Student Learning Outcomes Committee
Meeting Agenda
November 2017

Members: Jose Aguinaga, Lupe Alvarado, Robin Babou, David Dawson, Julie Huang, Scott Jaeggi, Howard Kummerman, Aimee Ortiz, Joseph Rhee, Adam Wetsman
Others Present: Michelle Bean

I. TaskStream Update – The system is still not ready for demonstration, but the plan is to have things available in January so that Adam can prepare video instructions to help faculty with entry and mapping of outcomes.

II. Approve institutional outcomes – The list of proposed outcomes was reviewed and final approval of the ILOs are contained in this report. There was an issue raised in Senate about how to handle programs such as Flex, which does not have a student component to it. This will be taken up at a later time.

III. Plan for Campus Training – Adam noted that the plan is to provide information about how to go about mapping during Flex Day. In addition, there will be video and written instructions about how to move forward. Adam will also go to division meetings and help faculty individually if needed.

IV. Guided Pathways Link – Adam was asked to provide information about linking outcomes to guided pathways. The Outcomes Committee instructed Adam to go forward with completing the narrative

V. SLO Symposium: February 9th, Orange Coast College – Shelly and Lupe indicated that they wanted to go. Adam will follow up with the administration to get this moving forward.

VI. Adjournment
Institutional Level Outcomes Proposal

November 2017

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

- **Think Critically.**
  - Apply theory to data.
  - Demonstrate an understanding of course material.
  - Demonstrate the ability to employ the scientific process.
  - Demonstrate the ability to use mathematics.
  - Apply various problem-solving approaches.
- **Communicate.**
  - Communicate effectively in written or spoken forms.
  - 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.
- **Demonstrate Information Literacy.**
  - Research, analyze, evaluate, and utilize relevant information.
  - Effectively use appropriate research or technology tools or sources.
- **Develop Personal and Career Goals.**
  - Identify the steps necessary to accomplish their educational goals.
  - Utilize college resources to support their educational goals.
  - Feel a sense of connection to the college.
- **Under consideration**
  - Top-level: Demonstrate an understanding of aesthetics and creativity
  - Recognize, interpret, and actualize creative expression (pending)
  - Demonstrate artistic expression (space holder)
  - Demonstrate art appreciation (space holder)
  - Maintain and improve their personal health, wellness and performance (move from #3 to #5).
Institutional Level Outcomes Approved

November 2017

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  - Maintain and improve their personal health, wellness, and performance.
### 12. ALIGNED LEARNING OUTCOMES (Ensure Students are Learning)

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.

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<th>KEY ELEMENT</th>
<th>SCALE OF ADOPTION</th>
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<td>Pre-Adoption</td>
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<td>O College is currently not aligning or planning to align learning outcomes.</td>
<td>O Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GEOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</td>
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### 13. ASSESSING AND DOCUMENTING LEARNING (Ensure Students are Learning)

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.

Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction.

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<td>O College is currently not assessing and documenting or planning to assess and document individual student’s learning.</td>
<td>O Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</td>
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