



Santa Ana College

Institutional Learning Outcomes

From Teaching Learning Committee Minutes 09-15-14, Item II.D

ILOs/GE Categories Discussion of Process—The TLC discussed how to best analyze ILOs and GE categories, when applicable, utilizing already existing course-level, program level and the quadrennial capstone assessments done by every department. Since all departments have linked course-level SLOs to their program level outcomes, the ILOs and the college mission statement, this enhanced protocol is meant to systematically and cyclically aggregate the ILO analysis with the purpose of interdisciplinary analysis, which will therefore increase student success and achievement rates college-wide. In the credit program, if a group of courses in your division does not meet a GE category (e.g., Nursing), the ILO must still be evaluated with a random sampling of courses. In the School of Continuing Education, ILOs will be linked to programs/departments. In the “Notes and References” section, please note that the department’s group of courses forms a program that does not meet a GE category. In addition, if a group of courses in your division does not form a program (e.g., EMT), one course from the list of courses must still be included in the ILO analysis. Please also put this in the “Notes and References” section.

The suggested structure would be for each division (a division curriculum committee meeting or chairs meeting) to review a sampling of courses from each department in the division and aggregate results of analysis of the ILO being analyzed college-wide that year. Mapping Charts would inform which ILOs have been analyzed through a given department’s ongoing program review.

Institutional Learning Outcomes

The step-by-step process for ILO analysis is as follows:

1. The dean and faculty division curriculum co-chair of each division will meet with the chairs of the departments within the division to analyze the designated annual Institutional Learning Outcome. The dean will provide the ILO Mapping Charts for each department, the General Education Plan A Categories Mapping Chart, and the list of courses offered in the GE category/categories aligned to the ILO. Each department chair will bring the most recent PA/PR capstone review and the most recent SLO and PLO analyses.
2. After dialogue and analysis, the dean and faculty co-chair will fill out the ILO Assessment Report with Notes and References. Both the faculty co-chair and the dean will sign the report. The dean will send the report to the chair of the TLC by March 15th.
3. The TLC will discuss the outcomes of the reports and make recommendations for measurable institutional improvement and send the report to the Academic Senate and College Council.

Cyclical Schedule: Year 1 (2014-2015)—Communication Skills

Year 2 (2015-2016)—Thinking and Reasoning

Year 3 (2016-2017)—Information Competency

Year 4—(2017-2018) Diversity, Civic Responsibility, Life Skills, Careers

Reports are due to the TLC March 15th annually. The TLC will send a report to the Academic Senate and College Council. Student Services and Administrative Services review will also be conducted.

Example:

INSTITUTIONAL LEARNING OUTCOME ASSESSMENT REPORT, SAC

Division: Humanities and Social Sciences Departments: ASL; EMLS/ESL; English; Ethnic Studies; Modern Languages; Philosophy; Reading

ILO: Communication Skills

Courses: Eng 101, Span 101,...

Semester: Spring Year: 2015

Faculty Members: _____

Institutional SLO	Departments/ Course Selected	Methods of Assessment	Outcomes	GE Categories (credit)/ Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation
Communication Skills: Speaking, Listening, Reading, Writing	1. English: Eng 101 2. Mod. Lang: Span 101/101H	1. 7-10 page argumentative paper 2.The Department allowed each instructor to select a level-appropriate topic for assessing their students' oral proficiency via an oral presentation/ skit/dialogue or interview.	1. Difficulty in creating a clear thesis statement and unity of topic.%% 2. Difficulty with pronunciation and language control %%%	1. II.E.1 Language and Rationality-English Composition 2. II.C Humanities	1. DLAs in the Learning Center 2. DLAs in the Learning center			

Notes and References:

1. **The assessment for Eng 101 is a hypothetical example for the purpose of these minutes.** English 101 is on the department's Mapping Chart for this ILO and also on the GE II.E.1: Language and Rationality--English Composition. It was incorporated into the department's course-level SLO analysis and the PA/PR and may be located at www.sac.edu/program_review under the department.
2. Spanish 101 is on the Department's Mapping Chart for this ILO and also on the GE IIC: Humanities. This assignment was incorporated into the course-level SLO analysis S13.
http://www.sac.edu/Program_Review/HSS/ModernLang/Course%20Level%20SLO%20Assessment/Modern%20Languages%20SLO%20Assesment%20Spring%202013/ModernLanguages_SLO_Assessment_S13.pdf

Signature Faculty Division Curriculum Committee Co-chair: Kathy Patterson Date: _____

Signature Division Dean: Shelly Jaffray Date: _____

Institutional Learning Outcomes for Current Courses

Department of Modern Languages at SAC

INSTITUTIONAL LEARNING OUTCOMES (Core Competencies) MAPPING							
COURSES	I. Comm. Skills	II. Thinking Reasoning	III. Info Management	IV. Diversity	V. Civic Resp.	VI. Life Skills	VII. Careers
Chinese 101	X	X		X			
Chinese 102	X	X		X			
French 101	X	X		X			
French 102	X	X		X			
French 201	X	X		X			
French 202	X	X		X			
French 201H	X	X	X	X			
French 202H	X	X	X	X			
French 211	X	X		X			X
French 214	X	X		X			X
Italian 120	X	X		X			
Italian 121	X	X		X			
Japanese 101	X	X		X			
Japanese 102	X	X		X			
Spanish 101	X	X		X			
Spanish 101H	X	X		X			
Spanish 102	X	X		X			
Spanish 102H	X	X		X			
Spanish 195a	X	X		X		X	X
Spanish 195b	X	X		X		X	X
Spanish 201	X	X		X			

Spanish 201H	X	X		X			
Spanish 202	X	X		X			
Spanish 202H	X	X		X			
Spanish 212	X	X		X		X	
Spanish 213	X	X		X		X	
Spanish N51	X	X		X		X	X
Vietnamese 101	X	X		X			
Vietnamese 102	X	X		X			

INSTITUTIONAL LEARNING OUTCOME ASSESSMENT REPORT, SAC

Division: _____ Departments: _____

ILO _____

Courses: _____

Semester: _____ Year: _____

Faculty Members: _____

Institutional SLO	Departments	Methods of Assessment	Outcomes	GE Categories (credit)/ Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Notes and References:

Signature Faculty Division Curriculum Committee Co-Chair _____ Date _____

Signature Division Dean _____



Santa Ana College

Institutional Learning Outcomes

SAC MISSION STATEMENT

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

1. Communication Skills

a. Listening and Speaking

Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

b. Reading and Writing

Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.

2. Thinking and Reasoning

Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.

3. Information Management

a. Creative Thinking

Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.

b. Critical Thinking

Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

c. Ethical Reasoning

Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.

d. Quantitative Reasoning

Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.

a. Information Competency

Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.



b. Technology Competency

Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases; graphing calculators; etc.

<p>4. Diversity</p> <p>Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p>	<p>a. Cultural</p> <p>Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>b. Social</p> <p>Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental</p> <p>Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility</p> <p>Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	

<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p>7. Careers Students will develop the knowledge and skills necessary to select and develop careers.</p>	



ILOs Mapped to GE Areas of Emphasis Credit Program

ILOs  GE Categories 	1. Communication Skills a. Listening and Speaking b. Reading and Writing	2. Thinking and Reasoning a. Creative Thinking b. Critical Thinking c. Ethical Reasoning d. Quantitative Reasoning	3. Information Management a. Information Competency b. Technology Competency	4. Diversity a. Cultural b. Social c. Environmental	5. Civic Responsibility	6. Life Skills a. Creative Expression b. Aesthetic Appreciation c. Personal Growth d. Interpersonal Skills	7. Careers
A. Natural Sciences	1a ,b	2b, c, d	3a,b	4c	5		
B. Social & Behavioral Sciences	1a,b	2b,c,d	3a,b	4a,b	5		
C. Humanities	1a,b	2a,b,c,d	3a,b	4a,b			
D. Cultural Breadth	1a,b	2b,c	3a	4a,b,c	5		
E. Language & Rationality	1a,b	2a,b,c,d	3a,b				
F. Lifelong Understanding & Self-Development	1a,b	2b,c,d	3a,b	4a		6	7

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ILOs Mapped to School of Continuing Education Programs

ILOs  SCE Programs 	1. Communication Skills a. Listening and Speaking b. Reading and Writing	2. Thinking and Reasoning a. Creative Thinking b. Critical Thinking c. Ethical Reasoning d. Quantitative Reasoning	3. Information Management a. Information Competency b. Technology Competency	4. Diversity a. Cultural b. Social c. Environmental	5. Civic Responsibility	6. Life Skills a. Creative Expression b. Aesthetic Appreciation c. Personal Growth d. Interpersonal Skills	7. Careers
Adult Basic Education	1a, b	1a,b,c,d	3a,b				
Adult Secondary Education	1a,b	2a,b,c,d	3a,b	4a,b,c	5	6a,b	
Career & Technical Education (Short Term Vocational)	1a,b	2b	3b			6c	7
Counseling	1a	2b				6c,d	
English as a Second Language	1a,b	2b					
Parent Education	1a,b		3b		5	6d	
Substantial Disabilities	1a,b					6c,d	7

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