Hi Michelle
Here are my answers to your questions

1. How do ILOs help clarify the objectives of the curriculum?
The overall objective of any educational curriculum (including our college's) is student success. Institutional Learning Outcomes are what students will achieve as they complete their college experience. The outcomes are broad and general as defined in the catalog, and targets both certificate and degree categories.

We have mapped all of our courses to the ILOs by going through dialogues and meetings involving all the faculty members.

On the vocational side, the ILOs refer to basic skills and concepts
Employment awareness and enhancing employment opportunities
In relation to the above ILOs we have defined programs and program SLOs. These program SLOs are further related to the course SLOs. Hence, indirectly the ILOs are impacting our program and course SLOs or our "curriculum"

On the degree/transfer side the emphasis are on Breath of knowledge, life-lon learning, information competency, civic responsibility, etc. We have formed a GE comm to develop GE program SLOs which relate (map) to the above ILOs. The GE program SLOs will be assessed based on specific (transfer, GE) courses within each division. So, agian our ILOs trickle down to our courses, hence "guiding" our curriculum

2. How does the SLO process tell us what's appropriate for our students' current and future needs?

The SLO process is an on-going cyclic process, and it consists of the following steps:

i. Defining learning outcomes:
The expert in the field (professor) is responsible to come up with the basic concepts and skills that students will achieve as they complete his/her course. It is recommended to have 3 components for each SLO
 Performance: What they need to demonstrate by the completion of the course
 Context; Under what conditions
 Standard: what constitutes achievement (what is the benchmark, 80% accuracy or pass/fail etc)

ii. Campus assessment technique
The professor also indicates how he/she will assess the student

iii. Data Collection
Actual assessment and collection of data

IV. Analysis
What does the data tell us

V. Action Plan
What we should do to increase the success rate of students in achieving the outcomes

VI. repeating the cycle every 3 to 5 years by implementing the action plans
So, since it is on-going and cyclic, it has a feedback mechanism that can help us find the true “needs” of students and provide appropriate actions.

Hope this is helpful

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