



Institutional Learning Outcomes (ILOs): 2019-2024

Prepared by the Office of Planning, Research, and Institutional Effectiveness (PRIE)

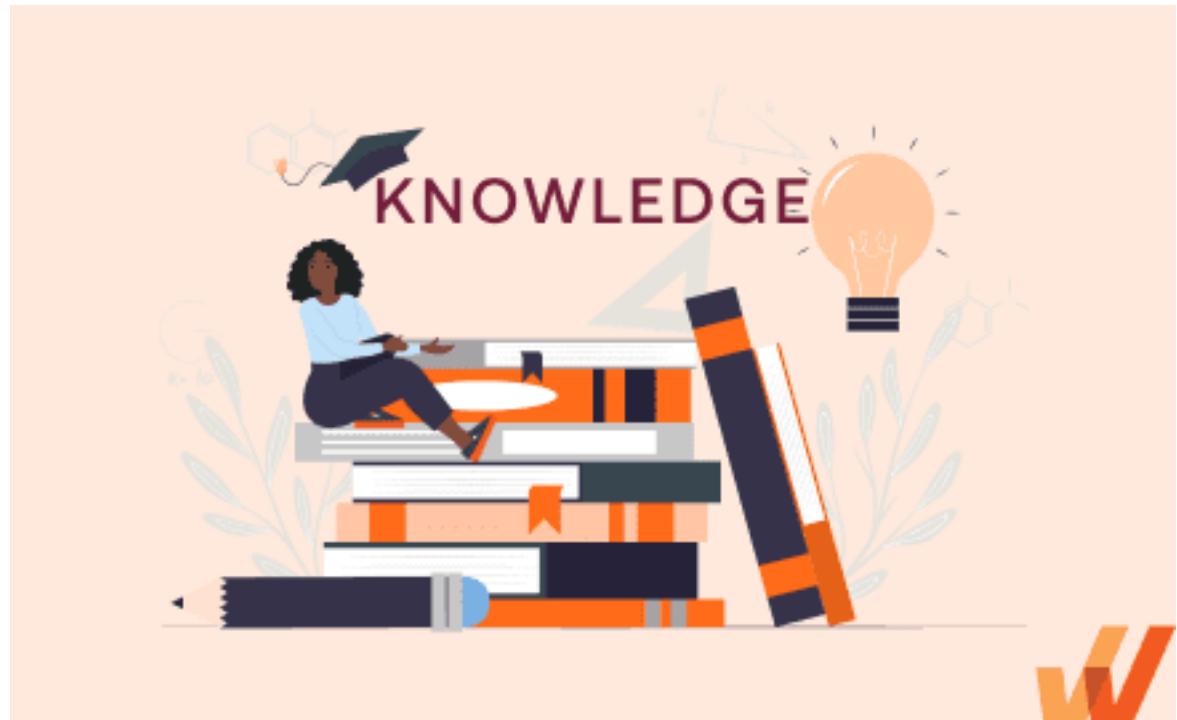
Presented to the Instructional Planning Council (IPC)

November 1, 2024

Updated November 12, 2024

What are Institutional Learning Outcomes?

- Institutional Learning Outcomes (ILOs) in California community colleges are designed to ensure that students achieve a broad set of skills and knowledge by the time they complete their programs.



In March 2020, the PBC updated the graduation survey instrument as follows:

- Achieve the intent of the (2017) changes to the mission statement by:
 - Adding open response questions regarding barriers the student faced while at Cañada (Q.13-14).
 - Disaggregating the results of the (revised) Graduation Survey to determine if any student sub-populations are disproportionately impacted by barriers to achieving their Education Goals.
- Reduce the number of survey questions.
- Clearly indicate that the student is assessing whether or not they improved their abilities *during their time at Cañada College*.
- Update race/ethnicity and gender response options.
- Future consideration: administer a similar survey to new, incoming students as well.

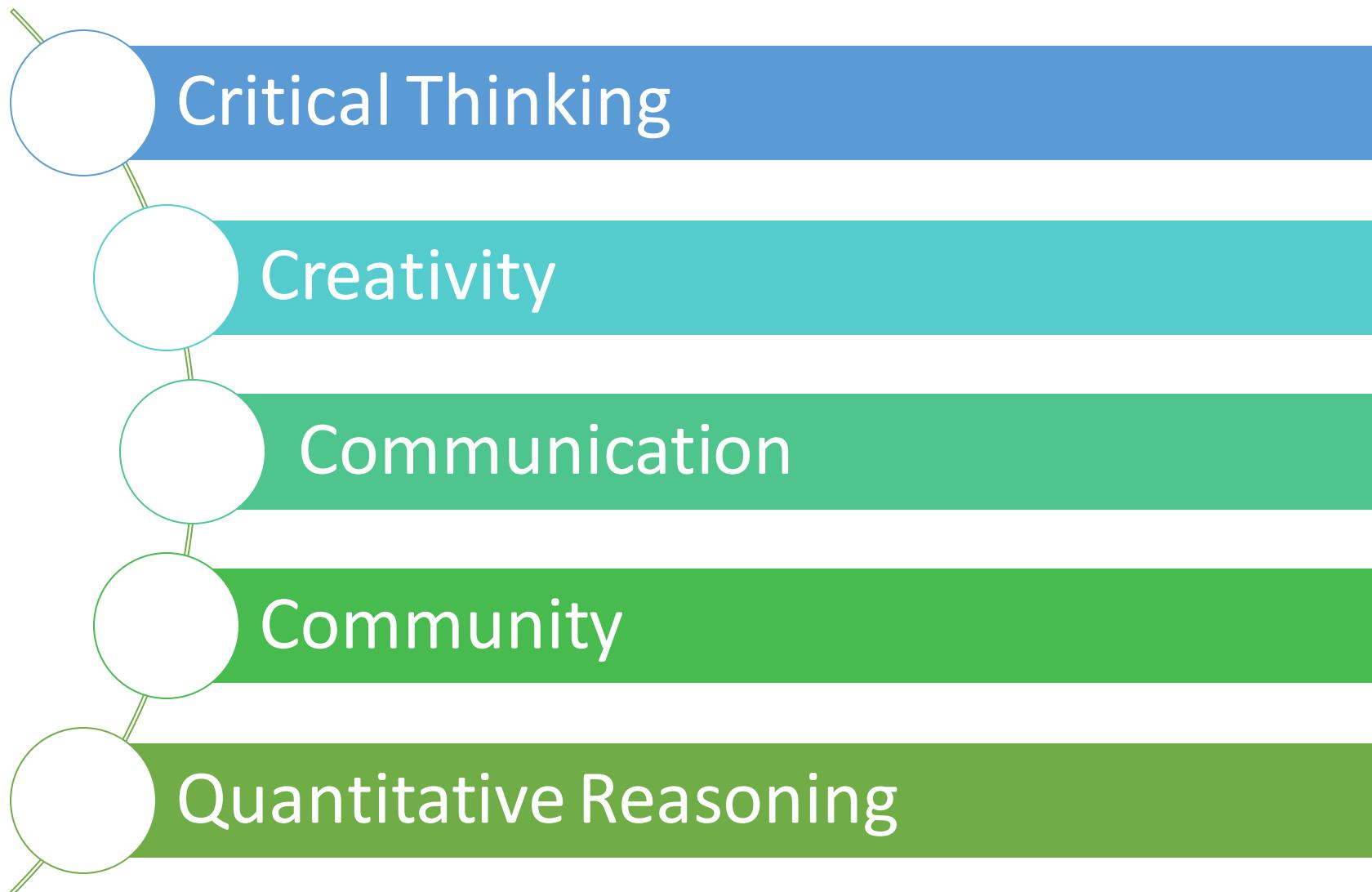
Note: these changes were recommended by a [PBC Task Force on March 18, 2020](#).

ILO Assessment

Cañada College regularly assesses its Institutional Learning Outcomes (ILOs) in order to assure institutional effectiveness and promote continuous improvement. The College uses multiple methods of assessment:

1. A survey of students petitioning to graduate with a degree or certificate every year.
2. The Community College Survey of Student Engagement (CCSSE) every two years.
3. Program Learning Outcomes Assessments aligned with ILOs.

The results of these assessments are discussed by our participatory governance bodies, including the Planning & Budgeting Council, and appropriate action plans are developed.





Critical Thinking

Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.

Creativity

Produce, combine, or synthesize ideas in creative ways within or across disciplines.

Communication

Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

Community

Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

Quantitative Reasoning

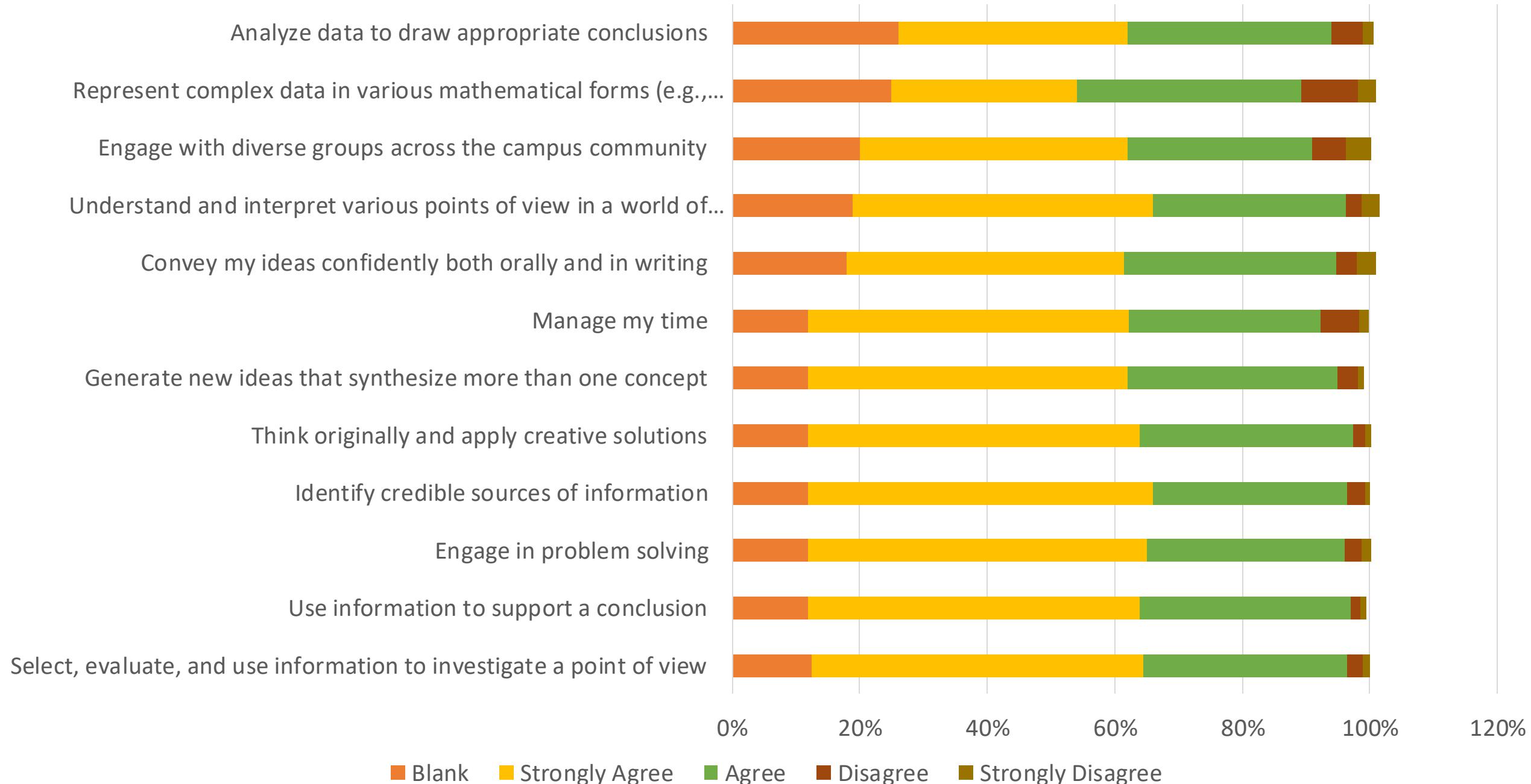
Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

Our graduates are asked to self assess these outcomes via these statements:

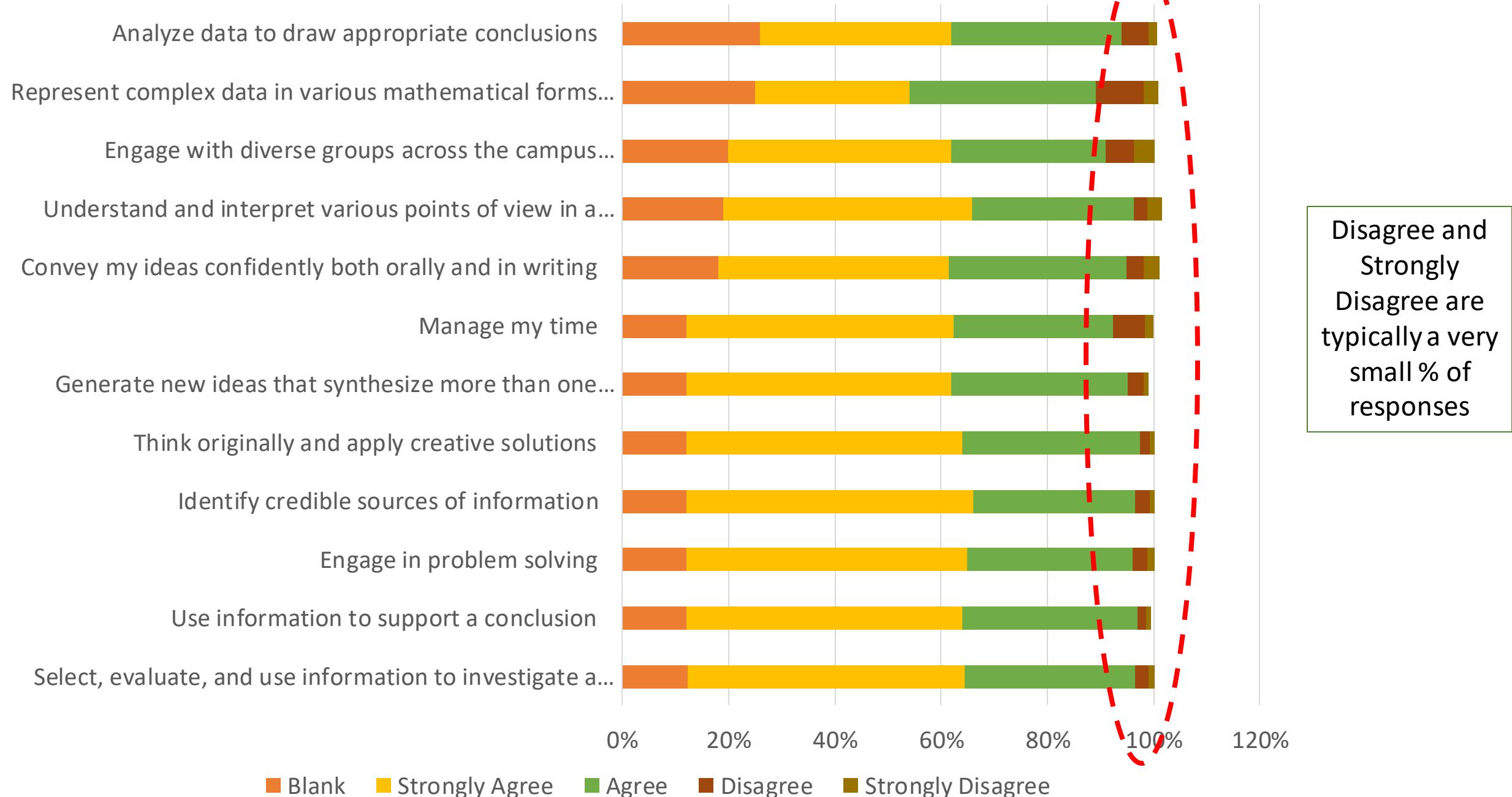
During my time at Cañada College, I have improved my ability to effectively...

Critical Thinking	Select, evaluate, and use information to investigate a point of view
	Use information to support a conclusion
	Engage in problem solving
Creativity	Identify credible sources of information
	Think originally and apply creative solutions
	Generate new ideas that synthesize more than one concept
Communication	Manage my time
	Generate new ideas confidently both orally and in writing
Community	Understand and interpret various points of view in a world of diverse peoples and cultures
	Engage with diverse groups across the campus community
Quantitative Reasoning	Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables and words)
	Analyze data to draw appropriate conclusions

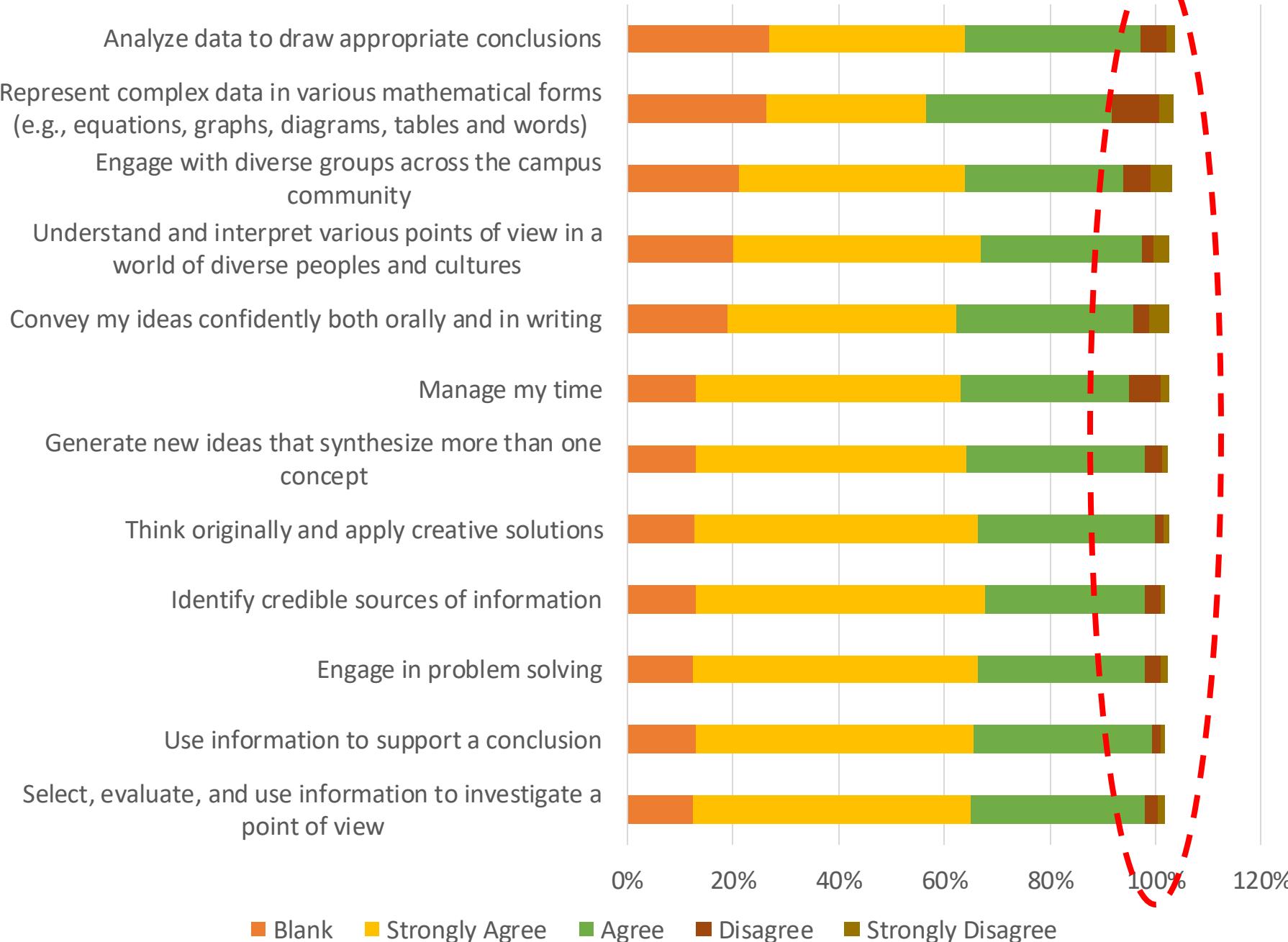
2020-2024 Aggregated Responses to ILO Statements



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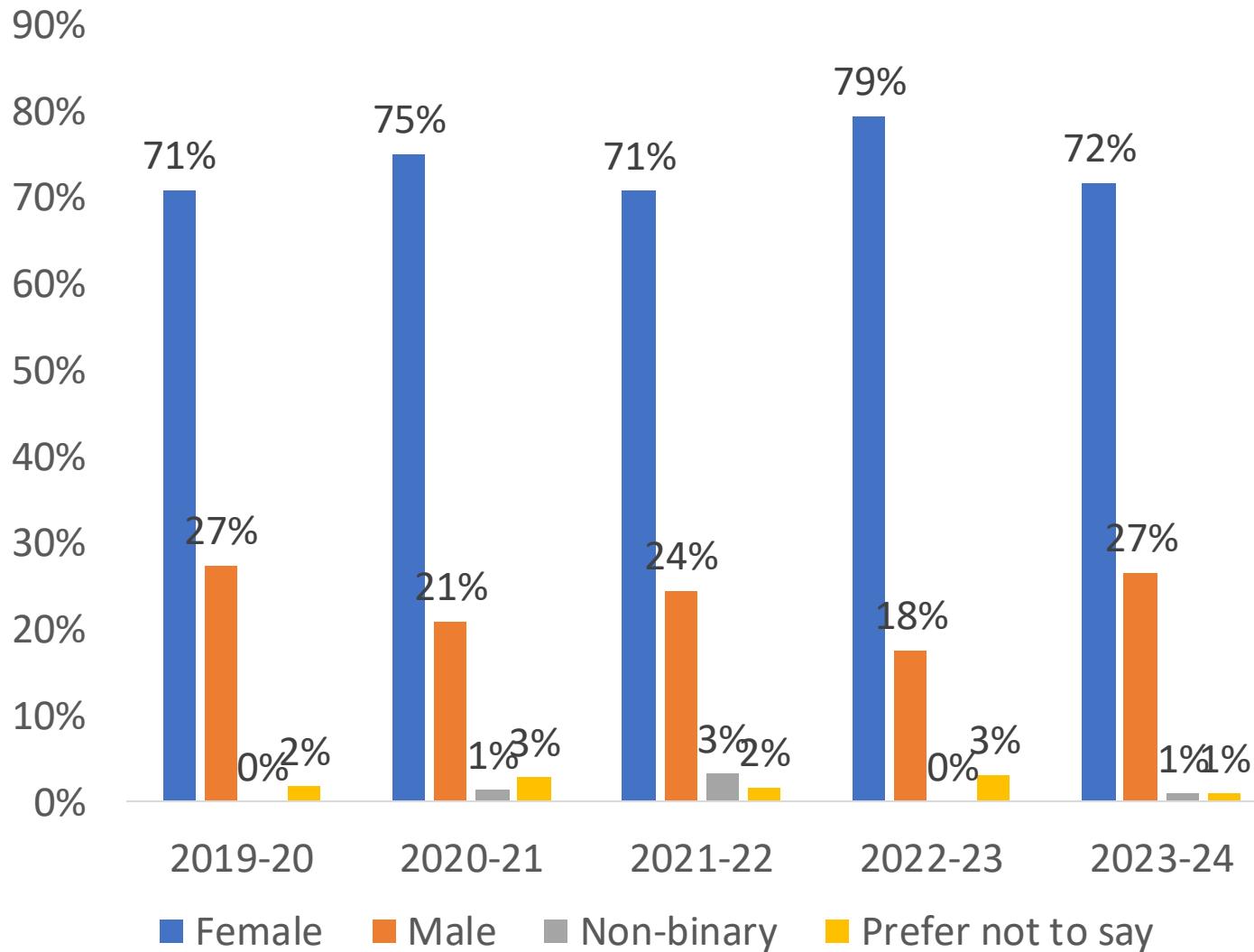


2020-2024 Aggregated Responses to ILO Statements



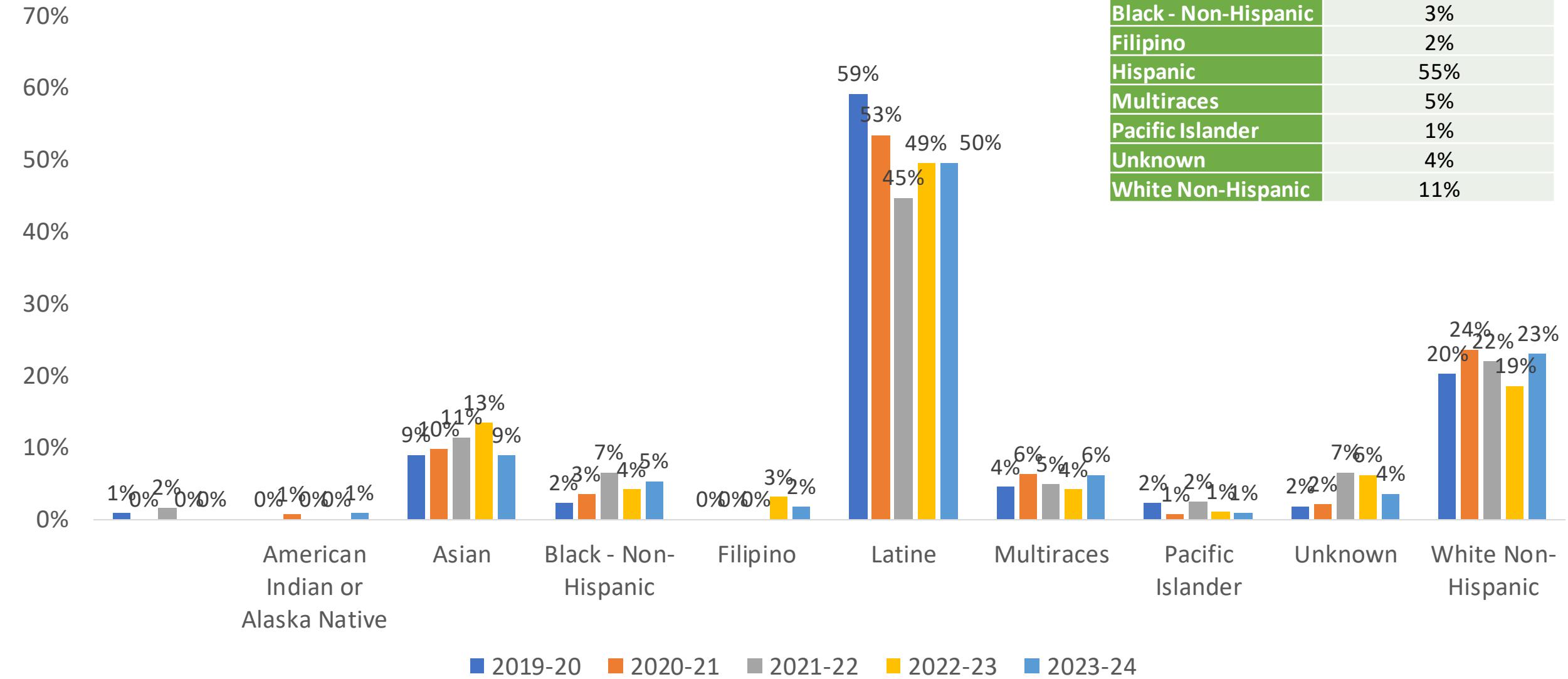
Disagree and Strongly Disagree are typically a very small % of responses

Gender of Respondents by Year

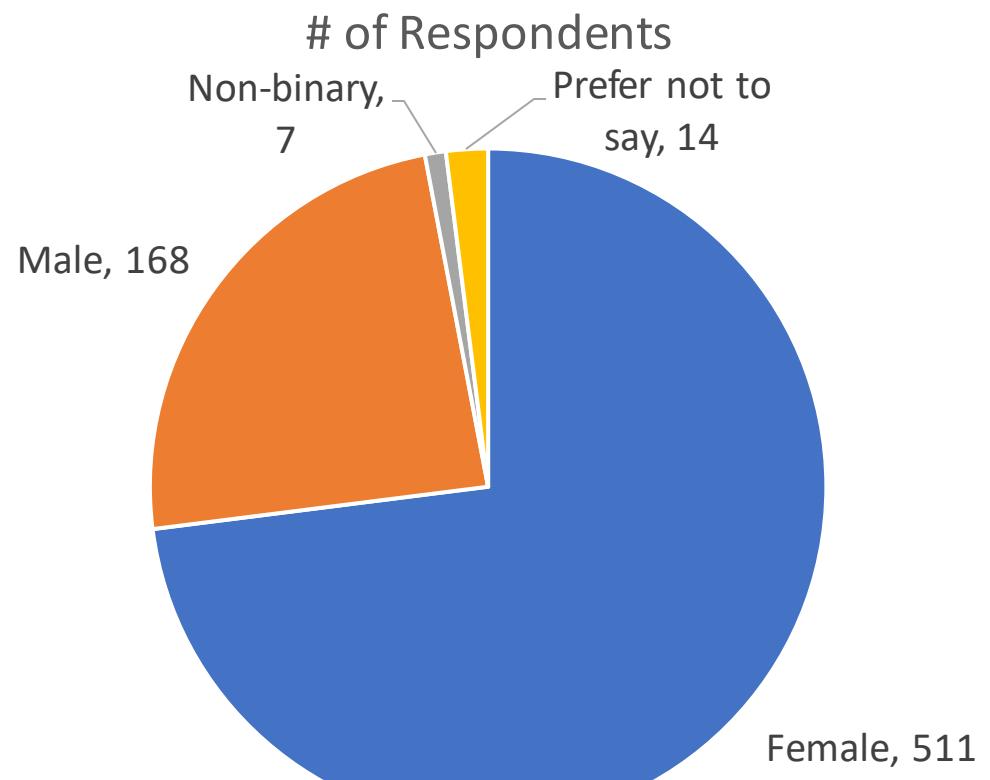
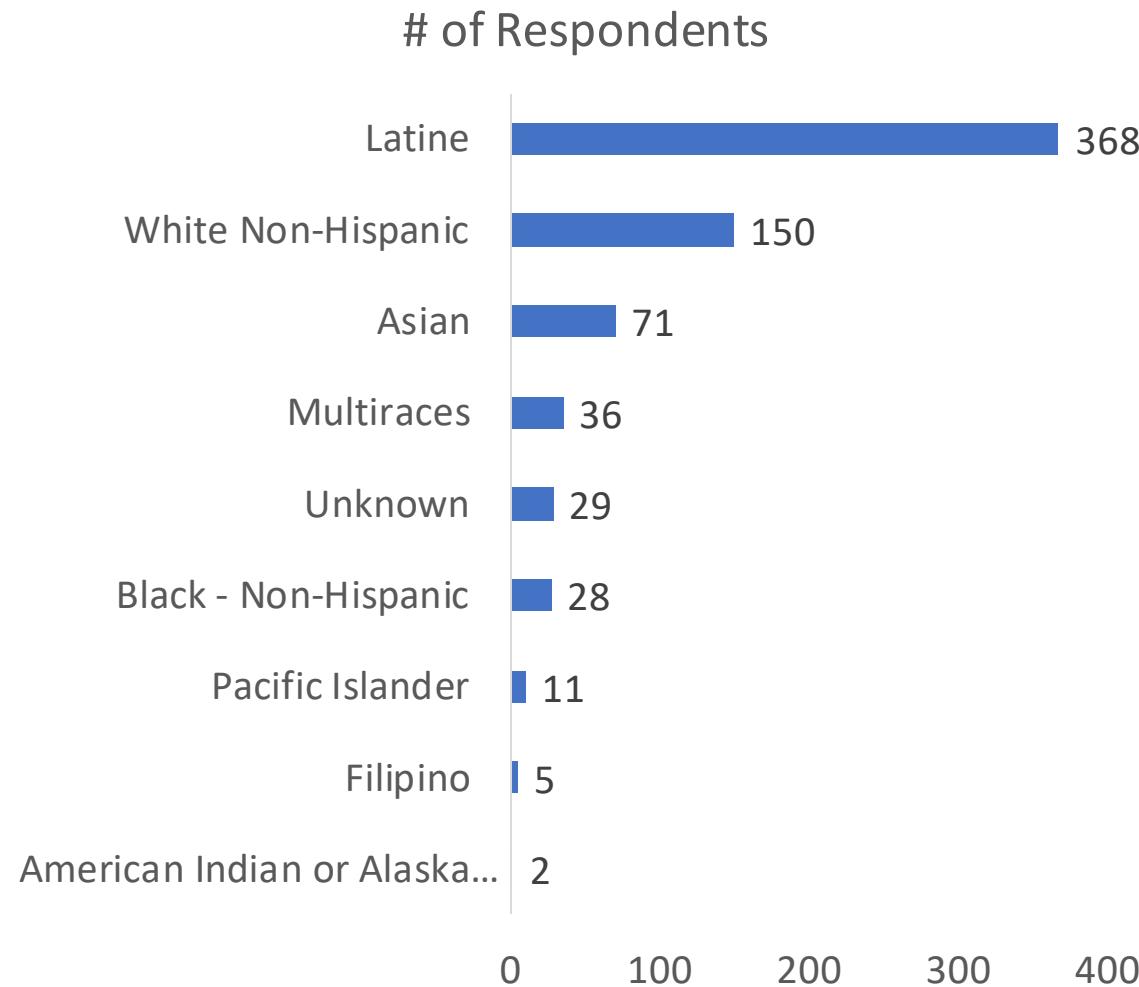


Gender	% of all Completers in 2023-24
Female	65%
Male	33%
Unknown	3%

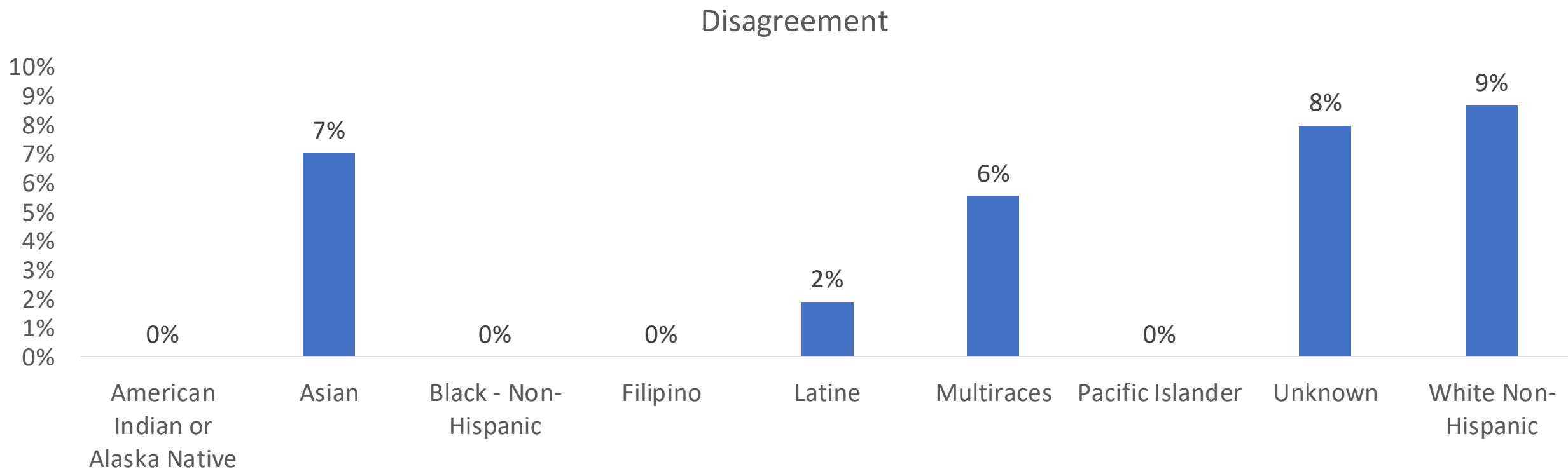
Race/Ethnicity of Respondents by Year



Respondent Demographics: 2019-24

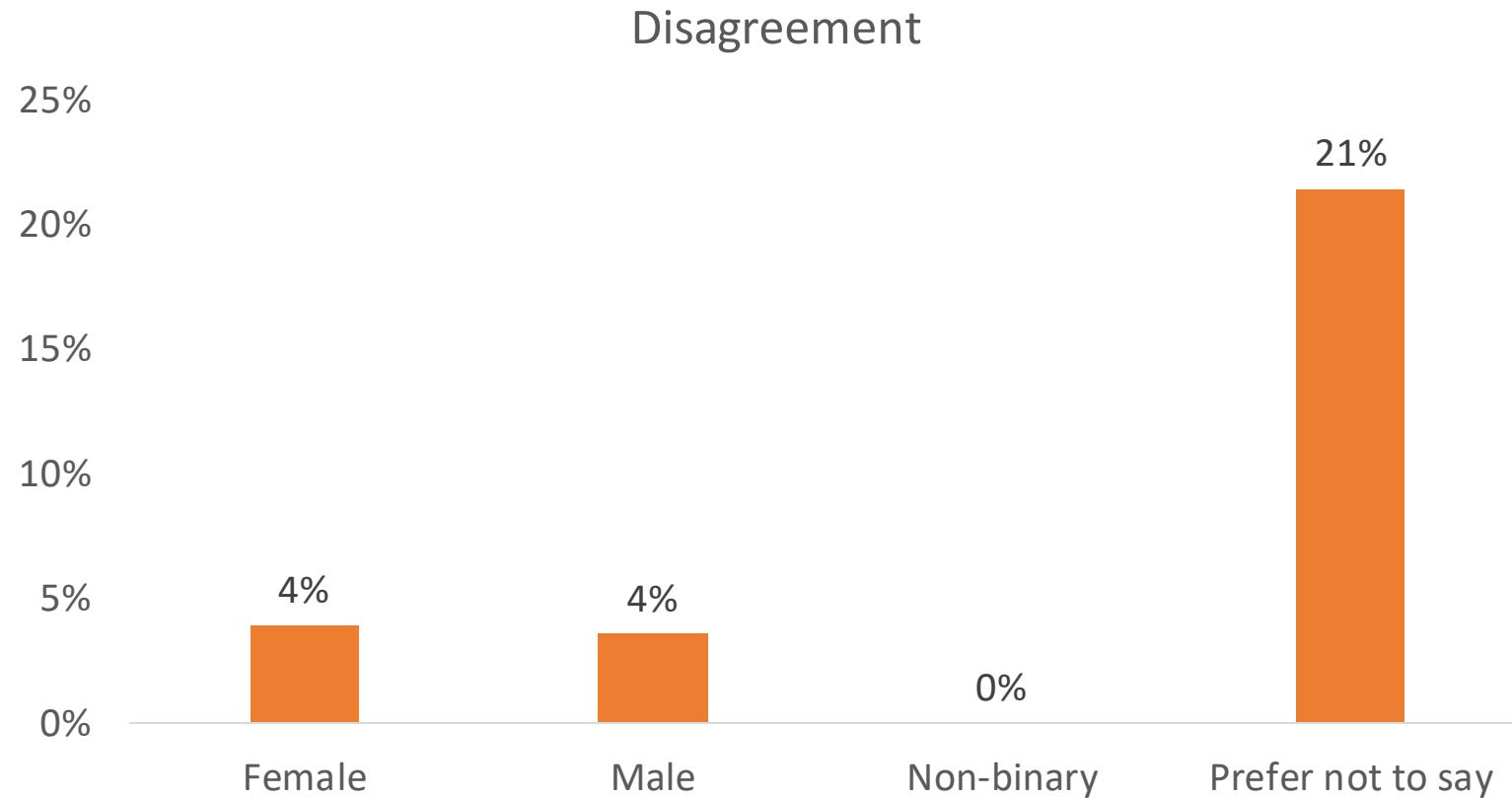


Select, evaluate, and use information to investigate a point of view



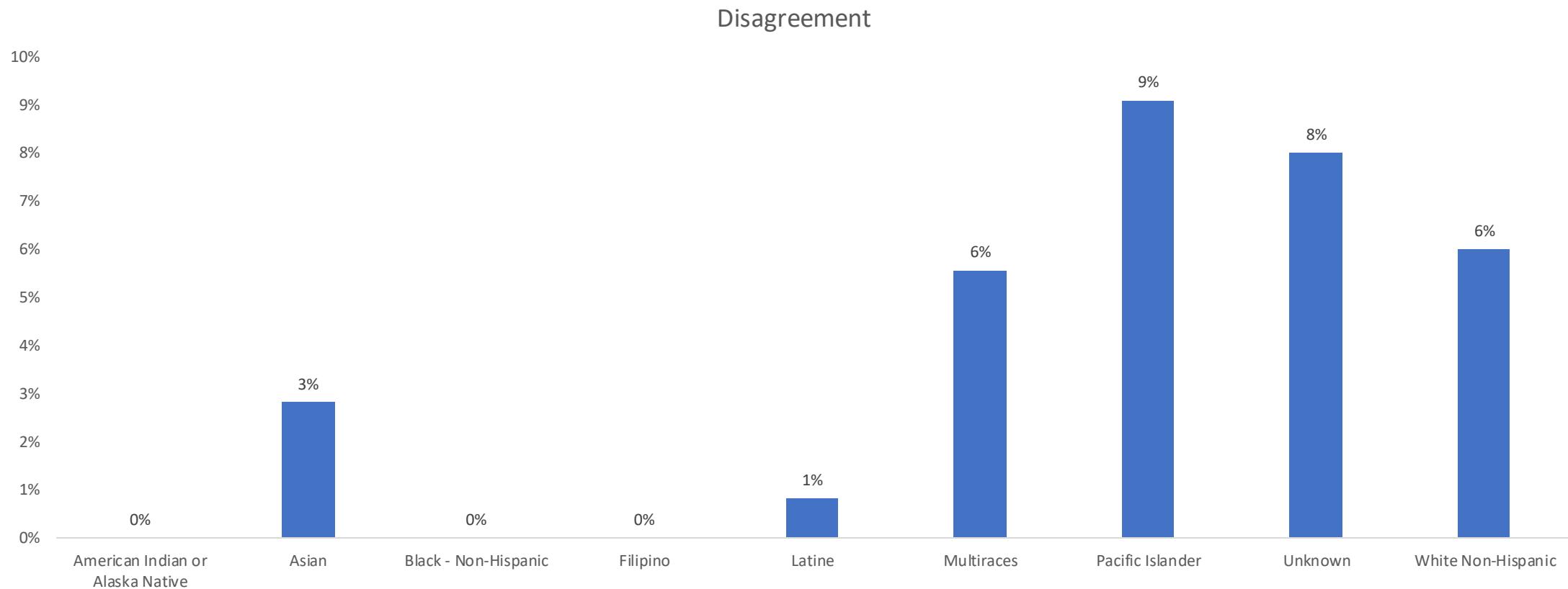
% of respondents in each student population selecting "Disagree" or "Strongly Disagree" with the statement "During my time at Cañada College, I have improved my ability to effectively..." see above

Select, evaluate, and use information to investigate a point of view



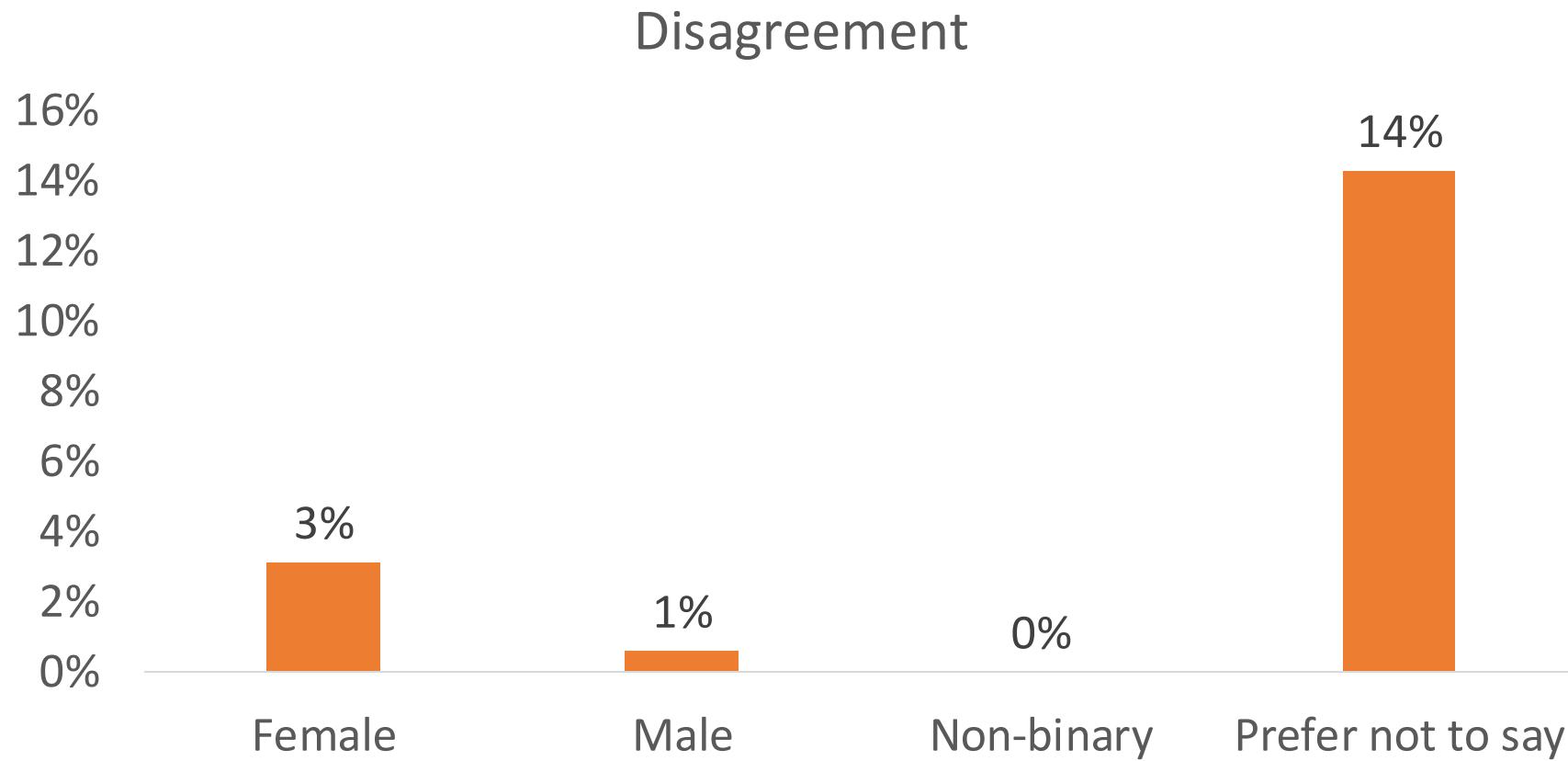
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Use information to support a conclusion



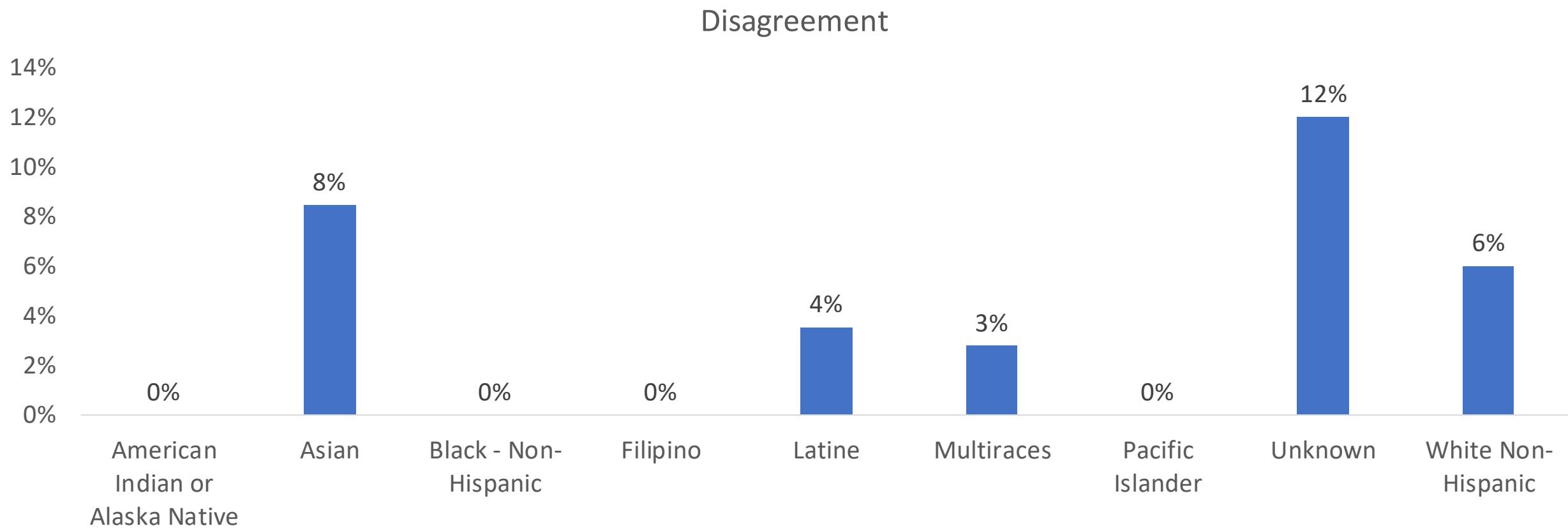
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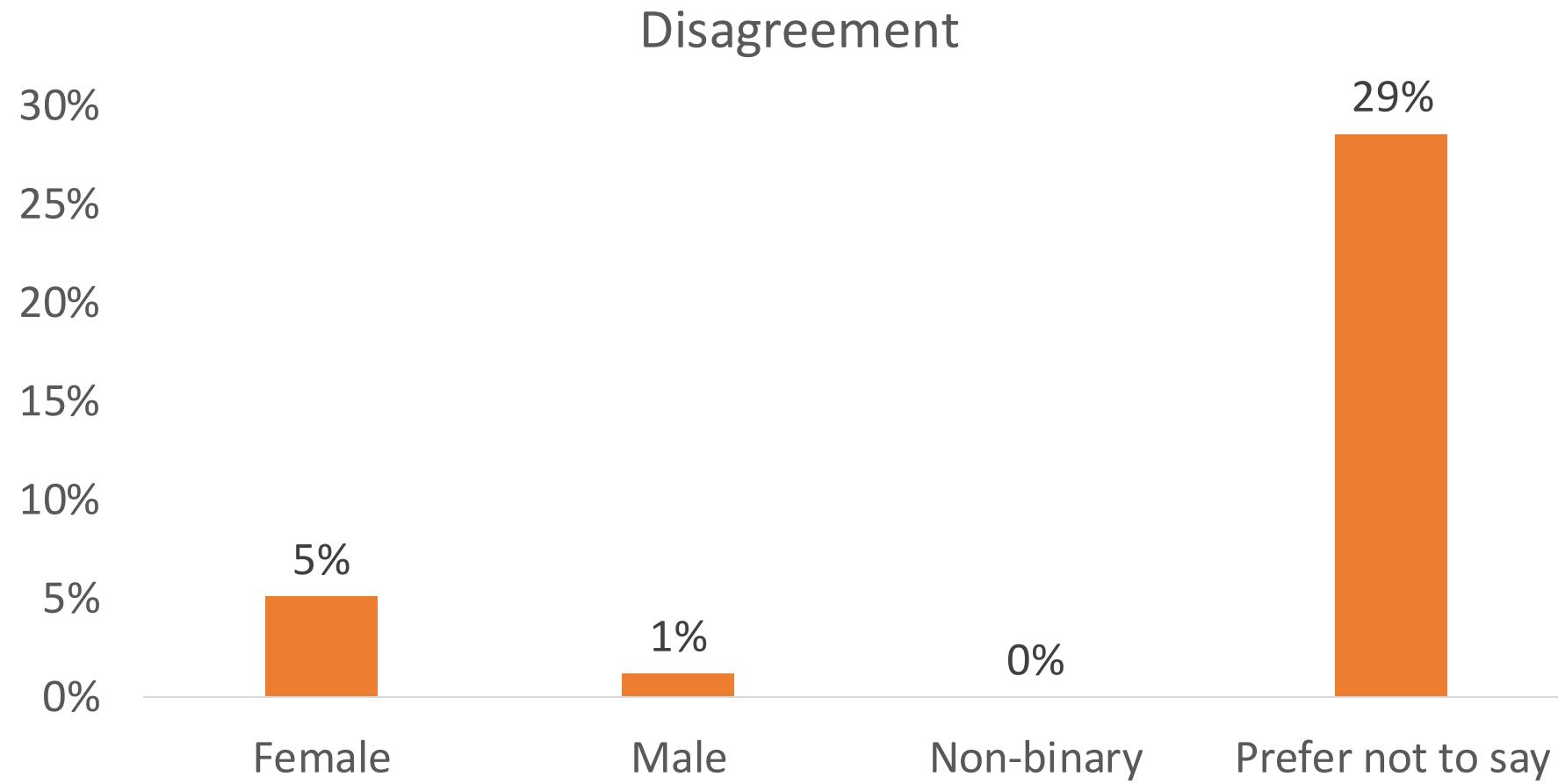
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Engage in problem solving



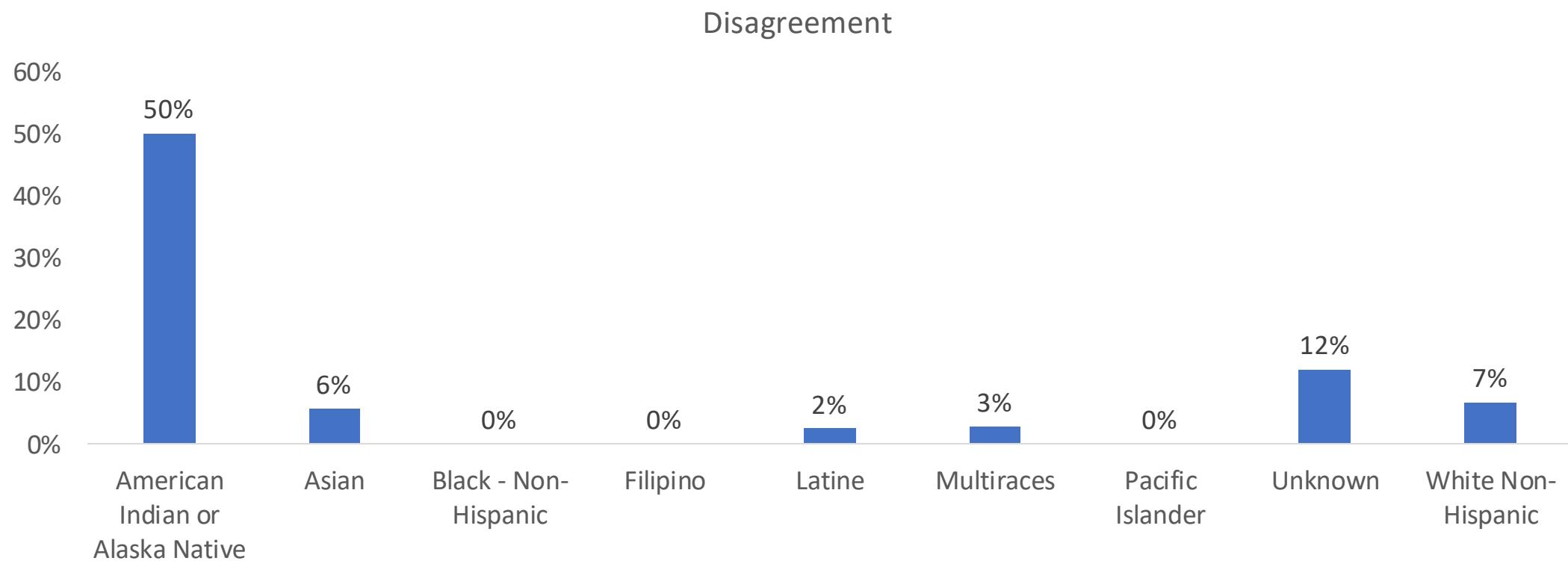
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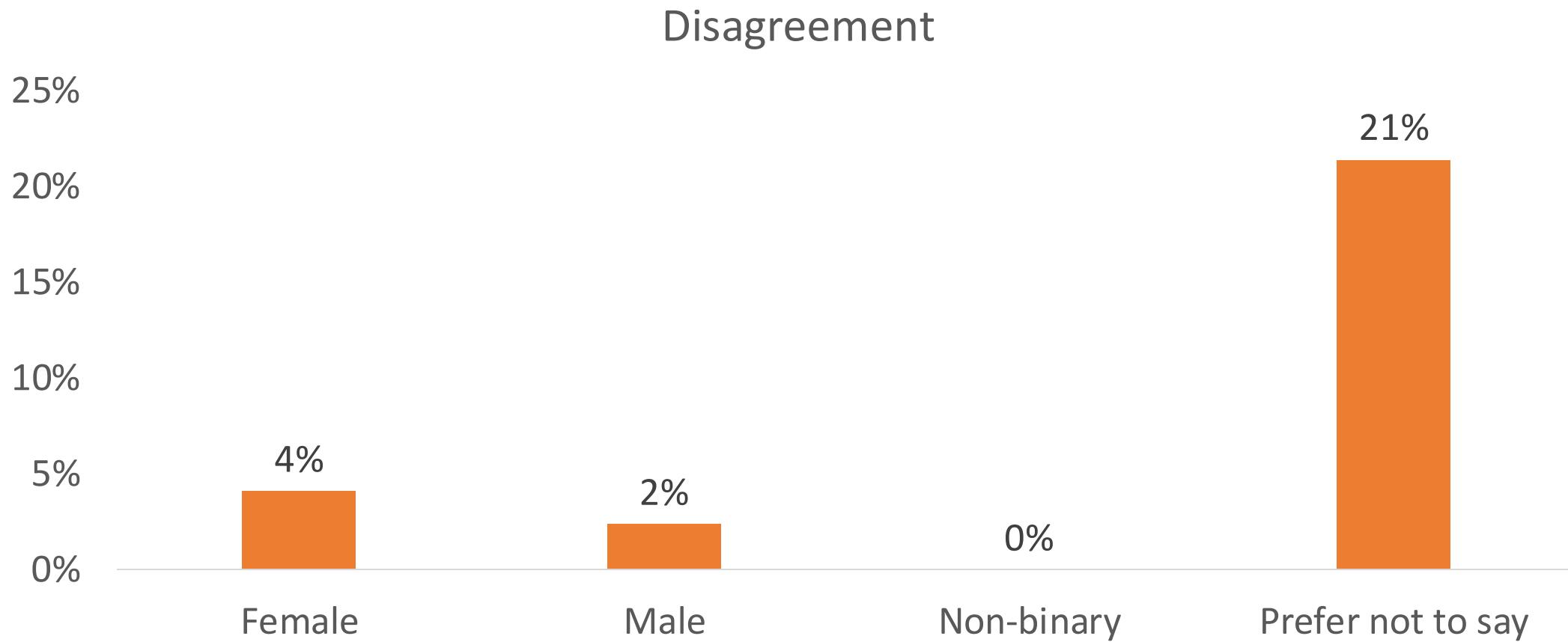
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Identify credible sources of information



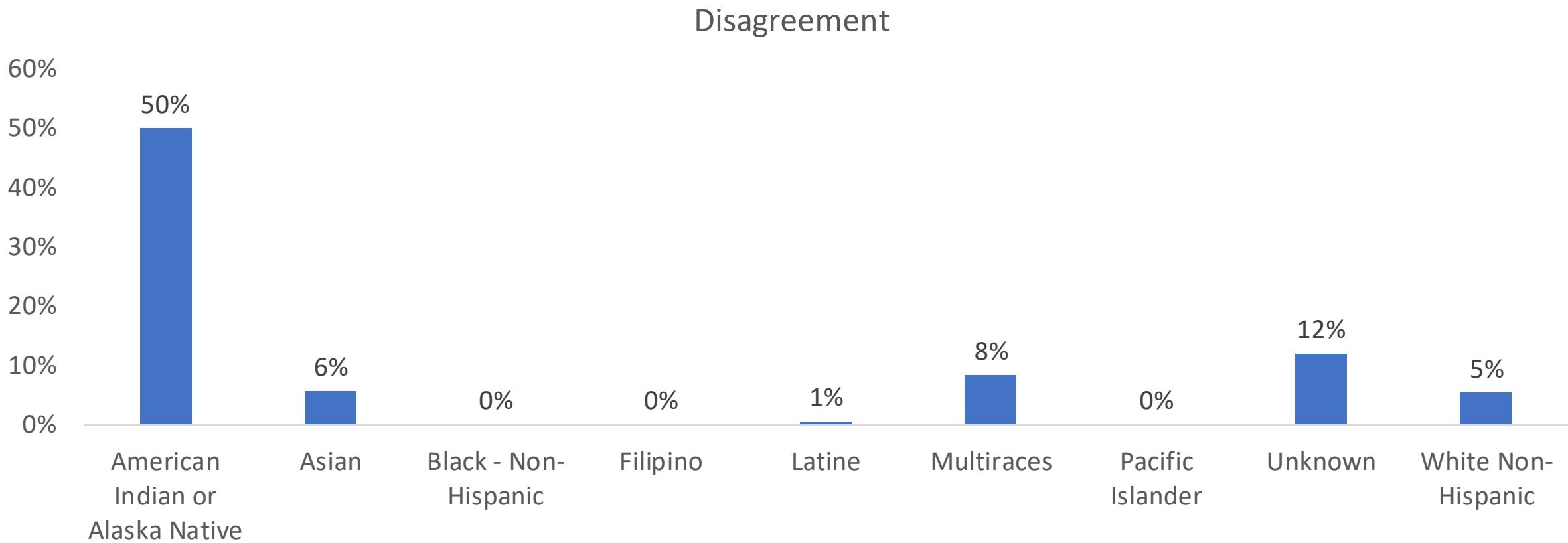
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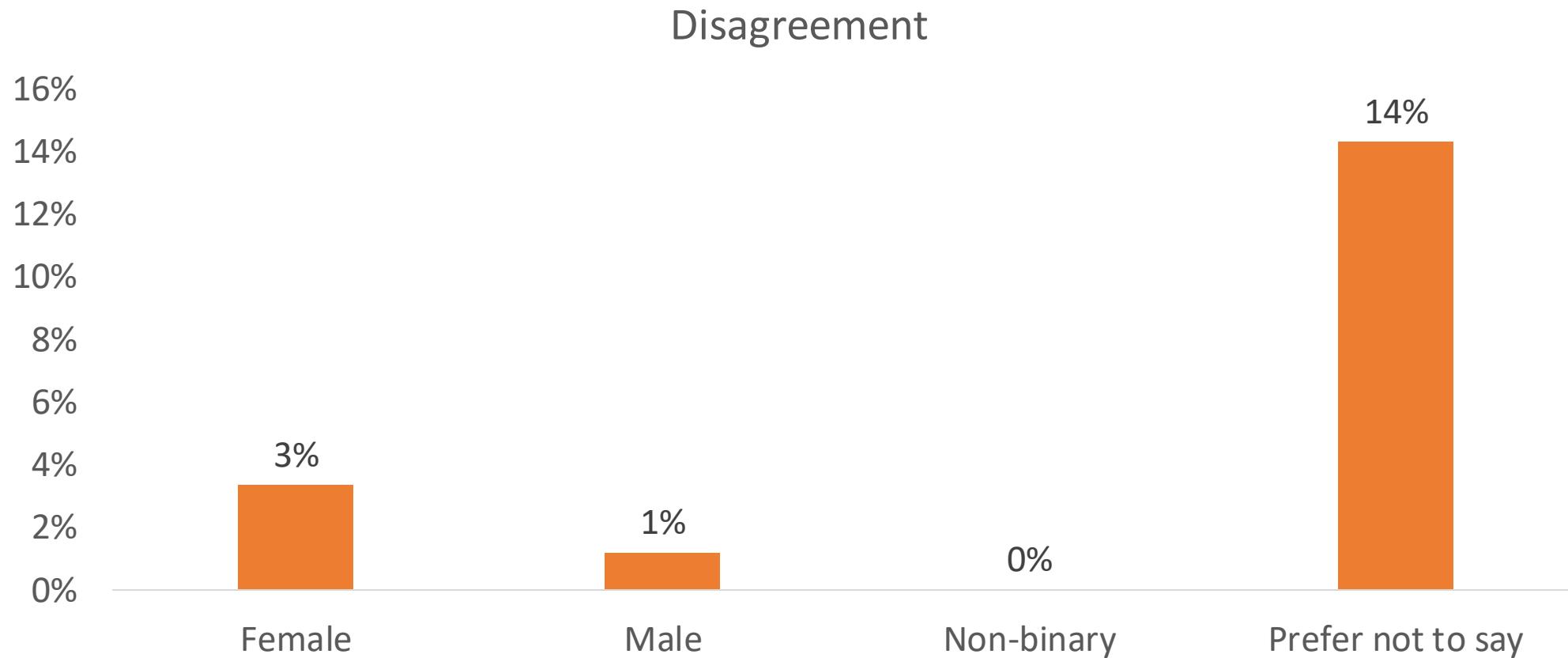
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Think originally and apply creative solutions



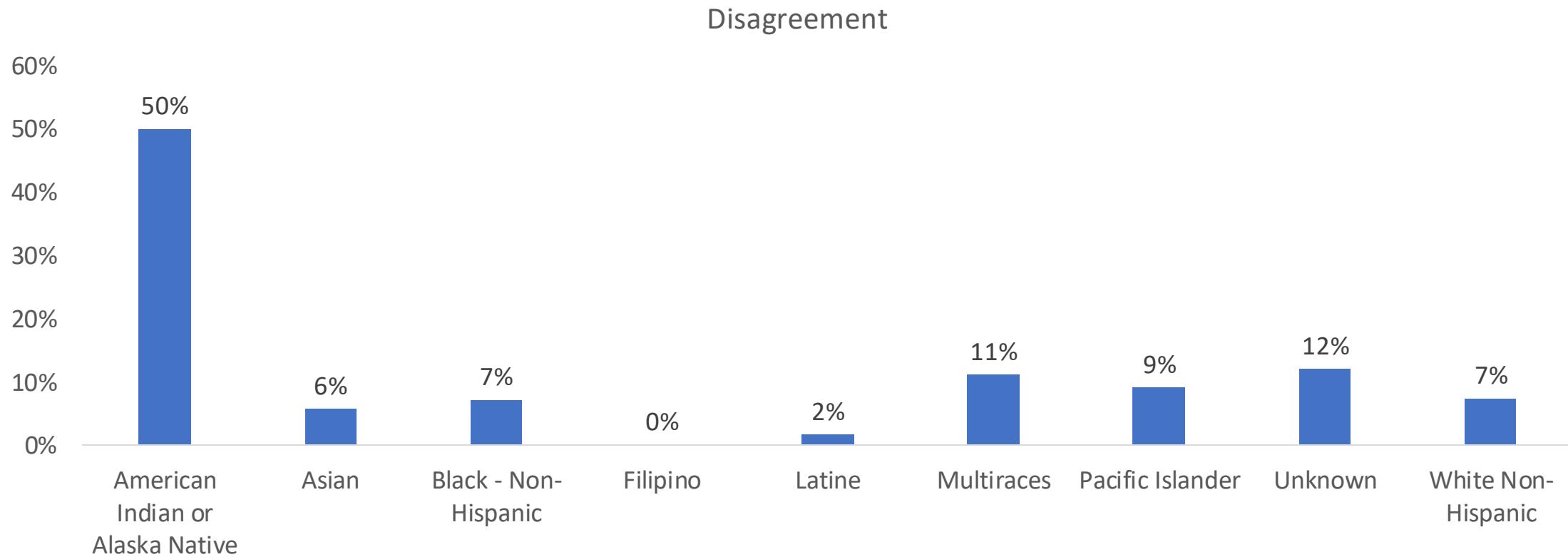
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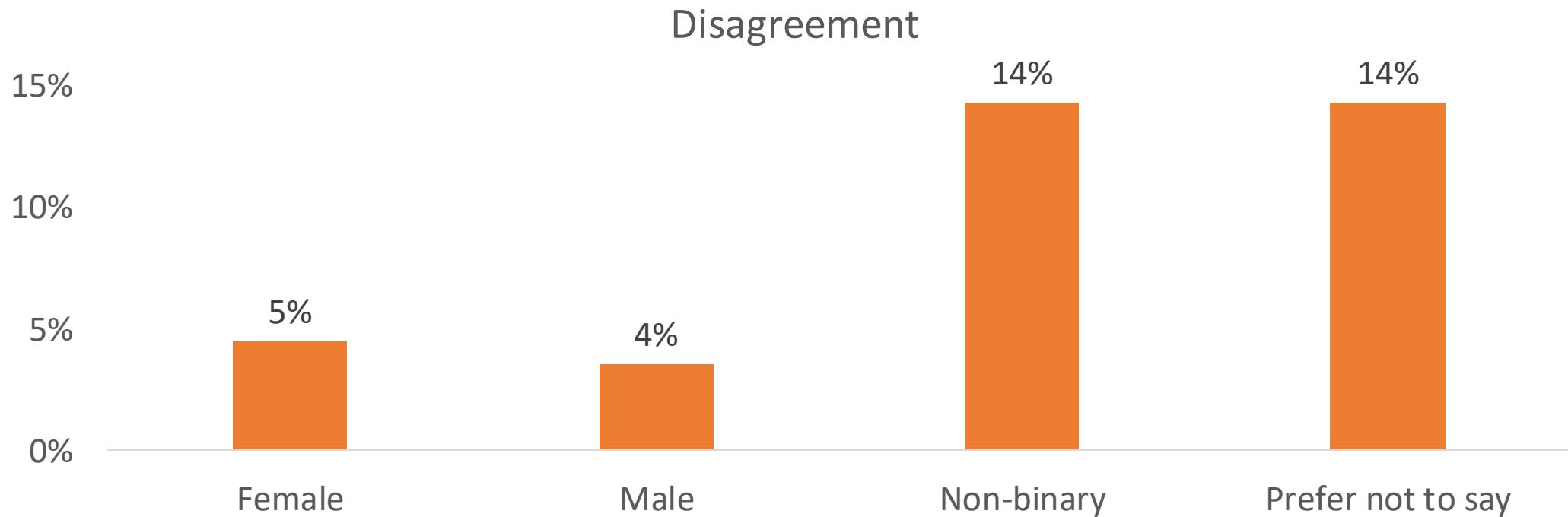
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Generate new ideas that synthesize more than one concept



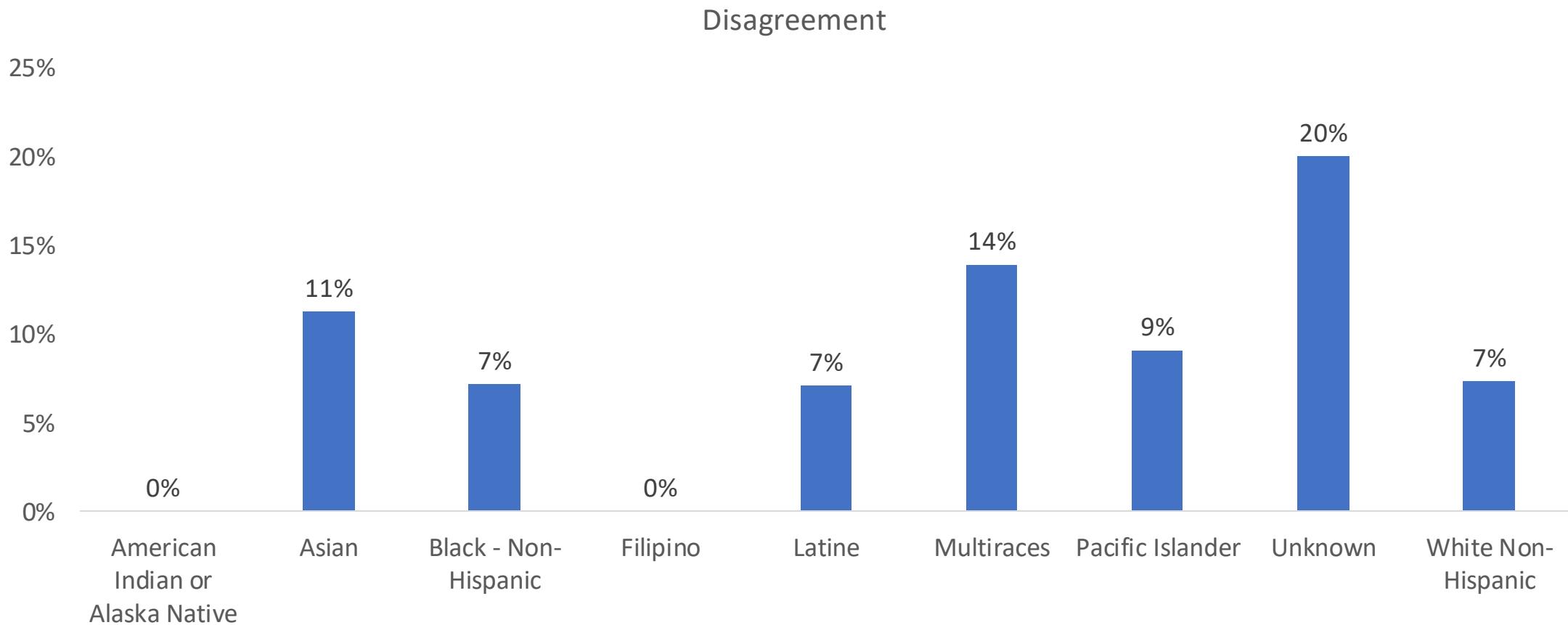
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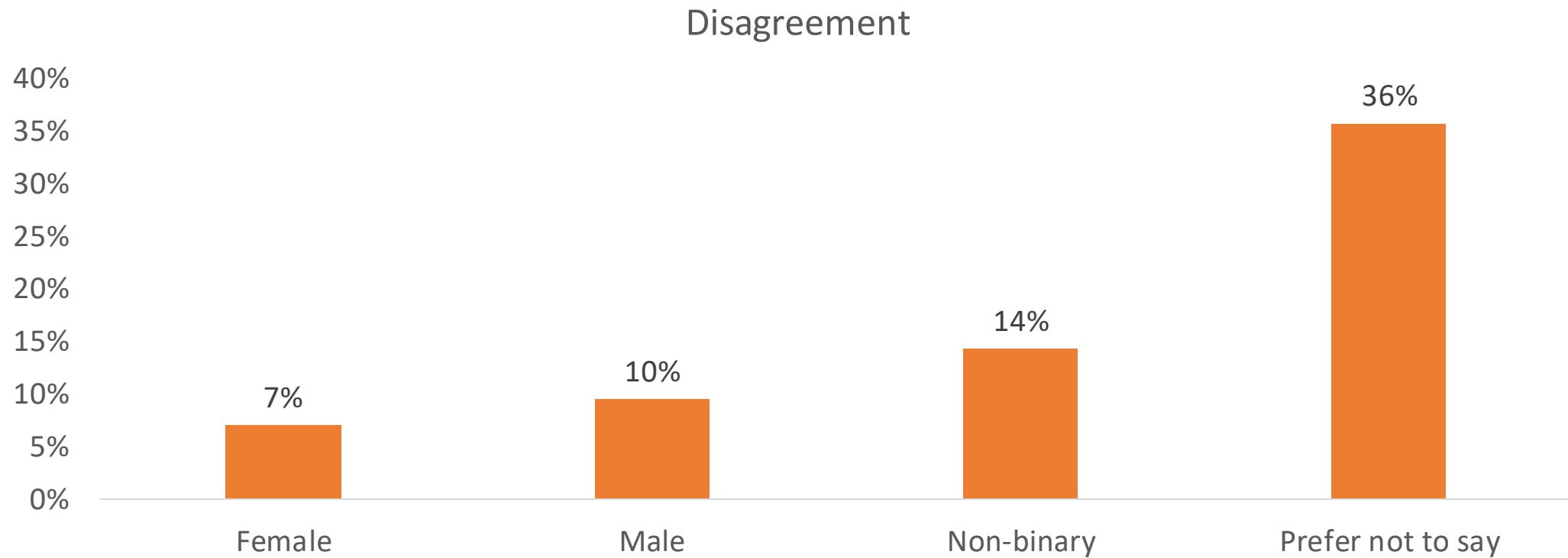
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Manage my time



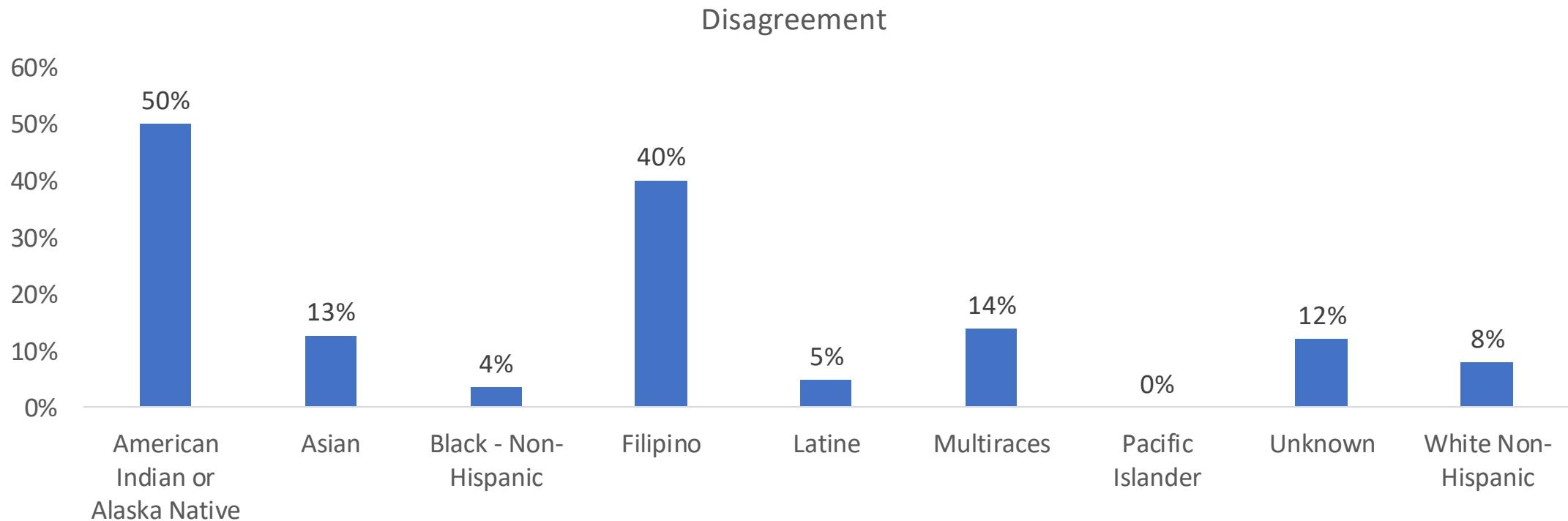
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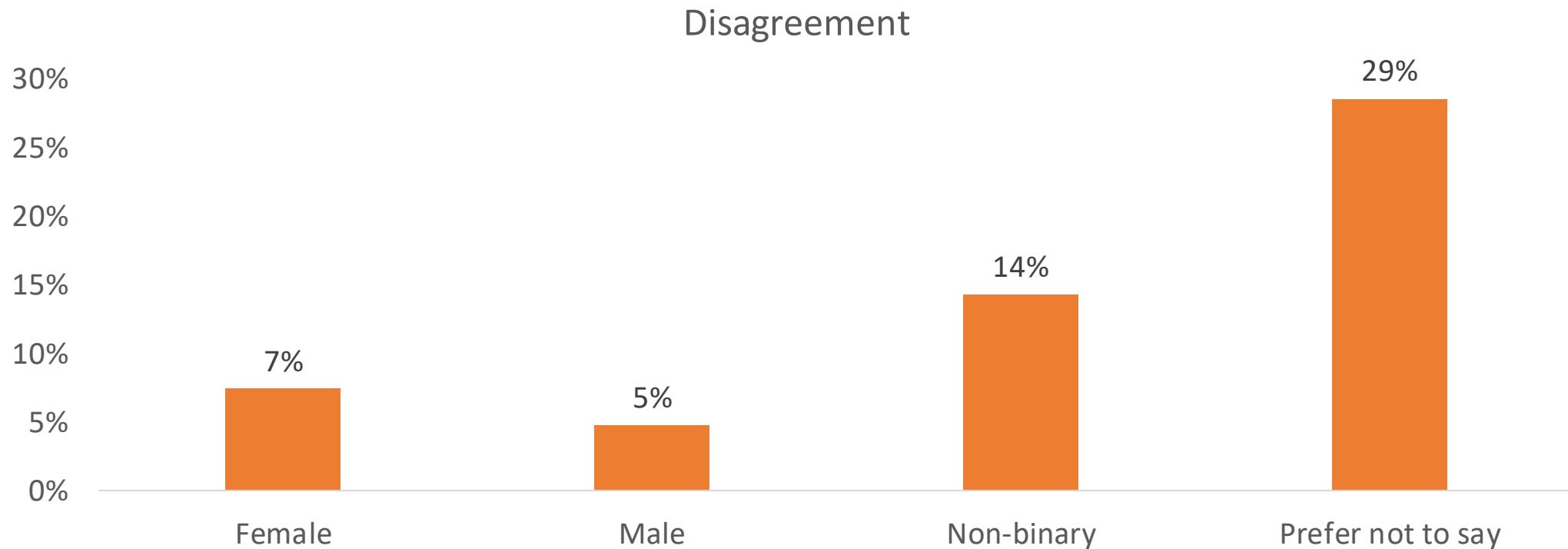
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Convey my ideas that synthesize more than one concept



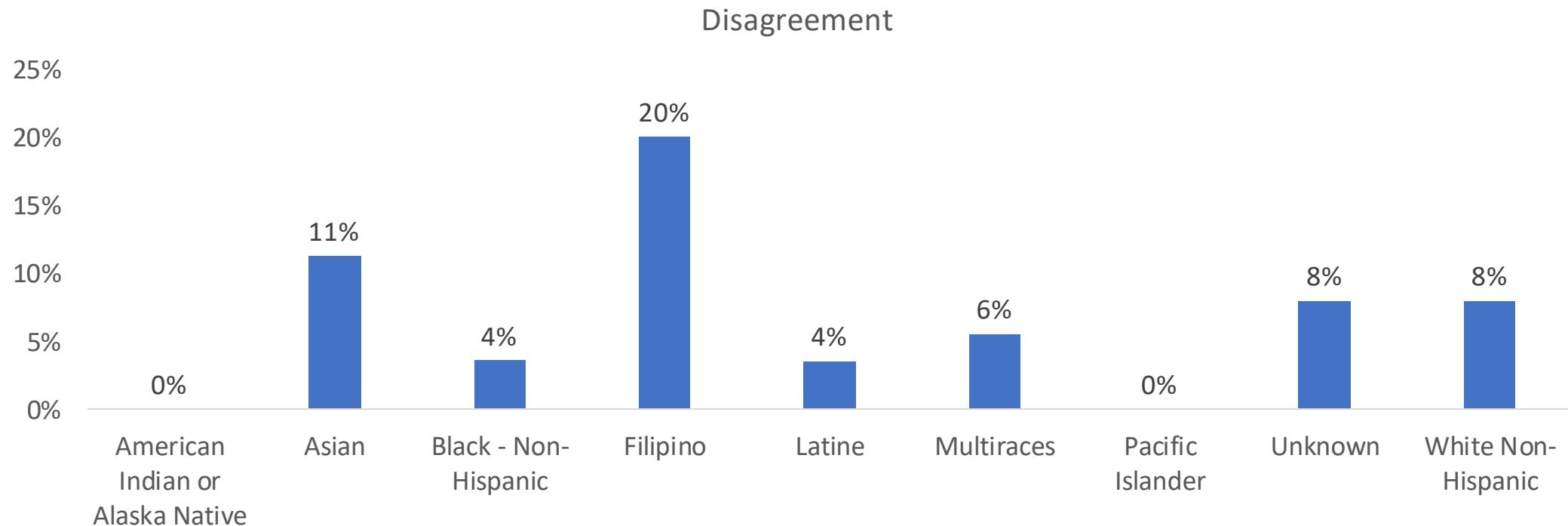
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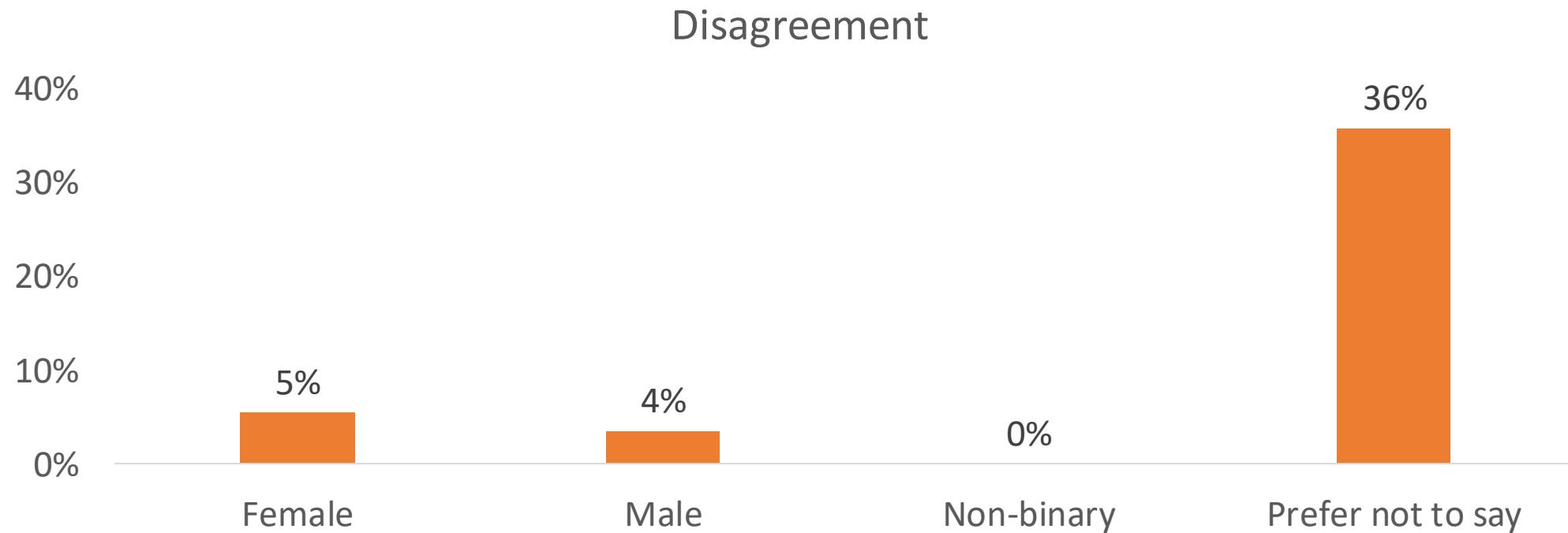
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Understand and interpret various points of view in a world of diverse peoples and cultures



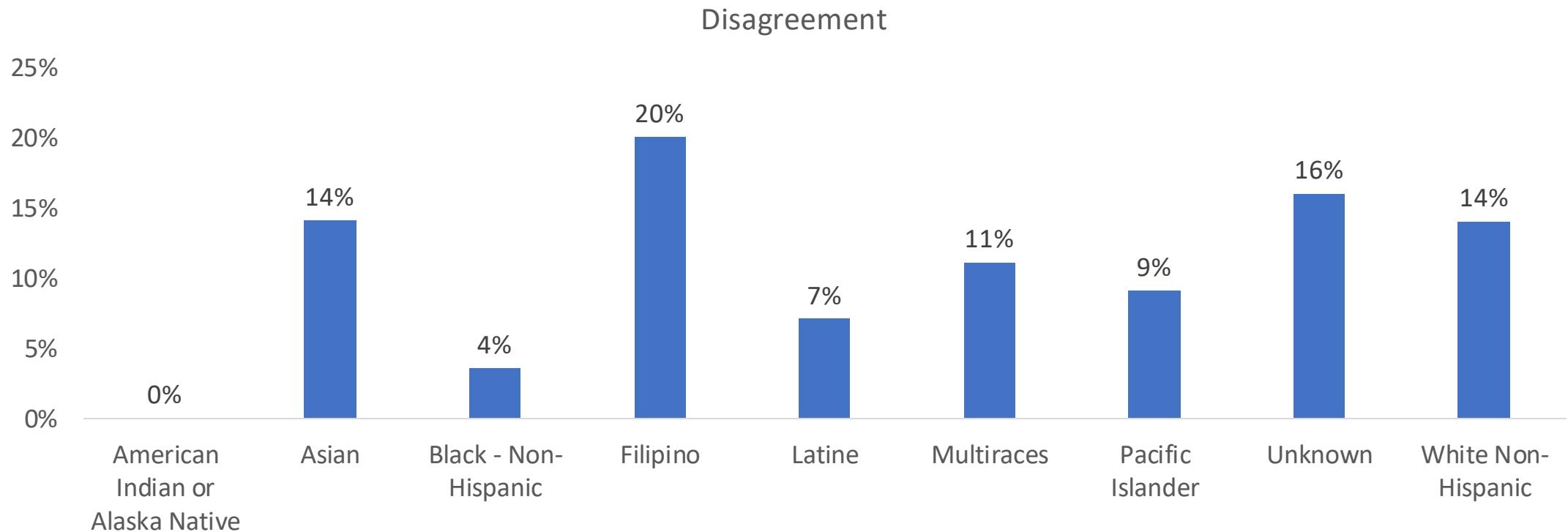
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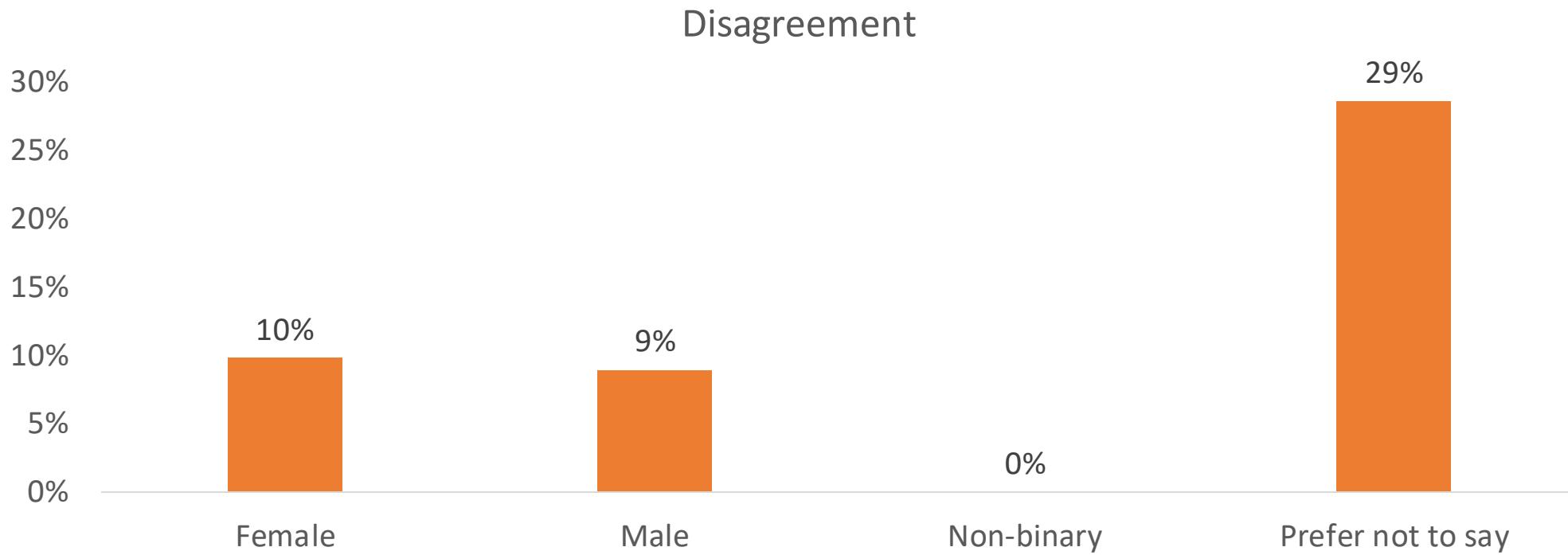
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Engage with diverse groups across the campus community



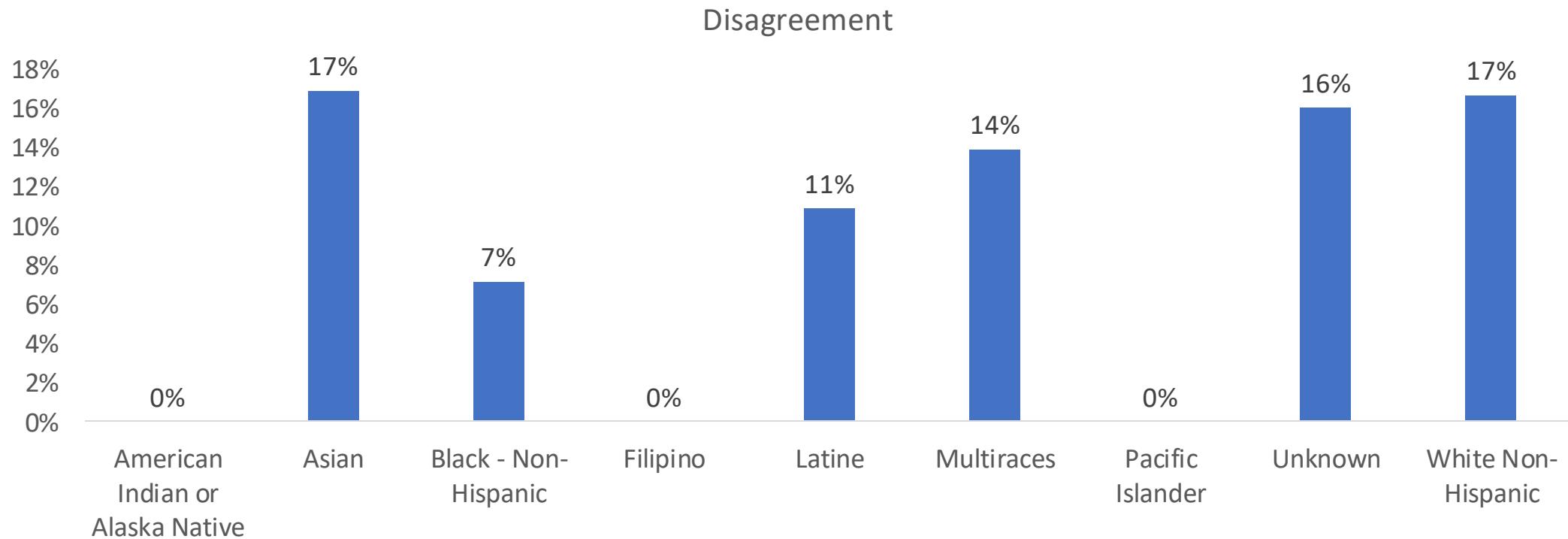
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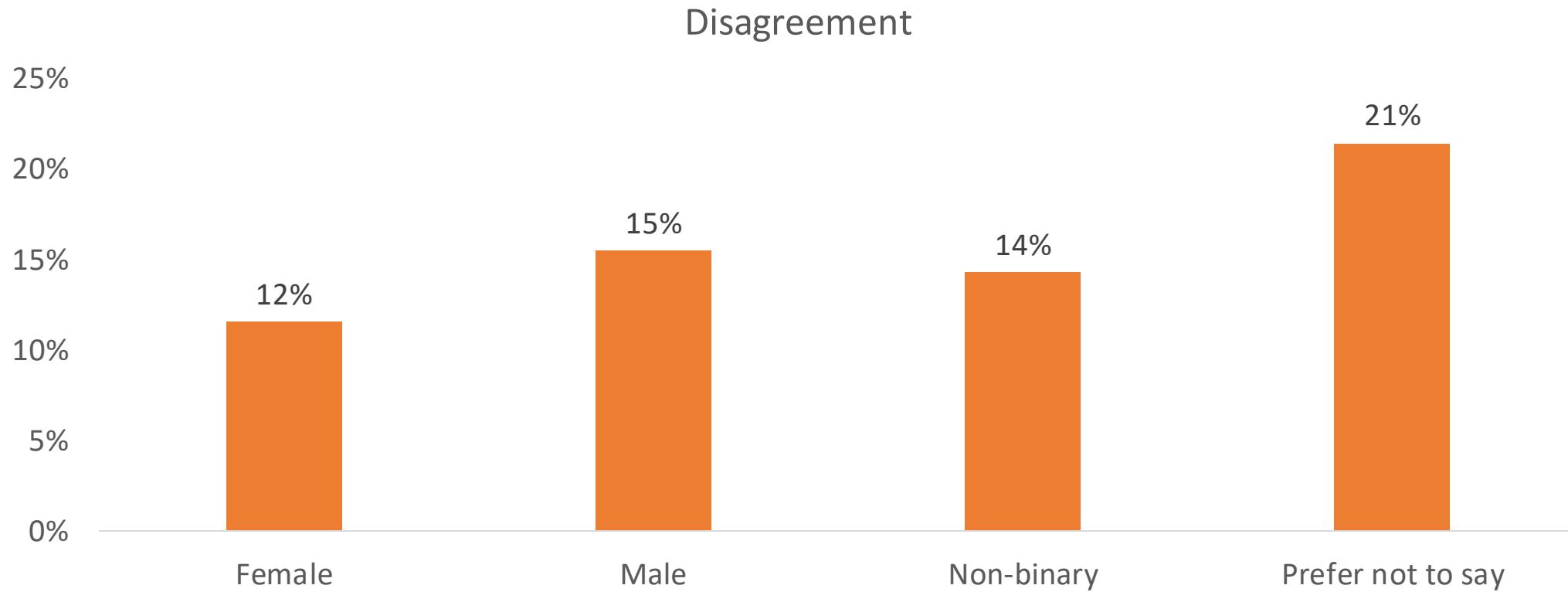
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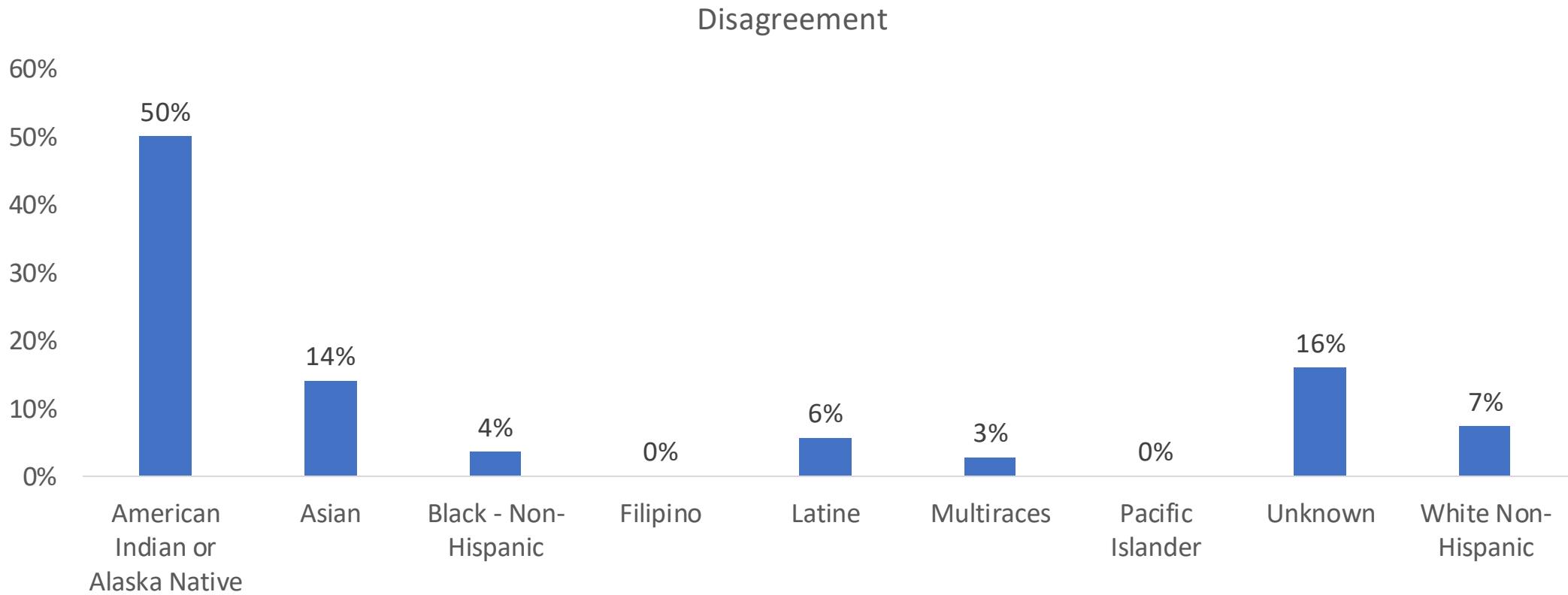
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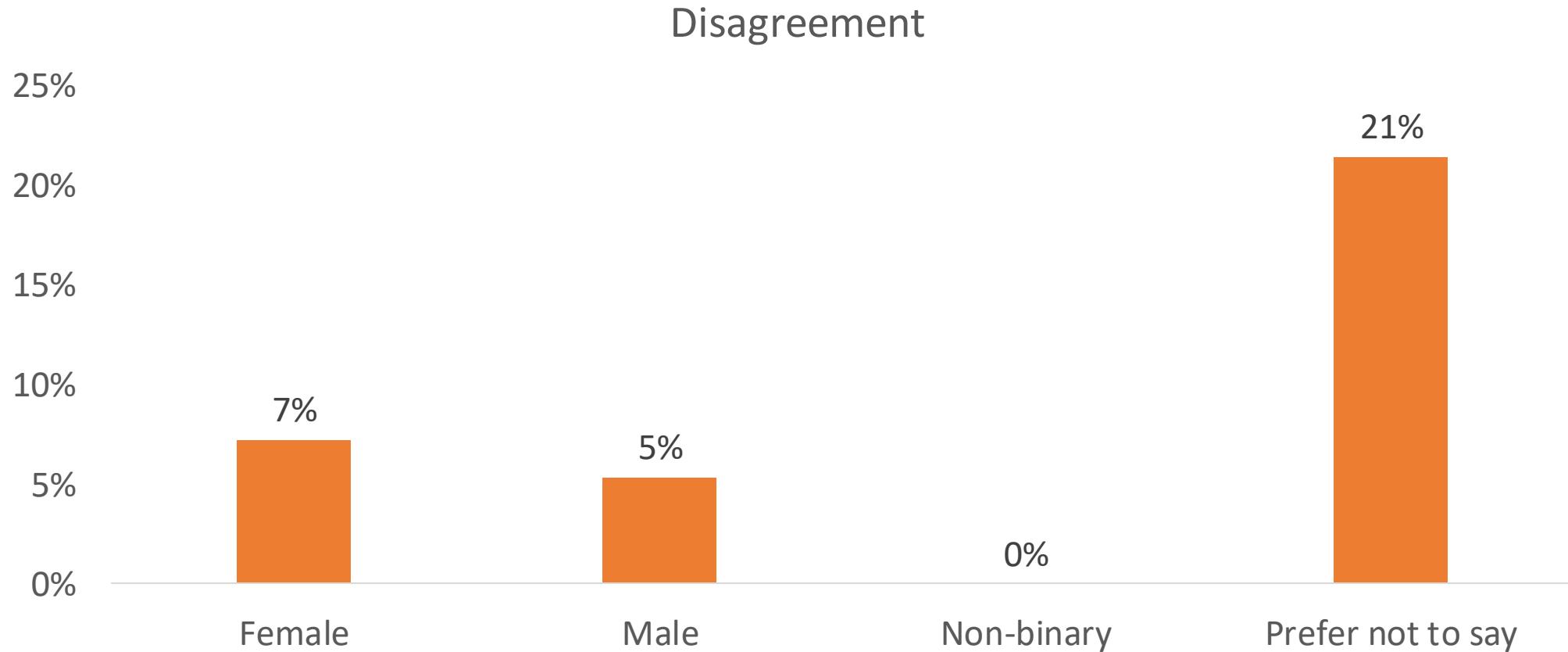
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Analyze data to draw appropriate conclusions



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New ACCJC Standard: Institutional Learning Outcomes

- **ACCJC Standard 2.3:** All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

Review Criteria:

- The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

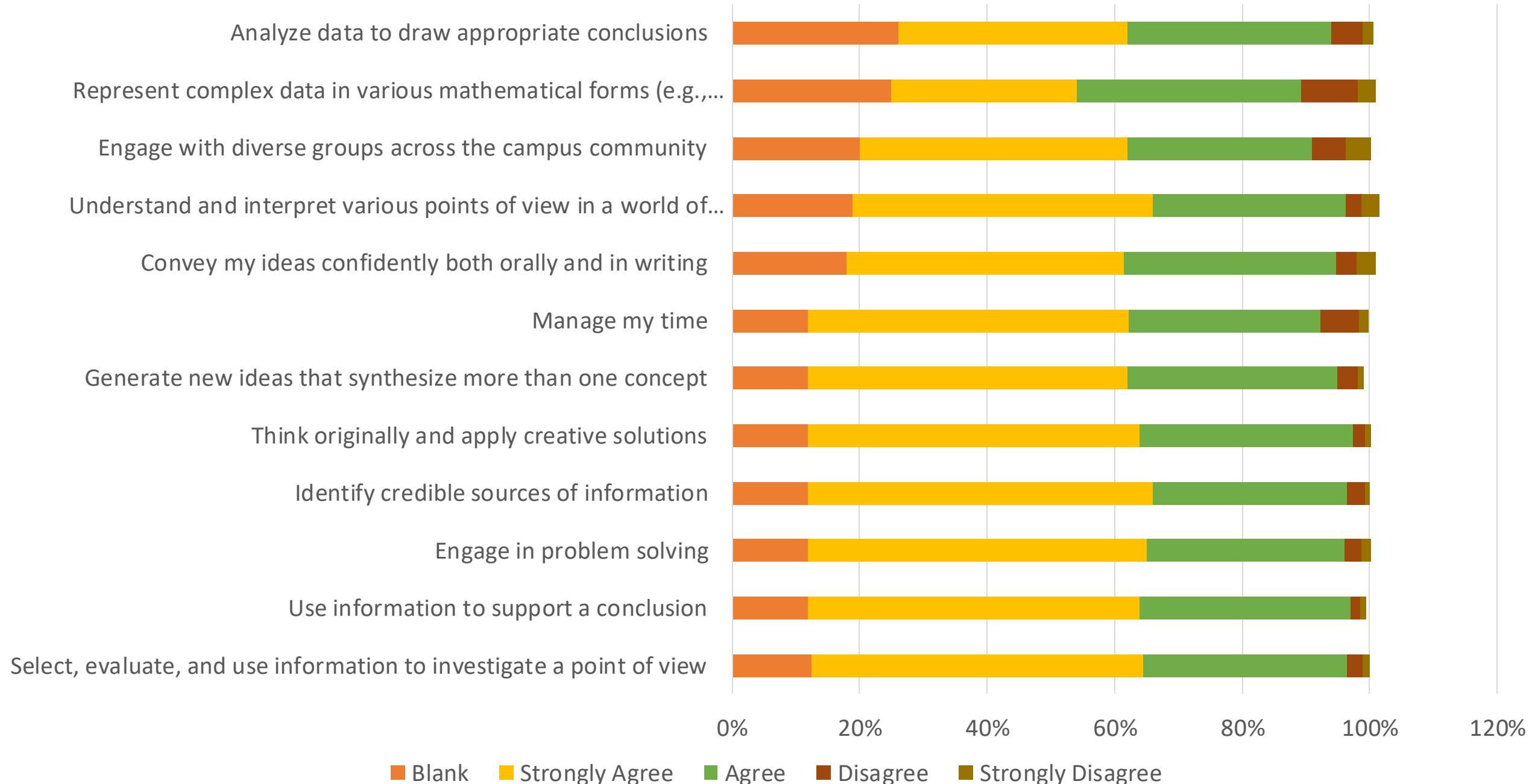
Comparing these new categories with what we have now:

Current Cañada ILO Categories	New ACCJC Standard 2.3
Critical Thinking	Critical Thinking
Creativity (does incl. consideration of aspects of information literacy)	
Communication	Communication
Community (does incl. consideration of diverse perspectives)	
Quantitative Reasoning	Quantitative Reasoning
	Information Literacy
	Civic Responsibility
	Ability to engage with diverse perspectives

Extra slides

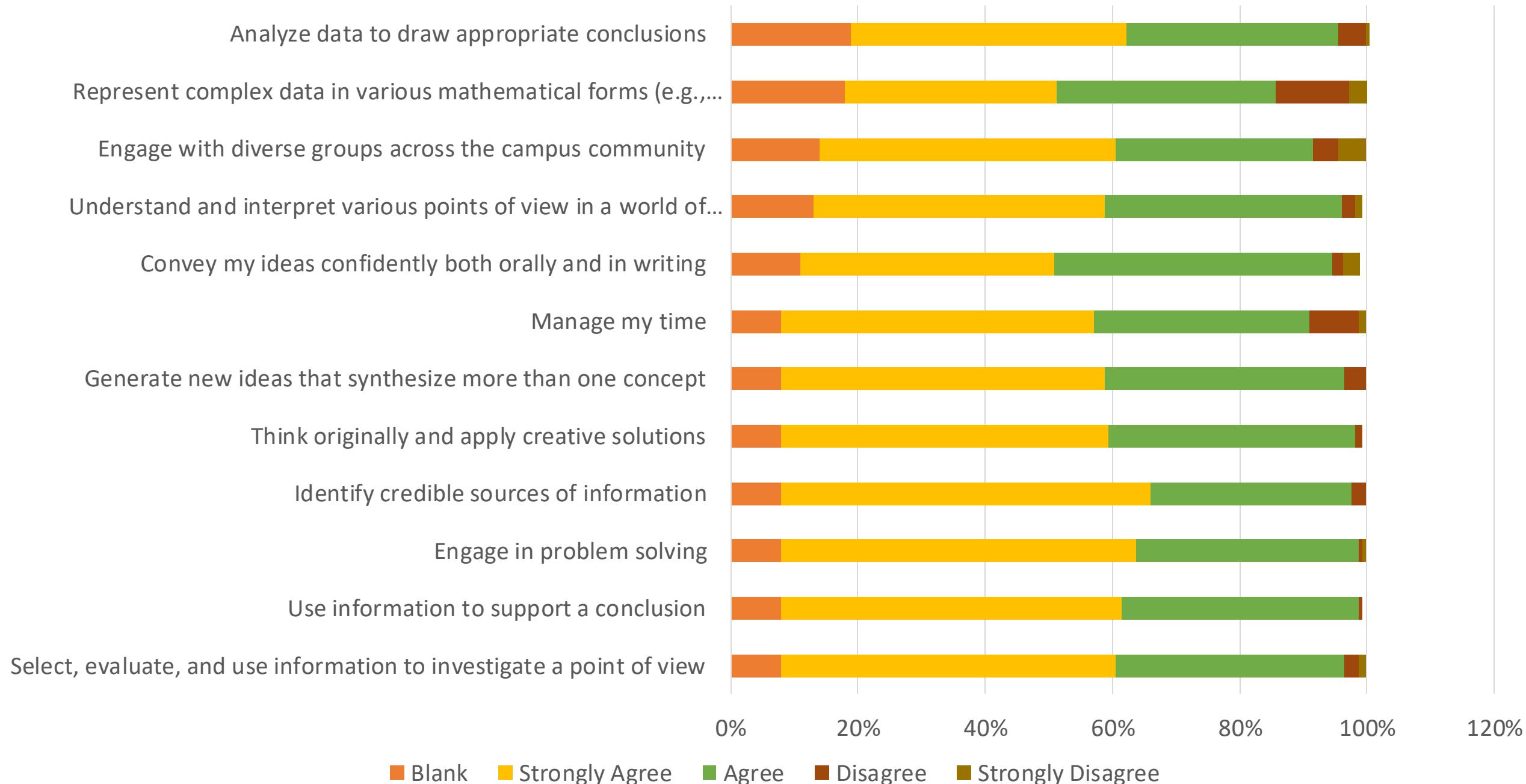
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793 Respondents



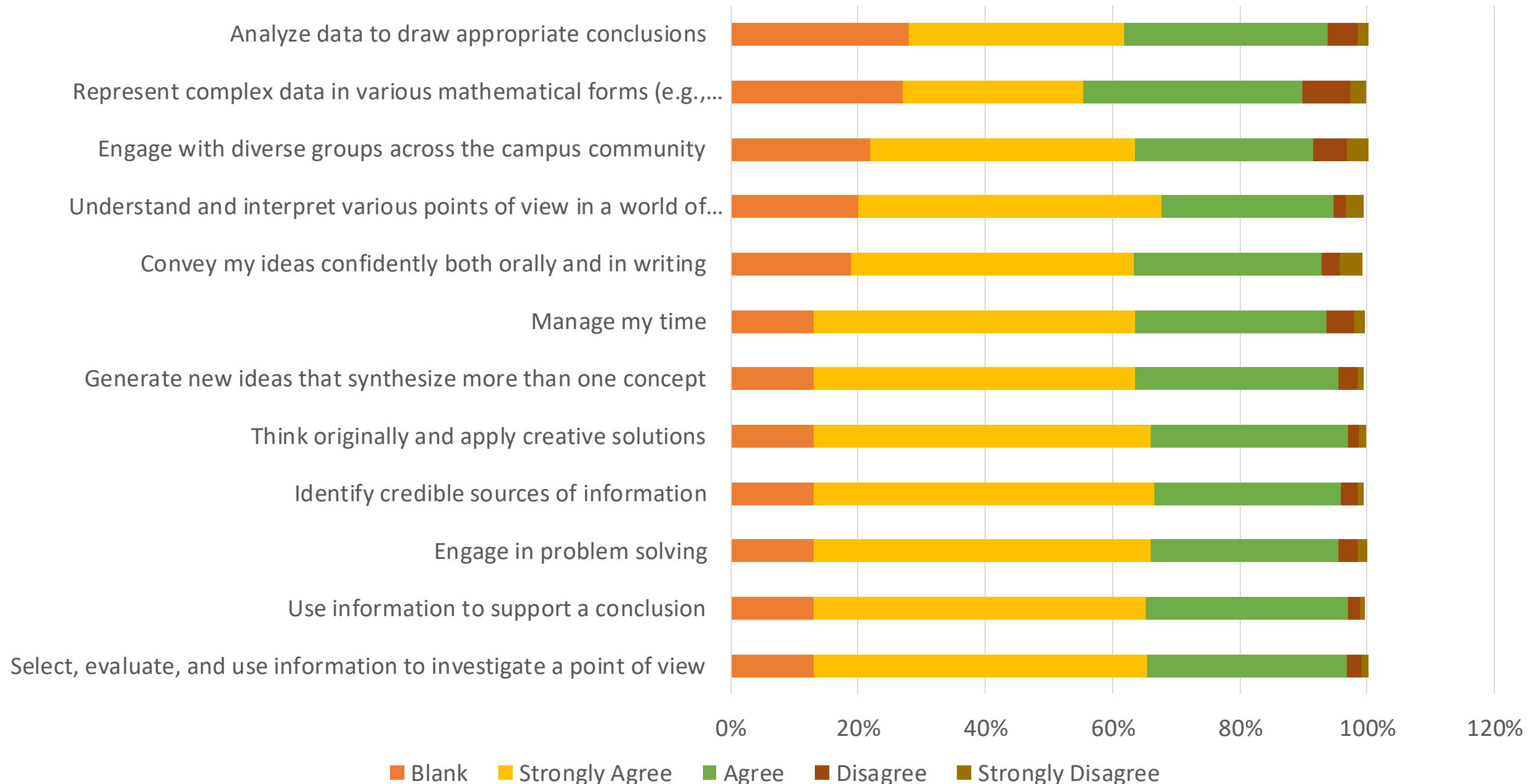
2020-2024 Responses to ILO Statements: Male Students

183 Respondents



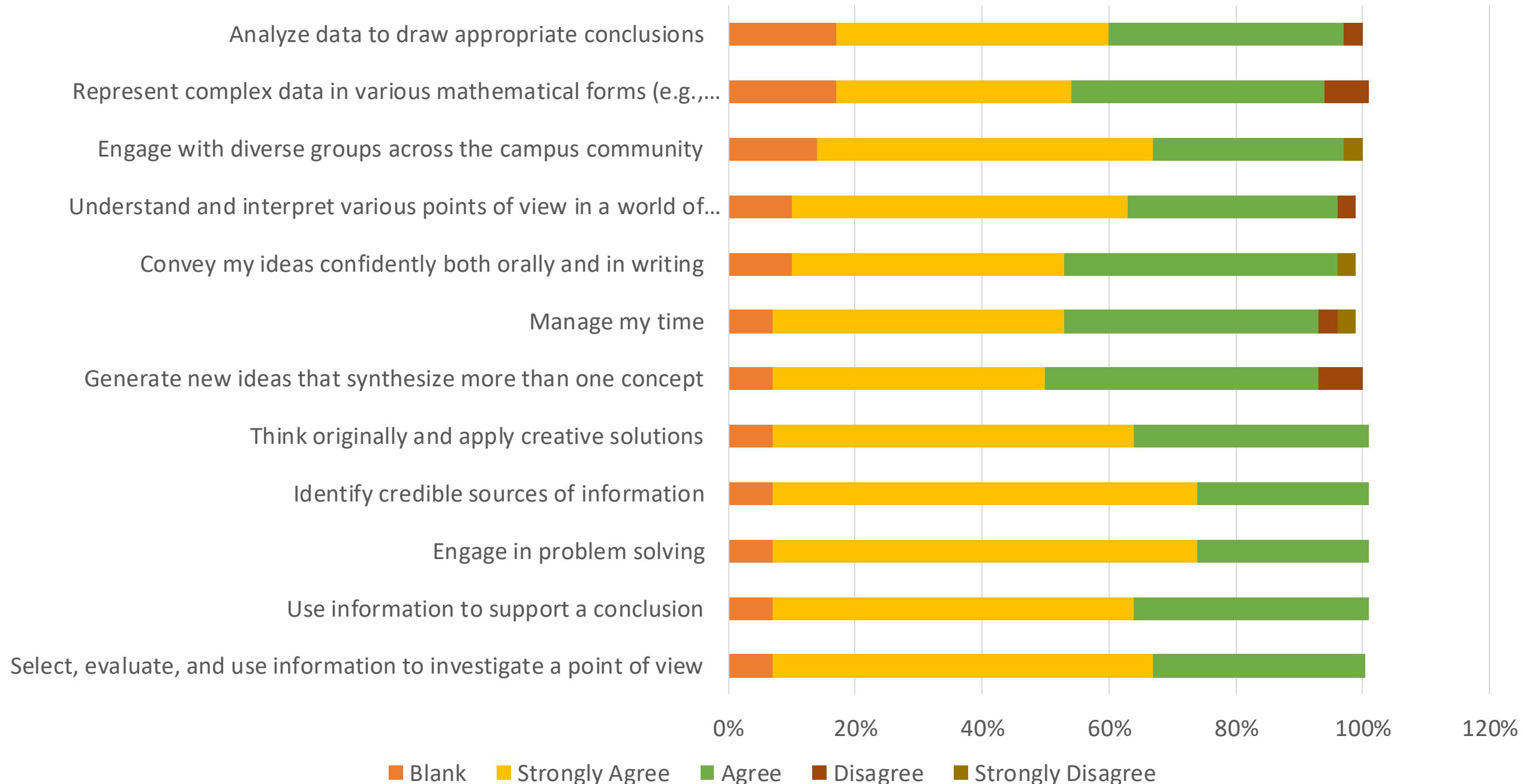
2020-2024 Responses to ILO Statements: Female Students

586 Respondents



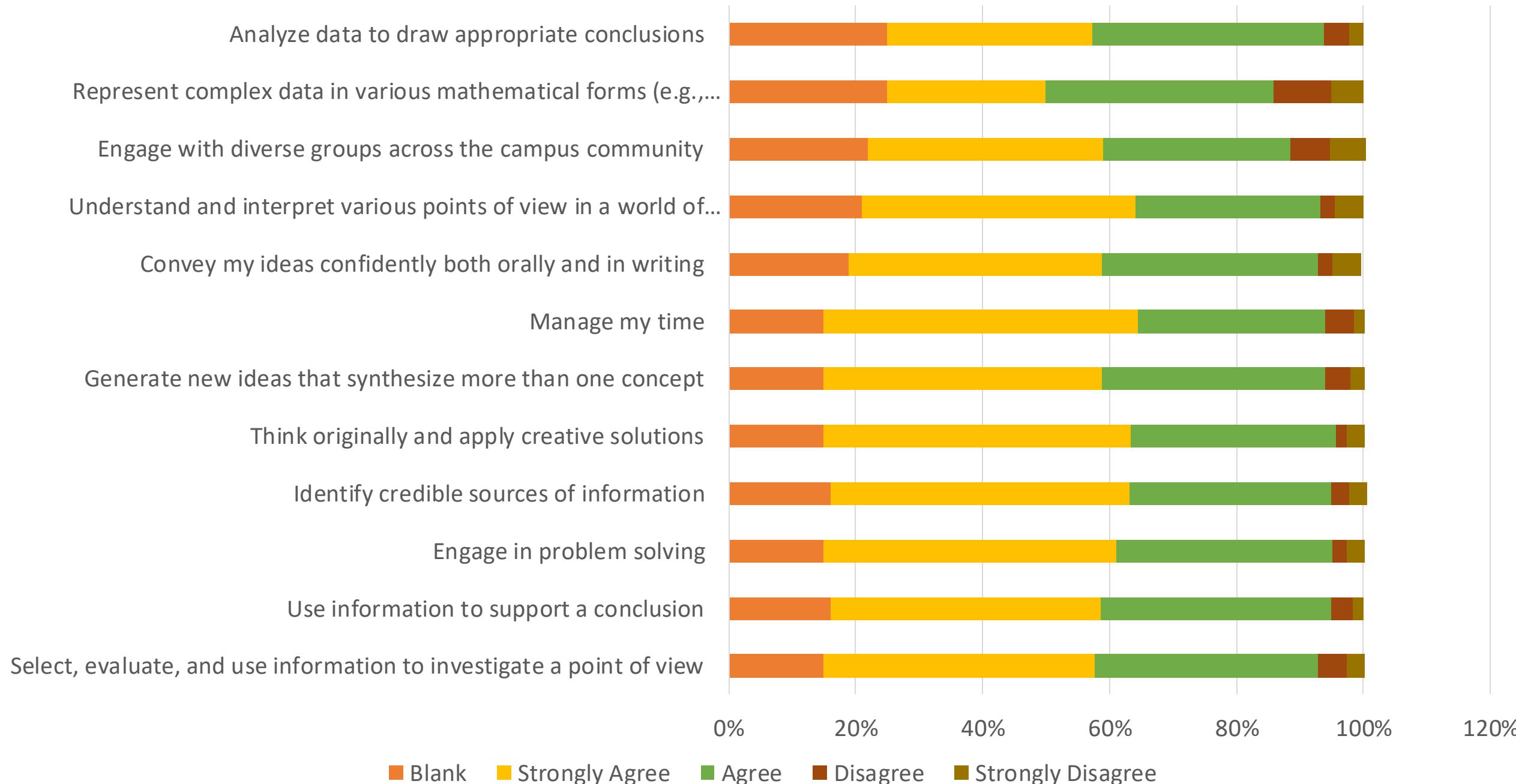
2020-2024 Responses to ILO Statements: Black Students

30 Respondents



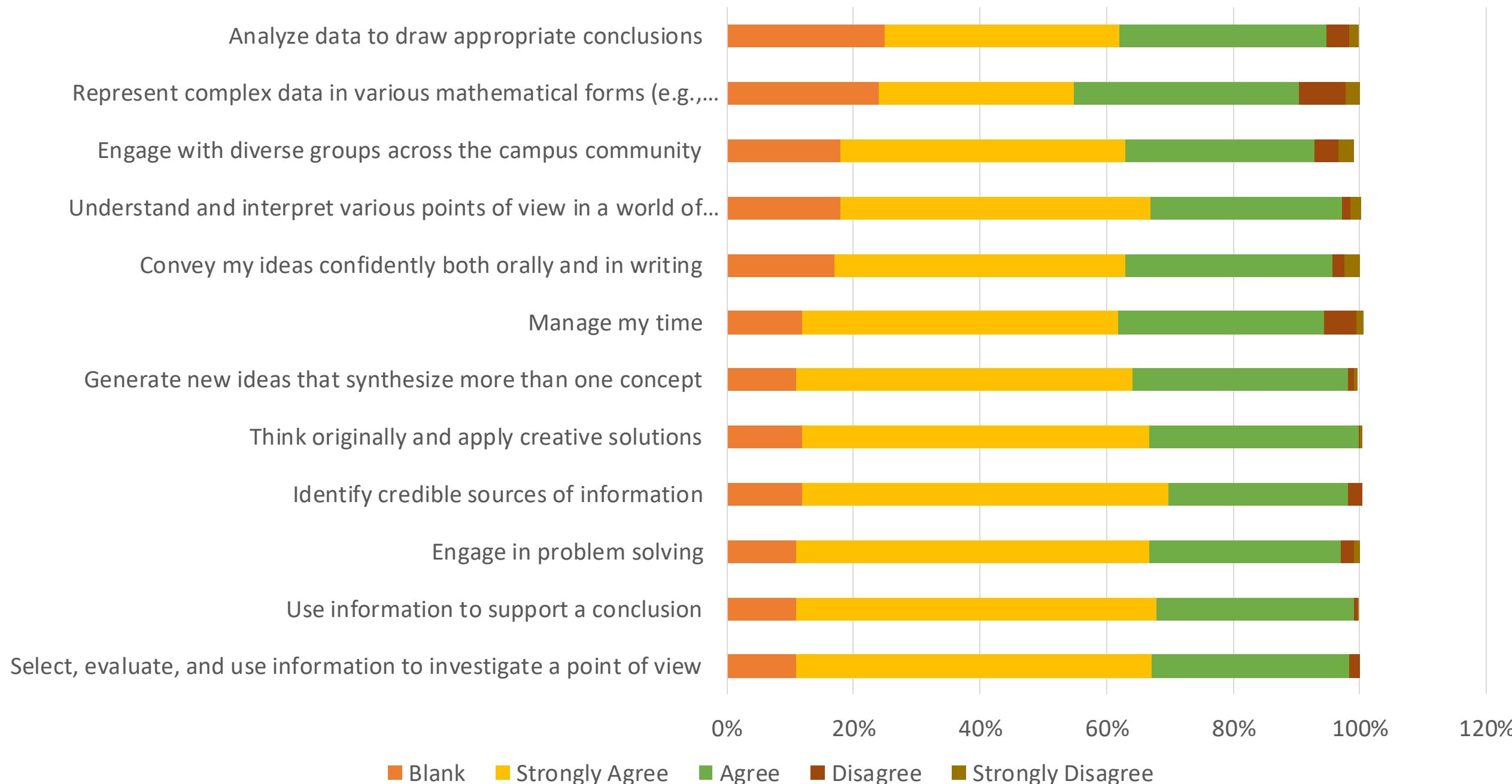
2020-2024 Responses to ILO Statements: White Students

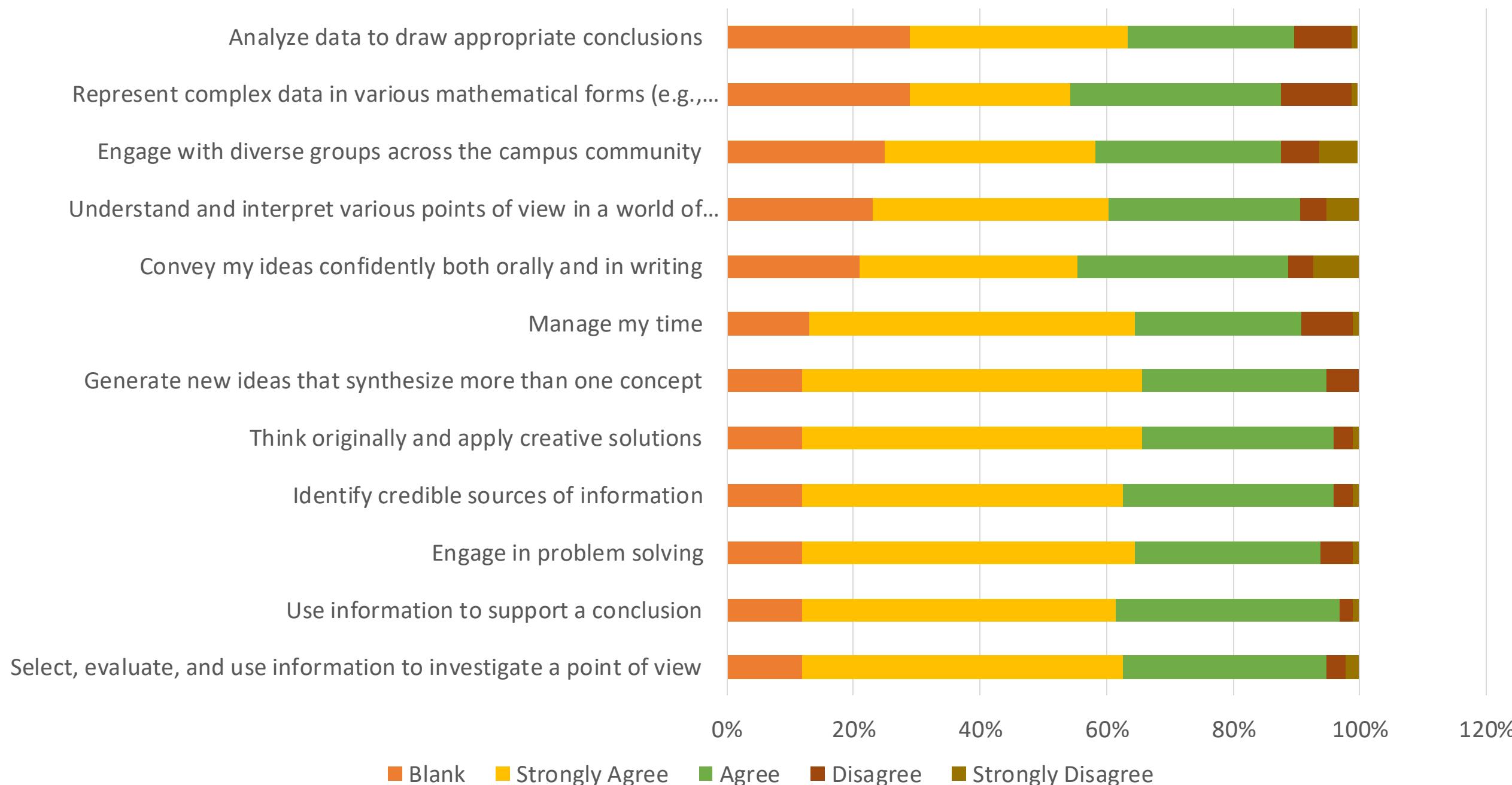
176 Respondents



2020-2024 Responses to ILO Statements: Hispanic/Latine Students

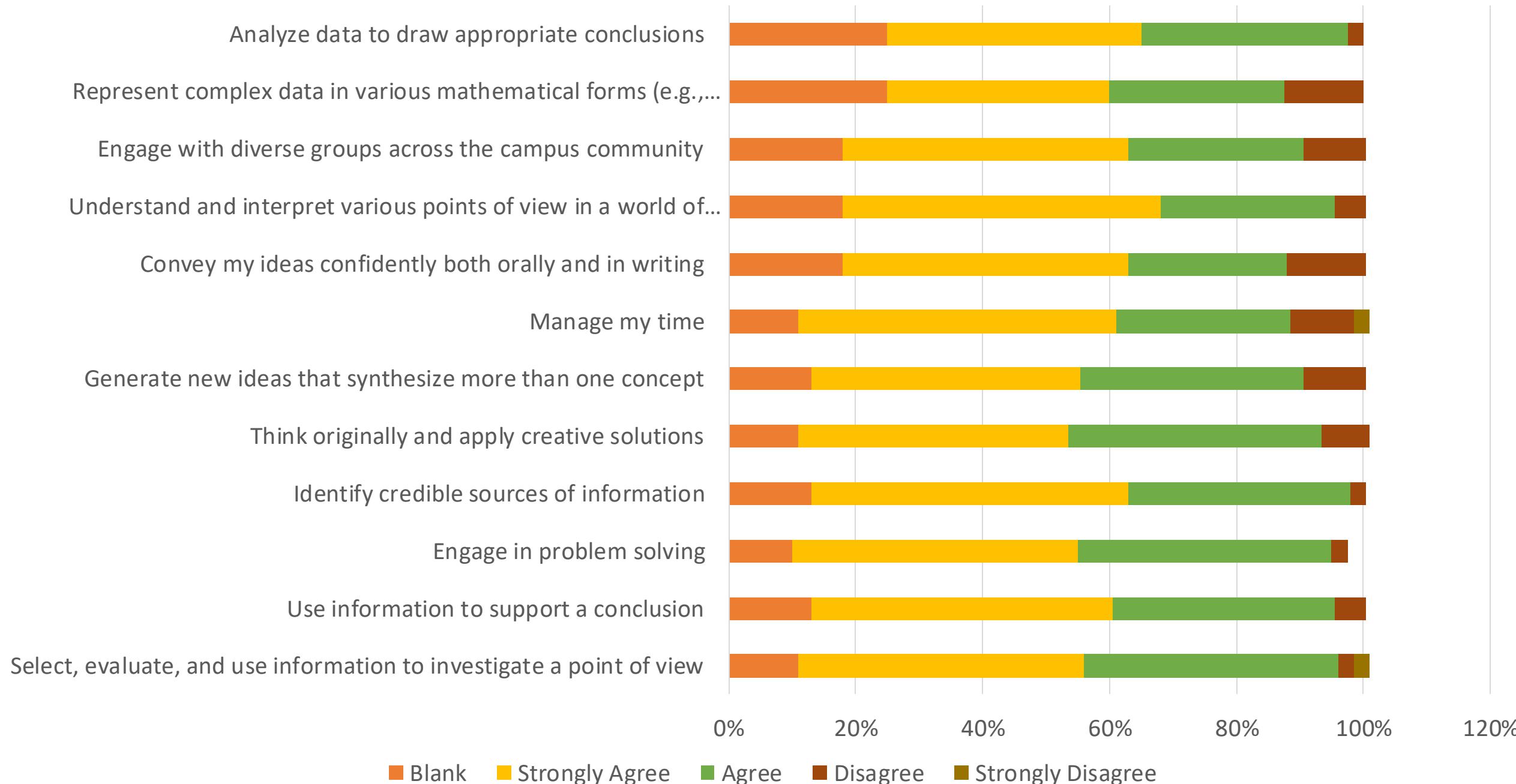
413 Respondents





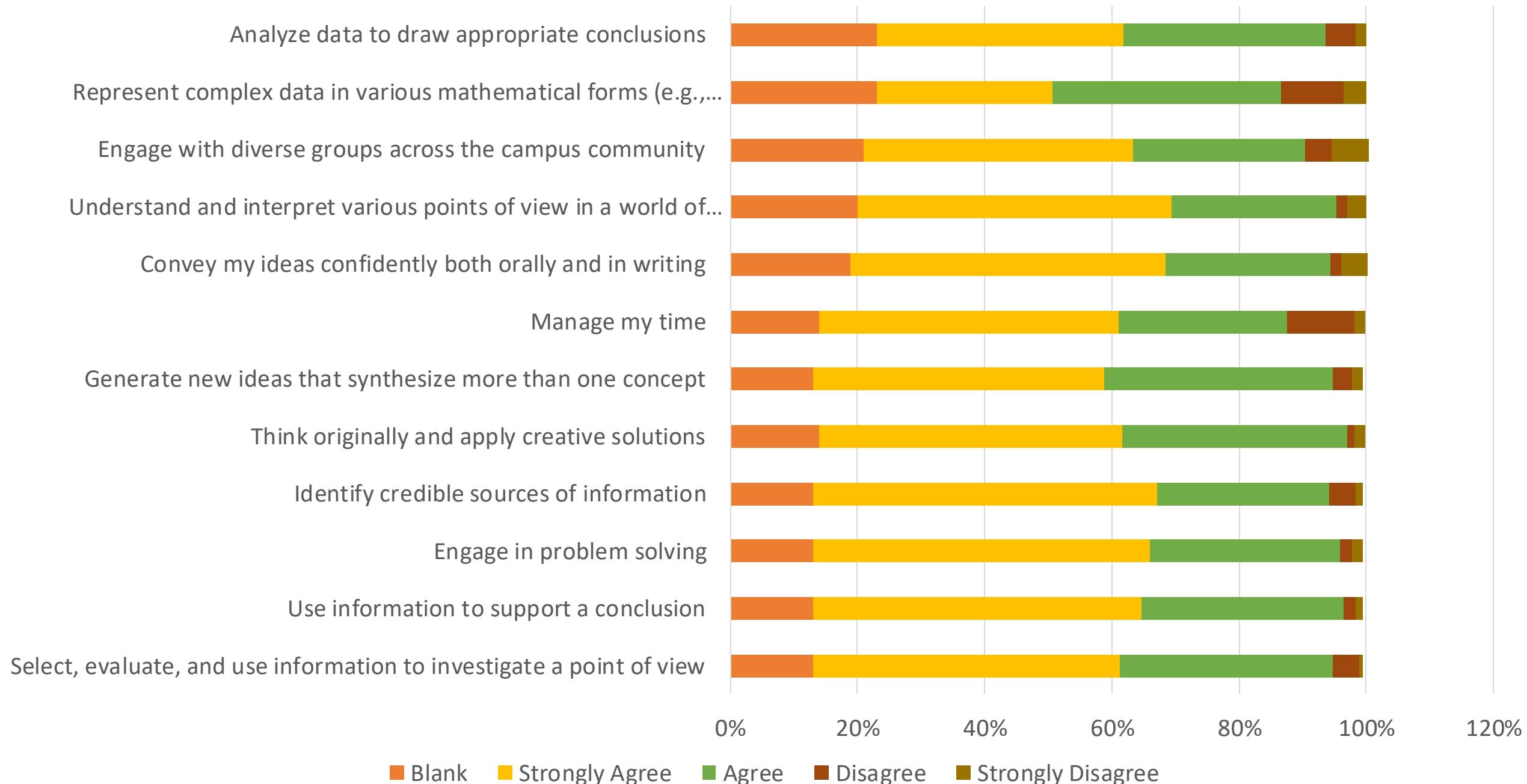
2020-2024 Responses to ILO Statements: Multirace Students

40 Respondents



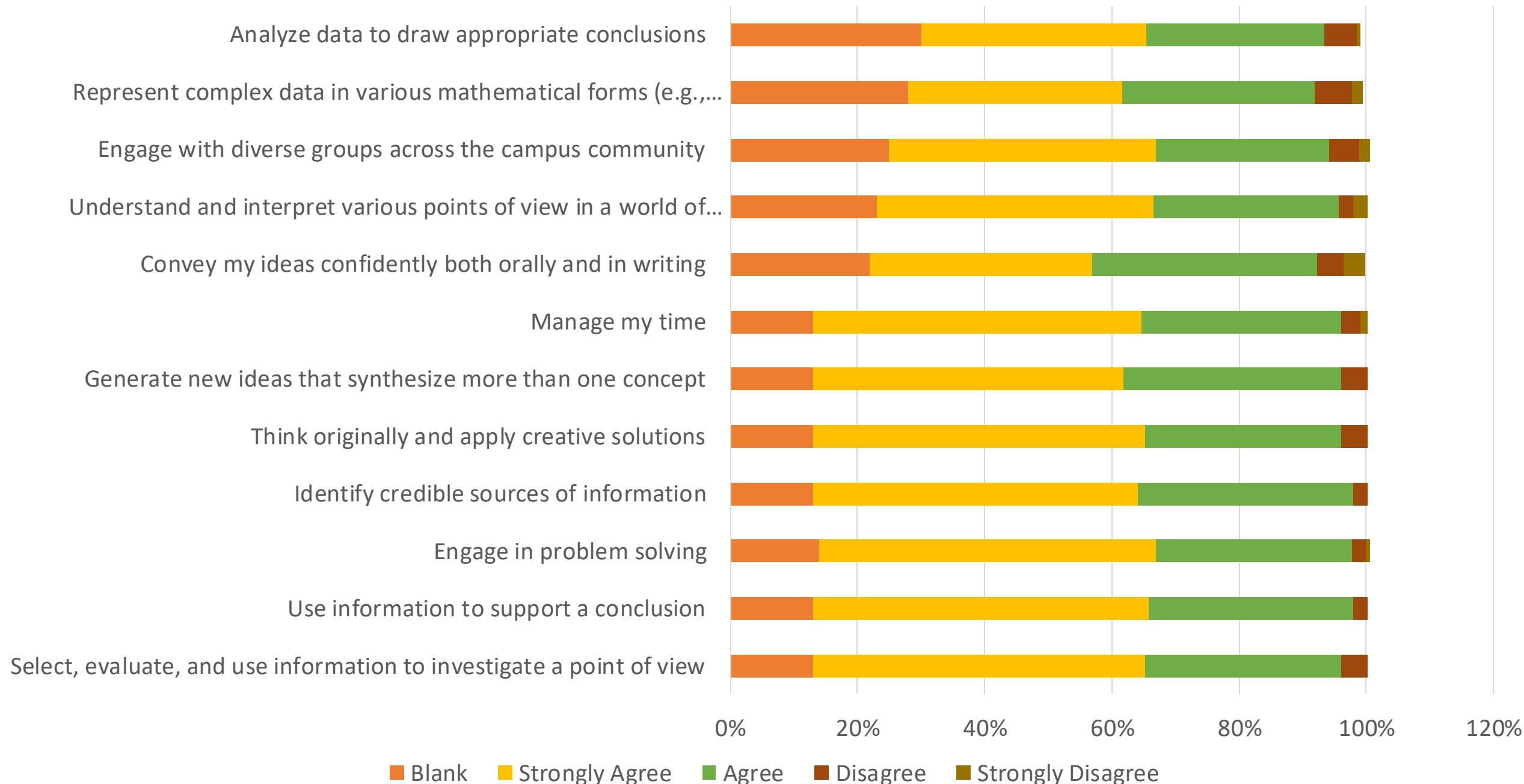
2020-2024 Responses to ILO Statements: Social Science Students

179 Respondents

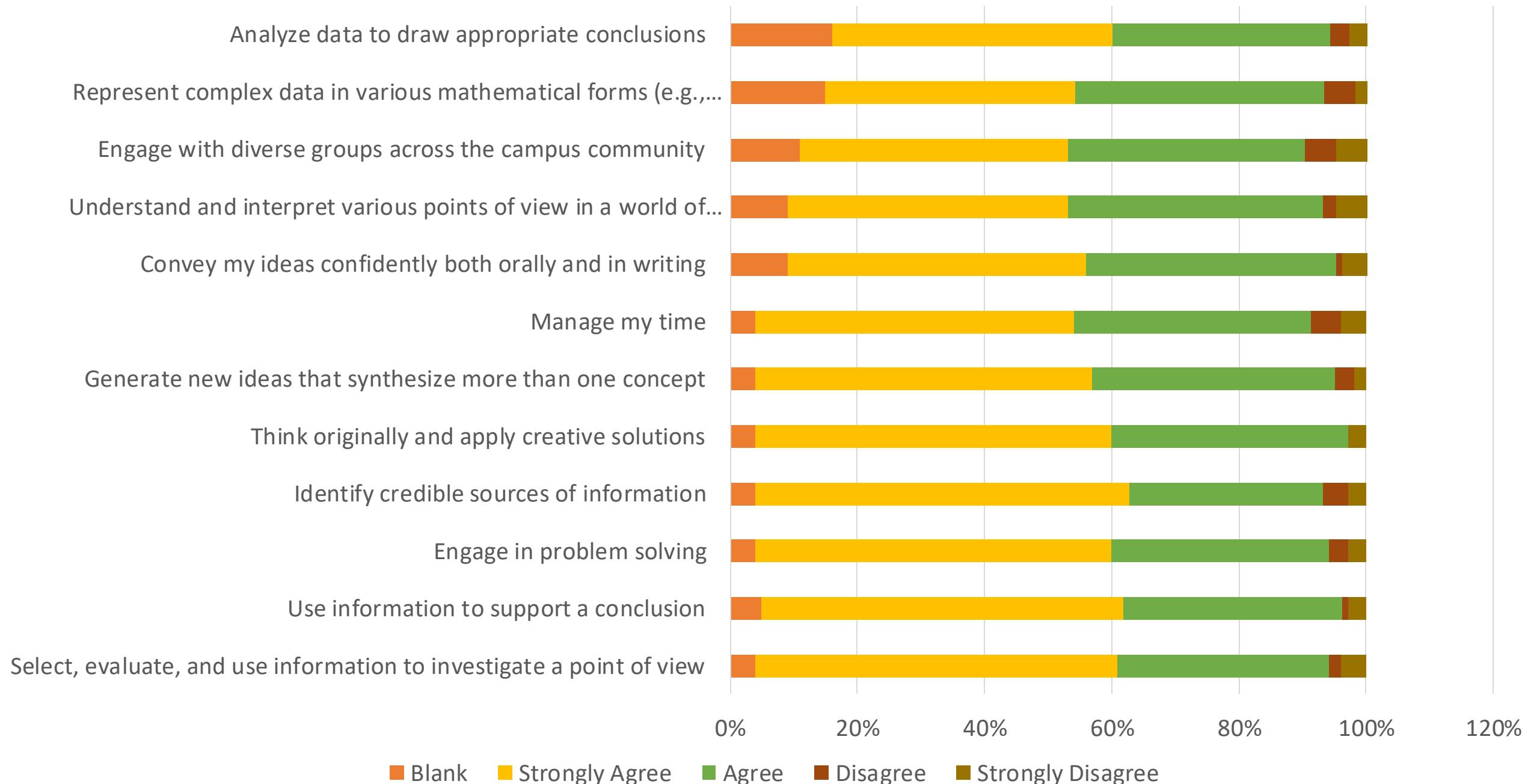


2020-2024 Responses to ILO Statements: STEM Students

174 Respondents

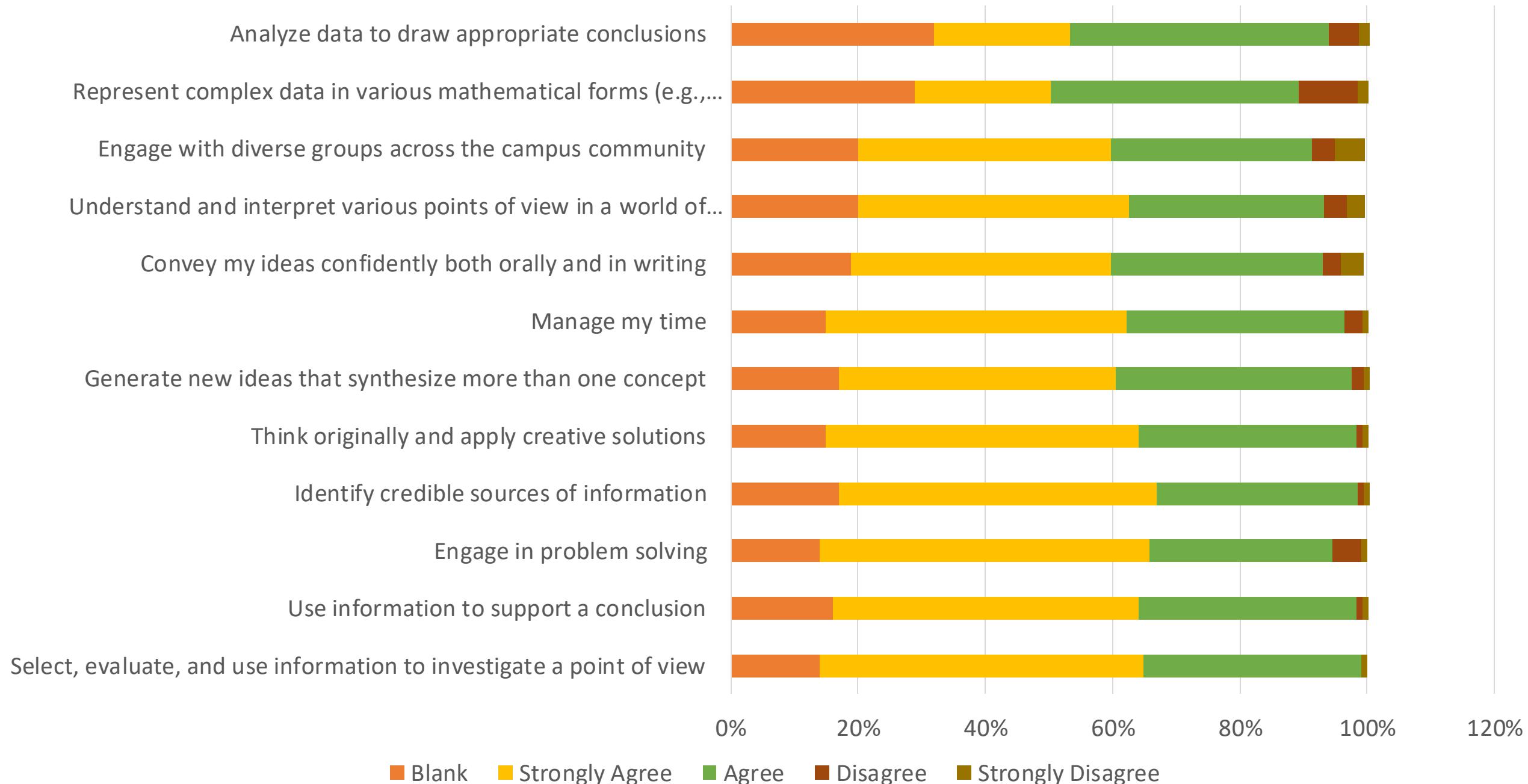


2020-2024 Responses to ILO Statements: Business/Economics/Accounting Students 102 Respondents



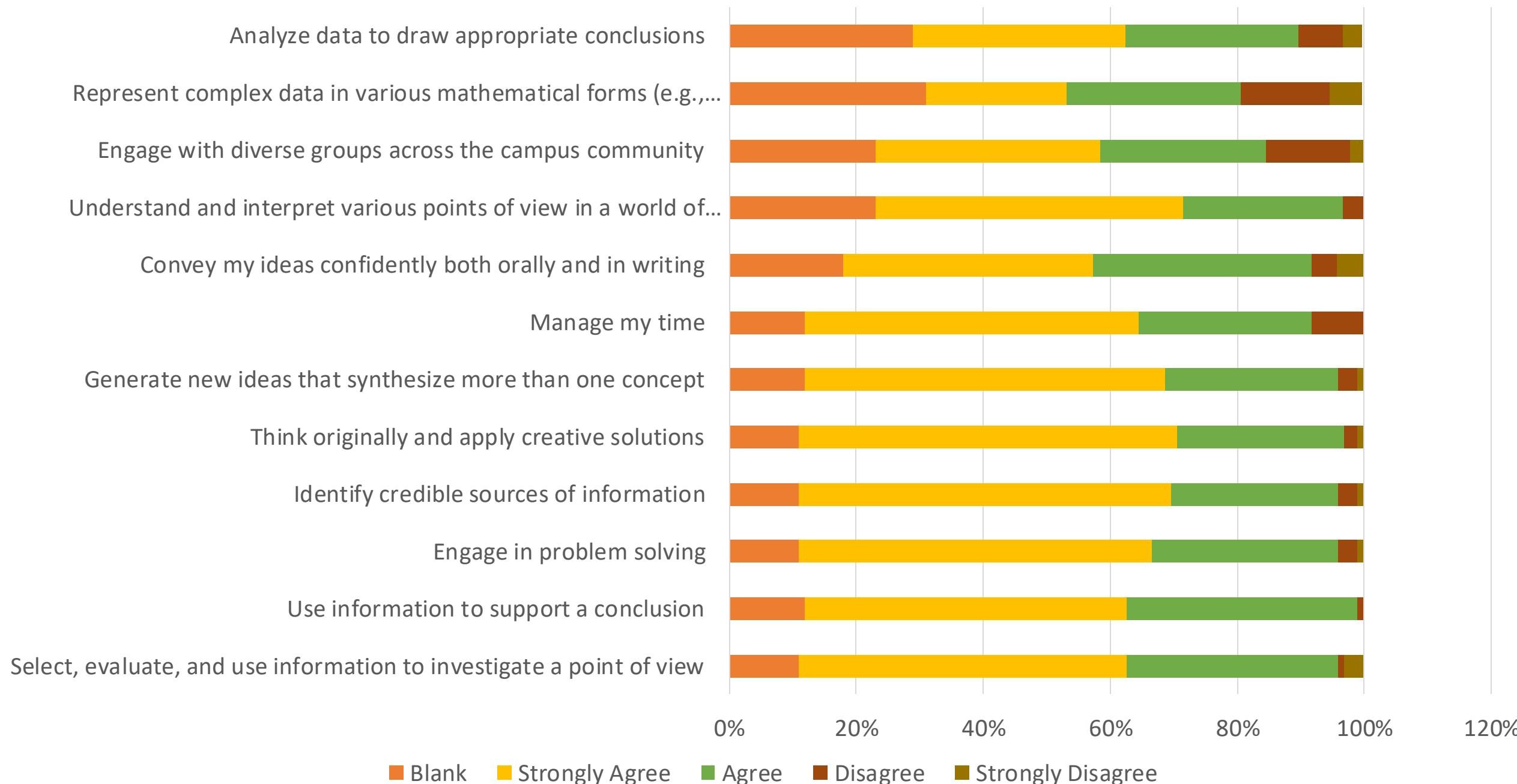
2020-2024 Responses to ILO Statements: Education & Human Services Students

108 Respondents

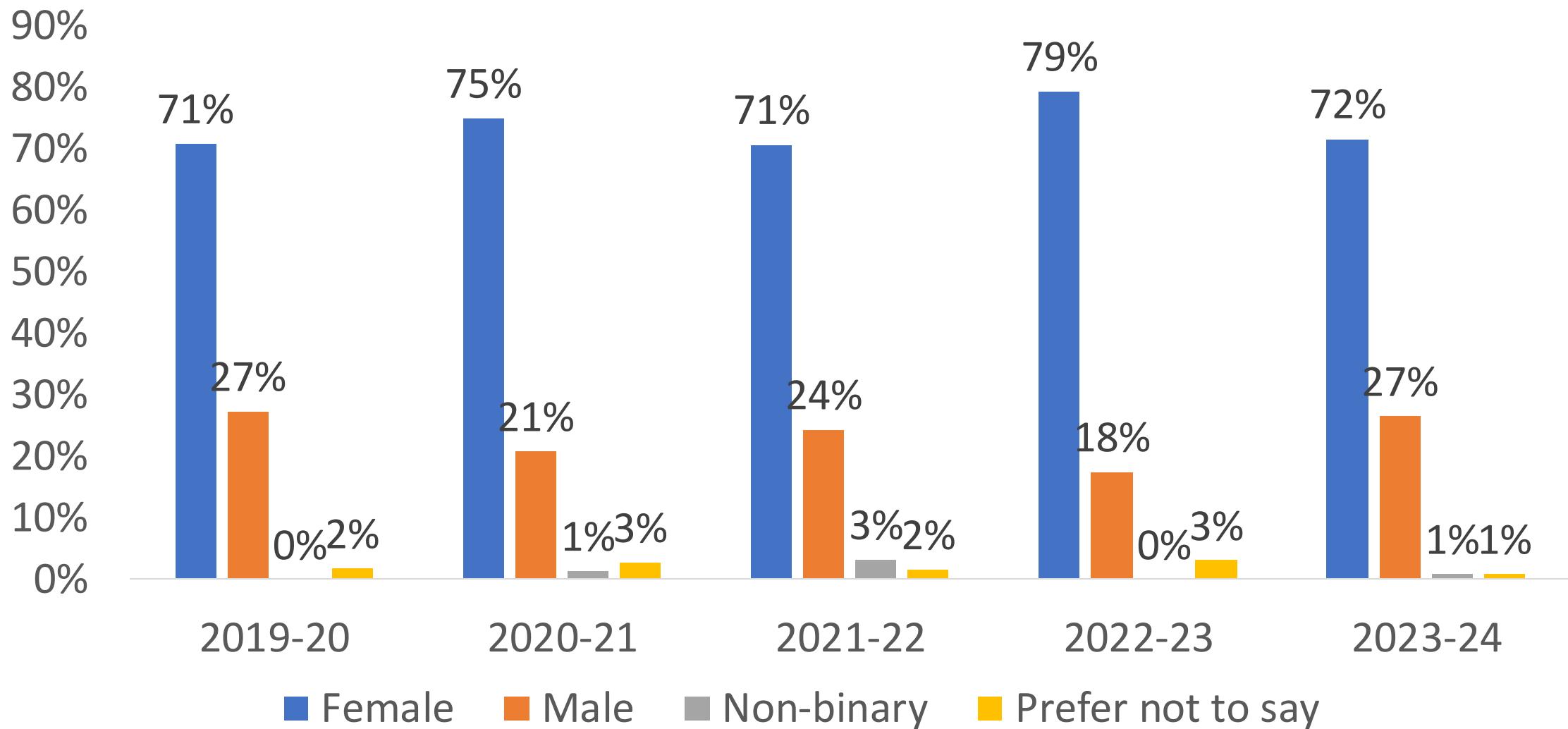


2020-2024 Responses to ILO Statements: Art & Design Students

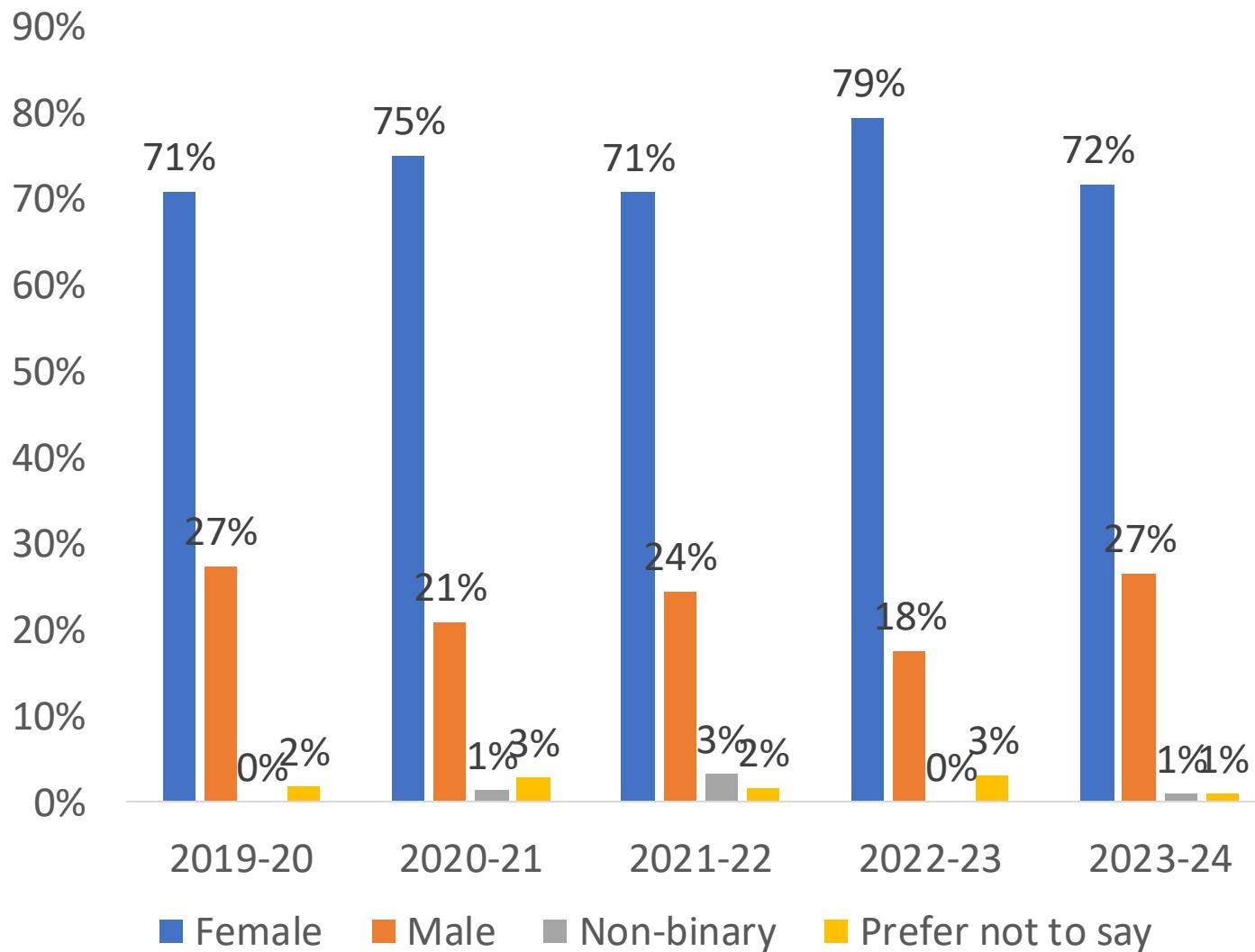
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Gender of Respondents by Year

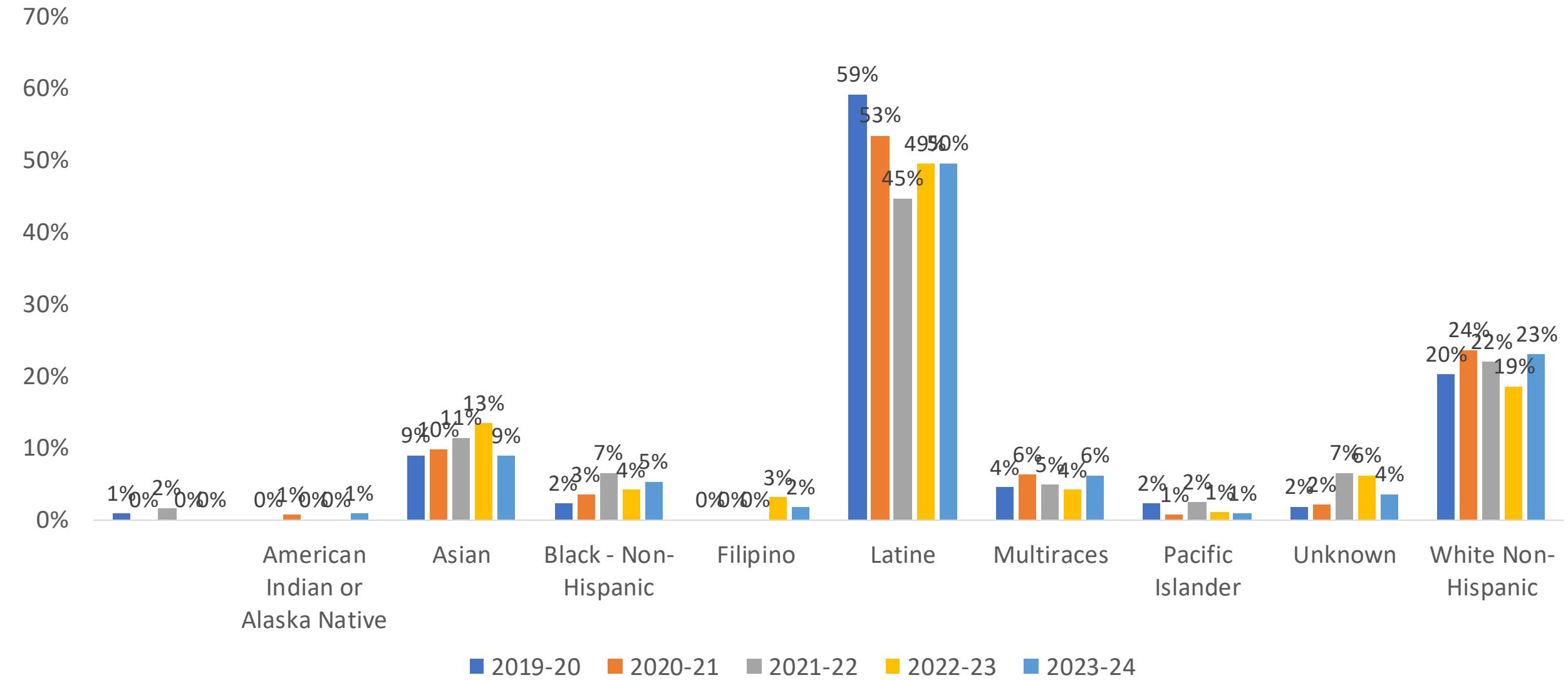


Gender of Respondents by Year



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Race/Ethnicity of Respondents by Year



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