

Cuyamaca College Institutional Learning Outcomes (ILOs)

Proposed Revision Process for Outcomes Assessment Committee (OAC), October 2025

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Current Cuyamaca ILOs:

1. **Communication Competency:** Students will communicate information, arguments and opinions effectively to different audiences, through various modalities, including listening, speaking and writing.
2. **Critical Thinking Competency:** Students will analyze and evaluate qualitative and quantitative information, and synthesize findings to make decisions within various contexts.
3. **Cultural Competency:** Students will interact effectively with others, taking into account their diverse backgrounds, and work well in cross-cultural situations.
4. **Professional Responsibility:** Students will practice ethical and civil conduct in professional environments, as well as resolve conflicts and build alliances.

ACCJC Competencies Crosswalked to Cuyamaca GE Areas and ILOs (as presented in 2025 ISER)

Shared Governance Process:

OAC - Discussion & Adoption: 10/20/2025 & 11/17/2025; IEC - Information: 10/27/2025 & 12/8/2025 → AS - Information: 11/20/2025; CS (Dec 2025) → ASG → CCC

ACCJC Competency Area	Cuyamaca General Education (prior to 2025-26)	Cuyamaca General Education (2025-26)	Institutional Learning Outcome
Communication	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking	Communication
Quantitative Reasoning	A. Language & Rationality	2. Mathematical Concepts & Quantitative Reasoning	Critical Thinking
Critical Thinking	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking 5. Natural Sciences & Laboratory	Critical Thinking
Information Literacy	A. Language & Rationality	1. English Composition, Oral Communication & Critical Thinking	Critical Thinking
Civic Responsibility	D. Social & Behavioral Sciences	4. Social & Behavioral Sciences 7. Lifelong Learning, Exercise Science, and Wellness	Professional Responsibility
Ability to Engage with Diverse Perspectives	D. Social & Behavioral Sciences	3. Arts & Humanities 6. Ethnic Studies	Cultural Competency

Evaluation of Cuyamaca’s Current ILOs

Strengths

- Plain language; easy to communicate (Comm., Critical Thinking, Cultural Competency, Professional Responsibility).
- Emphasis on audience, modality, and ethical/civil conduct.

Potential Gaps

- Missing specific mention of required areas: Information Literacy, Quantitative Reasoning, Civic Responsibility, Engaging Diverse Perspectives (implied in “Cultural Competency,” but not explicit enough for ACCJC).
- Assessability: verbs like “interact effectively” and “work well” are broad and hard to evidence consistently across programs.
- Professional Responsibility skews workplace-only; ACCJC frames this more broadly as civic/community & ethical engagement.

- Coverage of numeracy/data: “analyze... quantitative information” appears under Critical Thinking may not substitute for a standalone Quantitative Reasoning outcome (an explicit requirement).

Analysis of Strong ILOs Across the State

Glendale CC – Clear, assessable statements with equity-minded communication and explicit **information competency**; concise verbs (“communicate clearly, ethically...”). [Glendale Community College](#)

Mt. San Antonio College – Standard set (Communication, Critical Thinking, etc.) plus **published ILO-mapping reports** that make assessment practical (division/program→ILO). Good governance precedent. [Mt. San Antonio College+1](#)

Barstow CC – Compact six-area model that **includes civic engagement and information/technical skills**; easy to align to GE & accreditation. [barstow.edu](#)

Irvine Valley College – Integrates **critical thinking + information access/analysis** and **global awareness** in brief, student-friendly language. [Irvine Valley College](#)

Santa Rosa JC – Groups outcomes into **Foundational Skills, Personal Development**, etc.—useful structure for campuswide assessment narratives. [slo.santarosa.edu](#)

Santa Monica College – Long-standing ILOs mapped to “core competencies” with public assessment reporting (a transparency model—even if some items are broad). [SMC Administration+2](#)[SMC Administration+2](#)

***Compiled with the support of ChatGPT*

Proposed New ILOs - **For Discussion**

1. Communication

Students communicate clearly and effectively for varied purposes and audiences across diverse modes of expression (writing, speaking, visual, and digital).

Assessment Indicators:

- Organize and present ideas clearly using credible evidence.
- Adapt communication to audience, purpose, and context.
- Integrate and cite sources appropriately.
- Listen and respond constructively in discussions.

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2. Quantitative Reasoning

Students use quantitative information to evaluate simple and complex systems, draw justified conclusions, and make informed predictions and decisions.

Assessment Indicators:

- Select and apply appropriate quantitative methods.
- Perform accurate calculations and visualizations.
- Evaluate assumptions and limitations of data.
- Explain findings and implications in context.

3. Critical Thinking & Problem Solving

Students analyze claims and contexts, evaluate evidence, and synthesize perspectives to solve problems or reach reasoned judgments.

Assessment Indicators:

- Frame questions and identify issues.
- Compare and evaluate multiple perspectives.
- Draw and justify conclusions with evidence.
- Reflect on implications and limitations.

4. Information Literacy

Students locate, evaluate, and use information ethically to build knowledge and create original work.

Assessment Indicators:

- Develop focused, researchable questions.
- Assess authority, bias, and relevance of sources.
- Integrate and cite sources properly.
- Follow ethical standards in information use.

5. Engaging Diverse Perspectives & Inclusive Collaboration

Students engage across differences with cultural humility, recognizing power, culture, and context to collaborate equitably and productively.

Assessment Indicators:

- Interpret issues through multiple cultural or social lenses.
- Use inclusive practices in teamwork and communication.
- Adapt communication across diverse contexts.
- Reflect on one's own identity, positionality, and biases.

6. Civic & Community Responsibility

Students participate in civic and community contexts with awareness of their own positionality, fostering connection, and advancing equity and social justice.

Assessment Indicators:

- Analyze civic and social issues using disciplinary tools.
- Connect learning to civic engagement or community action.
- Evaluate policies or practices for equity and impact.
- Participate respectfully in collaborative problem-solving.

New ILOs drafted with the support of ChatGPT; prompt included our current ILOs, ACCJC required competencies, and models of strong samples across the state.