



## Instructional Learning Outcome (ILOs)

Revised August 2023

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Because the assessment cycle for GELOs requires programs to assess each GELO over a several year period, the group was concerned that making one GELO specifically focused on equity would make it too easy to be overlooked. Instead, team members took the feedback they had

program will assess some ILOs every year and that each ILO will be assessed by one of the two groups of programs every year.

The Coordinator, Curriculum Development and Assessment will identify which programs will be assessing which ILOs each year and communicate that to program directors and deans at the start of that year's assessment cycle.

Programs can assess for ILOs by doing the following:

Each program learning outcome that a program assesses must be connected to (often referred to as being "mapped to") an existing ILO in Watermark's Planning and Self-Study, our tool for assessing learning outcomes. This shows how what is happening at the program level aligns with the college's strategic plan. When a program assesses their program learning outcomes and connects (or "maps") those program learning outcomes to ILOs for that year, they are linking their assessment of program learning outcome and ILO together, thus completing their ILO assessment requirement. This requires programs to assess one program learning outcome per ILO that they are assessing for that year. Therefore, if a program is assessing 3 ILOs each year, that program will need a minimum of three program learning outcomes. Connecting program and institutional learning outcomes establishes a clear vision of the college's mission and strategic plan (ILOs) down through programs (program learning outcomes) and into the classroom (course learning outcomes).

The following lays out a variety of ways programs can assess for individual ILOS:

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- Speak in a manner appropriate to specific audiences.
- Defend a point of view with clear, logical, convincing arguments.

\_\_\_\_\_ Students will participate in activities, discussions, and research in the classroom or the community to analyze the complexities of issues in their own communities and beyond developing a respect for differences between citizens by broadening perspectives beyond individual experiences and identities.

***Assessing Community and Personal Awareness, the student will . . .***

- Identify the social and ethical responsibilities of the individual in the community.
- Demonstrate commitment to active citizenship by recognizing and evaluating important social, ecological, economical, and political issues.
- Demonstrate an understanding and appreciation for individual, social, and cultural diversity.
- Recognize their role as local, national, and global citizens.
- Identify an area of interest in community and pursue opportunities to volunteer or engage.

\_\_\_\_\_ Students will use inquiry, logic, analysis, and both quantitative and qualitative reasoning, to deal effectively with real life, occupation-related, and cultural problems.

***Assessing Critical Thinking, the student will . . .***

