

Institution-Level Outcomes

Institution-Level Outcomes (ILOs) are the Student Learning Outcomes (SLOs) that Napa Valley College has defined at the institutional level. The ILOs identify the most important, general skills that students who receive a degree should acquire while attending Napa Valley College (NVC). The four general skill areas include:

- Communication & Collaboration;
- Critical Thinking & Information Competency;
- Global Awareness & Civic Responsibility; and
- Personal Responsibility.

In the 2013 review of ILOs, these skill sets were the ones most commonly identified by the campus community as important skills for students to acquire while attending NVC. Course- and program-level outcomes helped inform the development of the stated ILOs.

Target Student Population

All courses should contribute to the development of students' skills in at least one of the four general skill areas, and those skills should be assessed at the course and program levels. However, demonstrating skills in all four areas requires ongoing engagement with the college and its programs. For that reason, the ILOs apply to degree recipients, as suggested by the statement introducing the ILOs: "Students who receive a degree from Napa Valley College will demonstrate the following . . ." NVC has adopted its ILOs as its General Education Outcomes. Therefore, students who complete the General Education pattern should acquire the four general skills while attending NVC, and those skills should be assessed within the General Education curriculum.

Component Features of Each ILO General Skill Area

Each of these four general skill areas has more specific outcomes statements associated with it. The specific outcomes are assessed at the course and program levels. For instance, the Communication & Collaboration ILO focuses on the assessment of students' skills that contribute to the larger general skill set, including the ability to:

- Create and communicate thoughts, ideas, and information effectively
- Write using appropriate language, syntax, and grammar
- Listen, receive, and evaluate verbal and non-verbal messages
- Develop and deliver effective presentations tailored to appropriate audiences
- Participate in conversations and class discussions
- Work effectively as a member of a group/team
- Leverage appropriate technology to convey information.

These specific statements identify some of the building blocks necessary to develop the larger skill set. Students will acquire these building blocks or component features of the general skill areas in different courses, at different points in their degree or General Education program. The expectation is not that every course or program will cover every component part of the four skill areas. Rather, each course contributes to the final product in a unique way, appropriate to the course/discipline.

All Courses & Programs Map Outcomes to the Stated ILOs

The more specific statements allow programs and services to map their course- and program-level outcomes to specific component features of the general skill areas. Regardless of whether

they culminate in a degree or satisfy General Education requirements, all disciplines, programs, and services will map their course- and program-level outcomes to the appropriate ILO(s). Curriculum mapping of course- and program-level outcomes to ILOs ensures that students are given opportunities to develop their skills and strengthens alignment between course, program, and institutional outcomes. Mapping to specific outcomes statements associated with the general ILO skill areas enables programs and services to track their contributions toward institutional goals – even if students are not assessed on all aspects of the ILO (or on all four general ILOs) within an individual course, program, or service.

Alignment within Degree & General Education Curriculum

The curriculum inventory will help ensure that students who complete degree or General Education requirements will have the opportunity to develop the four overarching skill sets through the course of their studies. The curriculum map can be used to identify skills that are not covered in certain degree pathways. In the event that a gap is identified, ILO statements may be revised or curriculum adjusted to ensure that students are given the opportunity to develop stated skills.

Purpose of ILOs

In summary, ILOs are intended to identify:

- Napa Valley College's expectations of itself and its graduates;
- General skills that degree recipients will obtain through the course of their studies;
- General skills that students will obtain as a result of completing the General Education pattern;
- Building blocks that contribute to attainment of the general skill areas; and
- A common set of goals across courses, programs, and services.

ILOs also help:

- Communicate Napa Valley College's expectations to students as well as the public;
- Ensure alignment between outcomes at the course/program/service level and the institutional level;
- Track contributions of programs and services toward institutional goals; and
- Address accreditation standards related to outcomes assessment.