

Student Learning Outcomes Committee

Meeting Agenda

September 2017

Members: Jose Aguinaga, Lupe Alvarado, Jose Arroyo, Robin Babou, Wendy Carrera, David Dawson, John Frala, Rachel Garcia, Julie Huang, Aimee Ortiz, Shaina Phillips, Joseph Rhee, Barbara Salazar, Shelly Spencer, Adam Wetsman
Others Present: Sarah Cote

I. TK20 and SLOlutions update

- A run of assessment reports was done earlier in the week and there are still about 250 courses that do not have reports completed for the 2016-2017 academic year. Adam is working with Laura and the deans to get everything done. About 70 of the missing reports come from Carpentry, so they might not need to be done since the courses are not offered.
- We will be transitioning away from SLOlutions and to TaskStream in all likelihood. While we can still enter data for 2016-2017 into SLOlutions, no new information is being added such as new faculty members or section information for this year.
- Adam sent information to Howard about what should be included in the reporting template, however, he needs to meet with Howard to see what has been done. More information and possibly a demonstration will take place at our next meeting.

II. Change committee name to “Outcomes Committee”

- The committee voted to change the Student Learning Outcomes Committee to the Outcomes Committee in order to reflect that the work the committee does includes more than just student learning outcomes. Adam will revise the name in the Governance Manual along with editing the description and will have it go through the governance process.

III. Outcomes process

- The committee decided that outcomes will not require rubrics. Each outcome will have a description area where faculty can include information about rubrics.
- The committee decided that the suggested process will be for faculty (and those engaged in student services areas) to enter data each term. The process will be called “Data Collection and Entry”. Information entered will include the method used to collect data, inferences, and resource requests. There will also be areas to enter quantitative data, qualitative data, or both.
- Each area with courses will have outcomes at the course level and at the program level. For student services areas, only program level outcomes will be required. Program and institutional outcomes will be assessed every three years. This process will be referred to as “Writing Assessment Reports”. Faculty can decide if they want to do all reports in a single year (completing

everything at least once every three years) or can do some of the reporting every year to ensure that everything is done in a three-year cycle.

- Institutional outcomes will also be assessed every three years.
- There was discussion about rotating active course outcomes so that all have data collection and entry within the six-year program review cycle. The decision was made that this will be up to faculty to determine which outcomes will be assessed for the courses they teach. Faculty can collect and enter data for one or more for each section with the goal of collecting information for each outcome at least once per cycle.

IV. Institutional outcomes

- The committee decided to forego general education outcomes since not all schools were doing this and that enough information will be collected through the new process.
- The committee approved the following general statement relating to institutional level outcomes: “Institutional level outcomes (ILOs) at Rio Hondo College reflect the skills students gain while mastering the content in their classes. They are intended to reflect the knowledge and abilities developed through their experiences at the college. Measured at the course and program levels, students will have gained competency in all ILOs upon successful completion of their degrees, certificates, or transfer programs.”
- The committee reviewed the attached institutional level outcomes. One suggestion was made to rephrase the fourth one to “Analyze, Evaluate, and Utilize Information”. The decision was made to hold off approving the ILOs until next meeting so that they can be reviewed by the divisions and other areas of campus.
- After the ILOs have been approved, the entire process will go to Senate and other governance areas.

V. Review of report options for TaskStream (see attachment)

- There was a brief review of the reports that will be available in TaskStream.

VI. Adjournment

Describe the method you used to collect your data including the criteria you used to determine proficiency. [For example: I used a short-answer homework question. Students who scored 7 or higher were considered proficient.]

Enter your proficiency rates as percentages. If you only relied on qualitative data, then enter that in the box.

Proficient

Not Proficient

Briefly describe any inferences you can draw from your results, including any action plans you have for improving teaching or learning.

Identify any resources you need in order to maintain or improve proficiency rates.

Institutional Level Outcomes Proposal

Proposed statement about ILOs: Institutional level outcomes (ILOs) at Rio Hondo College reflect the skills students gain while mastering the content in their classes. They are intended to reflect the knowledge and abilities developed through their experiences at the college. Measured at the course and program levels, students will have gained competency in all ILOs upon successful completion of their degrees, certificates, or transfer programs.

Proposed ILOs

Students who complete programs at Rio Hondo will be able to:

- Think Critically
 - Apply theory to data
 - Demonstrate an understanding of course material
- Communicate
 - Communicate effectively in written or spoken forms
 - Recognize, interpret, and actualize creative expression
 - Comprehend and interpret various types of written information
 - Utilize various media formats
- Demonstrate Global Awareness, Personal Health, and Ethical Behavior
 - Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas
 - Evaluate civic, social, and environmental policies
 - Maintain and improve their health
- Analyze and Utilize Information
 - Engage in research
 - Demonstrate the ability to employ the scientific process
 - Demonstrate the ability to use mathematics
 - Use technology competently
- Develop Personal and Career Goals
 - Understand how to accomplish their educational goals
 - Utilize college resources to support their educational goals
 - Feel a sense of connection to the college