



INSTITUTIONAL LEARNING OUTCOMES

FREQUENTLY ASKED QUESTIONS

What are Institutional Learning Outcomes (ILO)?

Institutional learning outcomes (ILOs) are the knowledge, skills, abilities, and attitudes students are expected to develop as a result of the overall experiences with any aspect of the college, including, but not limited to, courses, programs, and student services.

What is the purpose of ILOs?

Institutional learning outcomes (ILOs) are designed to help guide individual departments and disciplines in the development of student learning outcomes for programs and courses and services, and to help shape the decision making processes of the college.

How are ILOs different from Student Learning Outcomes (SLO)?

ILOs and SLOs are inter-related. ILOs are the collective expression of the learning environment the College offers to any enrolled student. Student learning outcomes focus on the more particular skills, knowledge, and attitudes students learn in courses and programs.

Institutional Learning Outcomes



Program-level Learning Outcomes
(which includes General Education)



Course-level Learning Outcomes

How can my courses meet all of the ILOs?

The ILOs represent the educational values of the College, and allow all students, regardless of the course of study, faculty and staff at the College the opportunity to share in a collective academic culture. The outcomes are the most universal educational goals of the College; therefore, a single course cannot and is not expected to meet all of the ILOs.

Each program need not fulfill every ILO. However, each program must contribute toward at least one ILO. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of the program's established student learning outcomes. By contrast, a course should meet every one of the stated course learning outcomes (CLO).

How are ILOs different from General Education Learning Outcomes?

Considerable overlap seems to exist between our General Education outcomes, developed by General Education (GE) Committee, and the ILOs. The overlap is deliberate. General Education learning outcomes apply only to students graduating from the college with an AA, AS or AAS degree and who are required to meet the GE requirements. In contrast, ILOs apply many of the same educational values to all students, whether enrolled in transfer or occupational programs, noncredit courses, or personal enrichment classes.

How were these ILOs developed?

The General Education Committee did not develop the draft ILOs in isolation. The Committee started with the work of the 2005 Committee, which indicated the general education and institutional learning outcomes were the same, and recognized, as a result of the various learning opportunities on campus, ILOs were needed. After reviewing models from several other schools, the Committee identified the four (4) ILOs, which align with the GE outcomes, meet the varied needs of the College and address the mission and institutional goals. The GE outcomes, developed by the Committee with input from the Academic Senate and representatives from across the college were reviewed, and much of the language for the performance indicators under each category was taken directly from the already-adopted GE outcomes. The Committee is now asking for input on the draft.

What employees at LCCC should be active participants in engaging ILOs?

Simply put, all the College Community. The institution is a gateway to higher education. Students enroll for many individual motives and goals, yet many are not sure what can be gained from a college education. Everyone can help in promoting the purpose and value of learning. ILOs start the process by clarifying the college mission to faculty, staff and students.

But why do I care? I have little or no direct contact with students.

Until now most of the emphasis in the area of student learning outcomes has focused on the role of classroom instruction in the learning environment. However, institutions are becoming increasingly aware that student services and other elements of the institution have an equally important impact on student learning. Research consistently identifies an environment that signals support for learning *at all levels* of the institution as one of the core components of student success. Facilities and operations, student services, research and planning, administration, information technology, as well as instruction all aspects of college operations help shape the educational environment and thus contribute to the learning experiences of the students.

Why do ILOs matter?

Learning outcomes are now the essence of accreditation standards and visiting accreditation teams focus the study of the College's mission and programs on how well the College integrated learning outcomes into the operation of the College. More importantly, involving all college personnel in a discussion about ILOs will enable us to ask the following questions:

- What should a Luzerne County Community College student—whether enrolled in a degree or occupational program, noncredit classes, or personal enrichment courses—know and be able to do upon leaving the college?
- What skills, values and knowledge will prepare students—whatever the educational goals—for the complex, diverse, and interdependent world of the twenty-first century?
- Are the goals widely known and owned by the entire campus community?

The answers to the questions can--and *should*-- be shared with the students and the community. The College can begin to explore ways to measure to what degree students have achieved the outcomes when they leave the college and, if they aren't learning at the appropriate levels, what can be done to improve learning.

How will ILOs be measured?

As with PLOs and CLOs, assessment and measurement of ILOs will be an ongoing process. We will start small, with one or two of the ILOs in one or two areas. We will be looking for volunteers to participate in pilot project ILO assessments in the coming semesters.

The good news is many of the assessments already being used to measure effectiveness may also provide data for ILOs and/or GE outcomes.

For example:

If faculty is using an assignment embedded in a course, such as an oral presentation or an essay, for course or program assessment, the same assignment may be used to measure student achievement in the ILO area of *Communication*, simply by applying the college approved rubric.

Or English faculty member may be invited to score the essay assessment for the ILO, if appropriate.

If staff is gathering data on a current process, such as the waitlist procedure or financial aid document submission, staff may be able to use the same activity to measure student achievement in the ILO area of *Communication or Individual Responsibility* by applying the college approved rubric.

Extracurricular activities, such as SGA and Diversity workshops, may be able to measure student achievement in the ILO area of *Societal or Individual Responsibility* by applying the college approved rubric to a simple exit survey.

Non-credit career programs would map the CLOs or PLOs to the ILOs and measure student achievement in the ILO area of *Communication, Critical Thinking, Societal or Individual Responsibility* by applying the college approved rubric