



Yavapai College
Institutional Learning Outcomes
2024-2025

SLOA Committee

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A VERY BRIEF HISTORY

At a previous Higher Learning Commission (HLC) visit, Yavapai College outlined a plan for institution-wide learning outcomes. It was decided to use the College's General Education outcomes. The General Education Core Curriculum Outcomes (GECCO) included 14 separate outcomes. Yavapai College completed a comprehensive five-year data collection cycle with GECCO. At the end of the cycle, the SLOA Committee analyzed the data and determined the institution needed to move forward with assessing institutional learning outcomes separately from general education. In efforts of continuous improvement based on data analysis and feedback from faculty, YC has determined the following Institutional Learning Outcomes (ILOs).

Since 2021 when the ILOs were first introduced, the ILO Draft document was reviewed and revised to be more inclusive for the College's co-curricular activities. Additionally, several changes have been made to the assessment process documents in order to begin to gather ILO data from both curricular and co-curricular areas. Academic Year 2023-2024 is the first year that ILO data will extend beyond General Education Competency reporting.

WHAT ARE ILOS?

Institution learning outcomes are general and measurable across the student experience.

- Institution learning outcomes are embedded in the General Education component of any degree.
- Institution learning outcomes are embedded in courses required for degree programs.
- Institution learning outcomes are embedded in co-curricular activities.

(SLOA Handbook)

For each program¹ at Yavapai College, each Institutional Learning Outcome (ILO) must be assessed. Multiple ILOs may be assessed in a single course.

For each co-curricular activity² at Yavapai College, at least one Institutional Learning Outcome (ILO) must be assessed. Multiple ILOs may be assessed in a single activity.

¹ For GECCO, "program" was defined as a degree (AA, AB, AGS, AS, AAS). Certificates were not required to embed GECCO outcomes.

² Co-curricular activities are defined by an individual institution, however HLC provides the following guidelines:

Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc. (*The Leaflet, Higher Learning Commission, March 2020*)

ILOS AT YAVAPAI COLLEGE

Creating and implementing ILOs at YC has been colloquial. Three categories have determined with input from faculty, staff and student at Yavapai College.

The following ILO categories were selected by faculty (all full-time faculty in Fall of 2018 participated in an activity) with additional input from staff and administrators in Student Development (representatives from advising and the library), the Office of Instructional Support, Institutional Effectiveness and Research, the academic deans, various program directors and campus associate deans.

The ILO Categories at Yavapai College:

- Communication
- Critical Thinking
- Social Responsibility

DEFINITIONS OF ILOS

COMMUNICATION

Communication is the ability to effectively develop, express and support ideas in a variety of mediums. Communication can be in the form of written English, spoken English, visual mediums (such as works of art, dance or ASL), alternative auditory or written mediums (such as music or a foreign language), or in mixed mediums (such as digital media, transmedia or theater).

EXAMPLE OUTCOMES FOR COMMUNICATION:

Communication: Create and present effective visual, written, or oral communication products.

Co-Curricular Examples:

Communication: Students will be able to converse using basic vocabulary focusing around a particular theme in the Spanish language.

Communication: Students will be able to communicate respectfully among diverse populations.

CRITICAL THINKING

Critical Thinking includes both the skills and the habit of thinking in a clear, disciplined, open-minded way informed by evidence and observation.

EXAMPLE OUTCOMES FOR CRITICAL THINKING:

Analyze evidence to determine if it adequately supports a conclusion or solves a problem.

Co-Curricular Examples:

Critical Thinking: Students will be able to identify resources to address a personal need.

Critical Thinking: Students will be able to determine relevant key words, limiters, and research techniques to select appropriate academic sources.

SOCIAL RESPONSIBILITY

Social Responsibility encompasses diversity awareness, civic and community engagement, as well as historical, global, ethnic, racial and/or gender awareness.

Social Responsibility encompasses diversity awareness and civic and community engagement.

EXAMPLE OUTCOMES FOR SOCIAL RESPONSIBILITY:

Social Responsibility: Demonstrate behaviors of civic engagement and/or demonstrate respectful interactions with diverse communities

- What is civic engagement?
 - o Student Development – Getting into community, doing things for the benefit of the community – Creek clean-up, volunteering at animal shelter, organized volunteer day “Day On” for the college/student participation
 - o Library Services – Literary Southwest and DGLS lectures – providing cultural learning opportunities to the public

Co-Curricular Examples:

Social Responsibility: Students will be able to lead discussions among a broad audience of other students.

Social Responsibility: Students will be able to learn to represent a broad range of constituency in college-wide committee meetings.

Social Responsibility: Students will be able to demonstrate curiosity by engaging in activities around other cultures and diversity.

APPENDIX A - EXAMPLES OF ASSESSMENT:

EXAMPLES OF ASSESSMENTS FOR COMMUNICATION:

- Direct assessment: Oral presentation, written paper/essay/formal report, art project/portfolio; or theatre/film project graded by rubric that includes criteria for effectively conveying information. Information may include facts, opinions, beliefs, solutions or other conclusions.
- Indirect assessment: An observational checklist or rubric used during student activities, such as:
 - Facilitating a peer focus group, or
 - Interacting among different groups: peer-to-peer, staff-to-student, constituent-to-constituent

EXAMPLES OF ASSESSMENTS FOR CRITICAL THINKING:

- Direct assessment: Troubleshooting, diagnostic or scientific report graded by rubric that includes criteria for demonstrating method of analysis or evaluation.
- Direct assessment: Essay or oral presentation defending a conclusion graded by rubric that includes criteria for demonstrating method of analysis or evaluation.
- Direct assessment: Source evaluation activity led by a research librarian
- Indirect (or direct if graded by rubric) assessment: A formal, moderated discussion between students.
- Indirect assessment: Student survey or focus group that collects information from students about what critical thinking skills they have gained or honed through their participation at YC inside or outside the classroom.

EXAMPLES OF ASSESSMENTS FOR SOCIAL RESPONSIBILITY:

- Direct assessment: Written report or oral presentation about diverse communities graded by rubric that includes criteria for demonstrating an understanding of the community and criteria for demonstrating a lack of bias.
- Indirect (or direct if graded) assessment: Discussion board posts (or classroom discussion) regarding conflicting viewpoints on a common social issue. (Content specific example: unions and automation in industry).
- Indirect assessment: Collecting statistics regarding student active participation in YC community events such as:
 - Respect Campaign events, or
 - Common Read events, or
 - Civic engagement events (town forums at YC, Debate Watch, voter registration events, community service)
- Indirect assessment:
 - Observations on student participation in student government meetings or student clubs
 - Conduct student surveys to collect data about curiosity about YC events

APPENDIX B – CRITERIA OF INSTITUTIONAL LEARNING OUTCOMES:

EXAMPLES OF CRITERIA FOR COMMUNICATION:

To satisfy YC's Communication Outcome requirement, a course, program of study or co-curricular activity must meet one or more of the following:

1. Satisfy all criteria to be an official General Education Communication course
2. Satisfy all criteria to be an official General Education First Year Composition course
3. Have a major component of the course, program or co-curricular activity that meets all of the following learning outcomes, as demonstrated by a documented assessment or a series of assessments:
 - a. Communicate in an effective and clear manner understood by the intended audience.
 - b. Utilize a medium (examples include, but are not limited to, essays, conversations, sculptures, performances) appropriate to a specific audience.

EXAMPLES OF CRITERIA FOR CRITICAL THINKING:

To satisfy YC's Critical Thinking Outcome requirement, a course, program of study or co-curricular activity must meet the following:

1. Have a major component of the course, program or co-curricular activity that meets all of the following learning outcomes, as demonstrated by a documented assessment or a series of assessments:
 - a. Ask relevant questions that clarify and focus a problem, scenario or argument
 - b. Evaluate the quality and usefulness of gathered information.
 - c. Recognize and analyze assumptions and alternate, divergent or conflicting perspectives.
 - d. Synthesize and articulate solutions, conclusions or positions based on relevant standards of reasoning.

EXAMPLES OF CRITERIA FOR SOCIAL RESPONSIBILITY:

To satisfy YC's Critical Thinking Outcome requirement, a course, program of study or co-curricular activity must meet the following:

1. Have a major component of the course, program or co-curricular activity that meets one or more of the following learning outcomes, as demonstrated by a documented assessment or a series of assessments:
 - a. Demonstrate skills of active citizenship.
 - b. Relate individual motivations, values and ethics for effective participation in one's communities.
 - c. Incorporate different perspectives in his/her interactions.
 - d. Articulate how cultural, social, geographical, economic and/or environmental influences impact individual or group behaviors.