



SANTA ANA COLLEGE

Outcomes Assessment Committee

Meeting Minutes

March 3, 2020

1:30 – 3:30 pm

ROOM D-418

The Committee develops, maintains and assists in outcomes assessment practices for Instruction, Student Services, and Administrative Units at the College level.

The Committee is responsible for informing and monitoring the policies and processes that will guide the college community through its work on outcomes assessment.

- I. Public comments
 - a. No public comment
- II. Membership
 - a. No new members
- III. Approval of Minutes
 - a. Minutes were approved
- IV. Approval of SLO Statement Logo
 - a. The logo will be updated to reflect feedback and approved on the upcoming meeting. Members provided the following feedback:
 - i. Include arrows for easier following of the process
 - ii. Include a QR code to have ability to expand on FAQ
 - iii. Remove “Statement” on “SLO Statement”
 - iv. Change “SLO” to “Student Learning Outcome”
- V. FAQ about SLOs
 - a. Members will be emailed updated questions. Discussion of FAQ about SLOs will continue in the upcoming meeting.
 - b. One suggestion was to include Student Services Outcomes. Question #5 currently reads, “How do SLOs, PLOs and ILOs differ?”
- VI. Scale of Adoptions
 - a. The committee had an in-depth discussion on Pillar 4: Ensuring Learning, Practices A-G.
 - i. Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

 1. Purely Descriptive
 2. PLOs need to be documented
 3. Need course level data → aggregate
 4. From each division need the following answered:

- a. What are your PLOs?
 - b. How are your PLOs aligned for success?
- ii. Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with other.

 - 1. Has to do with data
 - 2. COR and syllabus can be used as artifacts
 - 3. Need to find opportunities to engage students
 - 4. Have faculty reflect on their own discipline
 - a. How do you make sure learning happens in the classroom?
 - 5. An idea: perhaps have community projects. The projects can help students apply what they learn in the classroom to the real world.
- iii. Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

 - 1. Can focus on service learning. Examples include:
 - a. Connecting with ASG (each division has an assigned Senator)
 - b. Career Center
 - c. CTE Internships
 - d. Cooperative Work Experience
 - 2. An idea is to perhaps create a page on our website focused specifically on sharing all resources available to SAC students. (Currently there are resources, such as the ones mentioned above, but very sporadic).
- iv. Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

 - 1. Each semester assess SLOs
 - 2. There is currently a gap between course SLOs and PLOs
- v. Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review,

professional development, and other intentional campus efforts.

1. Nuventive can help with assessment of learning outcomes
 2. When looking at results focus on the gaps
- vi. Practice F
- The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.**
1. An idea is to have capstone courses
- vii. Practice G
- The college assesses effectiveness of educational practice (e.g. using CCSSEE or SENSE, etc.) and uses the results to create targeted professional development.**
1. Janice Love, Director of College Research, can provide information for this section
- VII. Discuss SLO Resources
- a. Discussion of this item was postponed to the upcoming meeting.
- VIII. Blooms Taxonomy
- a. The committee briefly went over this document.
- IX. Review SLO Statements
- a. Jarek asked if members could bring in SLOs from their department to go over during the next meeting.
- X. Course Outline of Record
- a. Members determined the Course Outline of Record (COR) has a lot of useful information that can be used in scale of adoptions.
- XI. Nuventive Improve
- Some members mentioned they did not have access to Nuventive.
- XII. Other
- a. Dr. Lamb discussed his vision for the committee, including the structure and process.
 - i. Would like the structure to parallel curriculum
 - ii. Envisions it to be more of a policy group
 - iii. Wants the committee to think about what would be an appropriate structure for SLOs
 - b. Dr. Lamb's statement led members to discuss the role of the committee.
 - i. Members agreed there needs to be a policy/procedural change in SLOs and PLOs.
 - ii. There needs to be standardized outcomes assessments across the board.
 - iii. If a policy is developed it will need to be approved by Academic Senate.