



Instructional Learning Outcome (ILOs)

Revised August 2023

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Institutional Learning Outcomes

COMMUNICATION: Students will listen, write, and speak effectively and respectfully with culturally diverse audiences in both academic and professional settings.

COMMUNITY AND PERSONAL AWARENESS: Students will participate in activities, discussions, and research 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.

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

ACADEMIC AND CAREER TRANSITION: Students will identify and use appropriate resources to help support success from college to career

INFORMATION AND TECHNOLOGY LITERACY Students will utilize technology to locate, evaluate, synthesize, and present information to perform effectively in academic and workplace settings.

Identifying and Naming ILOs

As the college continued work on its new Strategic Plan, several employees at the college were asked to revisit the GELOs. This work focused on the shifting academic and economic needs of the community to ensure that what students had learned upon completing a credential at the college put them in a position to succeed.

To strengthen Durham Tech's commitment to the One College model, the college chose individuals from both Curriculum and Continuing Education. Initially, one full-time Continuing Education director/instructor (Candace Rashada) and 1 full-time Curriculum instructor (Sonny Haynes) were chosen to represent both sides of the college's educational offerings. In August 2021, they presented at the college's opening Convocation for the 2021-2022 school year in which they announced their upcoming work on this project and asked for input from around the college going forward. On September 28th, 2021, they conducted a TLC (Teaching Learning Center) asking for concerns and feedback and for anyone interested in working on the project to reach out to build a larger, more diverse work group. They received some feedback after their August presentation and had faculty and staff from around the college show up to their September TLC. While there were specific elements of the former GELOs that people wanted to adjust or get rid of altogether, there was a lot in them that faculty felt were serving our students well and remained aligned with our Strategic Plan. A recurring theme was the need for GELOs to address equity concerns in education broadly and at Durham Tech more specifically.

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 received about existing GELOs and focused on adjusting those GELOs accordingly while also crafting equity into each one, meaning that programs will be assessing equity from a variety of angles each time they assess the GELOs. The team felt this shift was important to signify that equity is a priority at the institutional level.

As a result of this institutional focus, the group decided to move away from the previous language of General Education Learning Outcomes to the new language of Institutional Learning Outcomes. We have done this for several reasons. First, the General Education Learning Outcomes (GELOs) language caused some confusion as we have a General Education program which exists separate from the General Education Learning Outcomes. Changing the name erases this confusion. Second, the term General Education Learning Outcomes did not align with how we label other learning outcomes: Course Learning Outcomes and Program Learning Outcomes. These terms clearly identify at what level the skills and knowledge are being assessed. Because the term GELO lacked that clarity, and because GELOs are looking for what we want students to learn at the institutional level, we have renamed General Education Learning Outcomes to Institutional Learning Outcomes.

Once the group had the new ILOs ready for approval, they set up a meeting with the Chief Academic Officer and the Assistant Vice President, Academics and Guided Career Pathways to present them. After getting approval from them in April of 2023, they moved forward to present the new ILOs to Leadership Council in May 2023. Following that meeting, the new ILOs were ready to be implemented starting in fall of 2024.

Assessing the ILOs

As with Course Learning Outcomes and Program Learning Outcomes, regular assessment of Institutional Learning Outcomes (ILOs) ensures that programs are focusing on skills and knowledge that align with the college's strategic plan. Documentation of ILO assessment is essential in providing evidence of institutional accountability for connecting what happens in the classroom to the college's mission. The college is accountable to its accrediting body, The Southern Association of Colleges and Schools Commission on Colleges (SACS COC) for its assessment of institutional and program learning outcomes.

This set of ILOs will be assessed as follows: To assess each ILO every year while also not overburdening program areas, some programs will assess the first 3 ILOs each year and the others will assess the last two each year. The following year, the program areas will switch: those that assessed the first three the preceding year will assess the final two, and those that assessed the final two in the preceding year will assess the first three. This means that each

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).

Exploring the ILOs

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

COMMUNICATION: Students will listen, write, and speak effectively and respectfully with culturally diverse audiences in both academic and professional settings

Assessing Communication, the student will...

- Read, comprehend, and follow directions.
- Organize and deliver an oral presentation.
- Identify self-strengths and needs for improvement as a communicator.
- Understand and employ the basics of grammar, syntax, and usage.
- Develop an effective writing process of planning, writing, and revising.
- Produce well-researched and properly documented assignments.
- Produce assignments of various lengths and purposes (expository, persuasive, narrative, and descriptive).
- Adapt writing assignments to fit the specific audience and/or academic discipline being addressed listen to and give effective feedback to speakers.
- Prepare and deliver well-organized and coherent oral presentations, with a clear main point and supporting details.

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

COMMUNITY AND PERSONAL AWARENESS: 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.

CRITICAL THINKING: 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 . . .

- Use logical and mathematical reasoning within the context of various disciplines
- Interpret and use mathematical formulas
- Interpret mathematical models such as graphs, tables and schematics and draw inferences from them.
- Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- Estimate and consider answers to mathematical problems to determine reasonableness.
- Represent mathematical information numerically, symbolically, and visually, using graphs and charts.
- Demonstrate higher-order thinking skills, such as reasoning from evidence.
- Use mathematical principles and skills to help recognize, evaluate, and solve problems in everyday life and work-related situations.
- Exercise objectivity in analysis, interpretations, and conclusions.

ACADEMIC AND CAREER TRANSITION:

Assessing Academic and Career Transitions, the student will . . .

- Demonstrate the ability to make professional and ethical decisions.
- Demonstrate the expected behaviors of successful students and professionals (e.g., integrity, attendance, etc.).
- Identify academic and professional development needs, determine resources and access appropriate services.
- Develop, implement, and evaluate progress towards achieving academic goals and career goals.
- Engage in self-assessment, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.
- Utilizing identified resources, draft a resume, engage in interview practice and curate job seeking tools

INFORMATION AND TECHNOLOGY LITERACY

Assessing Information and Technology Literacy, the student will . . .

- Demonstrate the ability to select the appropriate technologies for communicating effectively.
- Integrate computer application skills into professional and personal activities.
- Clearly articulate the purpose and goals of scholarly investigation.
- Identify credible sources of information.
- Use the resources available in libraries, including librarians, effectively.
- Critically evaluate the roles of various technologies in their lives.
- Demonstrate an understanding of plagiarism by using information within their work appropriately.
- Champion authenticity and integrity in academic and personal discourse by ethically and responsibly using emerging technologies.