from the evidence	reasoning is presented but could be clearer/points are presented but are not very organized/statements are not completely supported by the evidence	reasoning is muddled/points are illogical/unsupported statements	
<b>Conclusions/ implications/ consequences</b>	conclusions are clear and are consistent with the argument or evidence	conclusions/implications lack some clarity, conclusion was not fully supported by the argument or evidence	conclusions seem to be pulled out of their asses	

# WHY SHOULD I DO THIS?

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- Accreditation: it is **REQUIRED!**
- We want to know our successes and our challenges
- Enables us to have institution-wide discussions and develop institutional action plans
- Are our students learning and developing the skills we want them to?