Are Students Achieving Their Personal and Professional Goals? Evaluating Institutional Learning Outcomes (ILOs)

Dave Bazard opened the session with an overview of ILOs, pointing out that just as assessing Course and Program learning outcomes leads to meaningful program review and planning, so assessing ILOs drives the annual plan. The cycle for assessing ILOs is one outcome per semester. For this session, we will be assessing ILO #2 “Personal and Professional Development” (further defined on our website at <http://www.redwoods.edu/assessment/documents/ILOs.pdf>)

Angelina Hill then proceeded to lead discussion from examining the results of the assessment tools (as listed in the definition of the ILO).

The Graduating Exit survey revealed a largely satisfactory response from those that responded, the majority of which were degree seekers with plans to transfer to HSU. On the one hand, now that we are three years into this survey and trends begin to emerge, we acknowledge the shortcomings of a questionnaire with yes/no questions as opposed to a 3 or 5 point Likert scale. We anticipate revising the questionnaire to accommodate this. It was also noted that this survey was for “Graduates”, either degree or certificate, but did not include those who left the college who may or may not have obtained their objective(s).

The second assessment measurement we discussed was the CTE employment survey. Students who were part of a CTE program, were generally satisfied with their education, the primary criticism was the lack of available courses. More students were able to gain higher wages and move to more full time positions following their time here, regardless of whether they obtained a certificate or not.

The third assessment measurement reported that the number of Student Education Plans (SEPs) continues to rise. The role that our counseling and advising staff plays beyond just the SEP generated much discussion which carried over into the next assessment measurement.

While the fourth assessment measurement, the Student Satisfaction Inventory, revealed a very favorable rating from all students (4+ out of 5 overall), the primary area of concern was finding ways to help counseling and advising staff be more effective in directing students into the most appropriate major. Additionally, what faculty can do to help. Four action items were recommended:

1. Faculty and advisors improve communication through attending joint meetings, where faculty can explain the specifics of each degree.
2. Small posters printed out for classrooms with the ADT degree or degrees relevant to the course(s) being taught in that classroom. Include a faculty member contact for students who may have questions about the degree.
3. Updated web page information about degrees. Improve navigation and readability.
4. At the beginning of each semester, IR will provide lists of students with their declared majors to the appropriate deans for follow-up.