College Outcomes Committee Meeting Minutes
Tuesday, October 6, 2015, 2:30—3:30 p.m.
Student Services Bldg., 3rd Floor Conference Room 48309

Attendees: Beth Benne, Oleg Bespalov, Monique Cleveland, Dale Fields, Loralyn Frederick, Clay Gediman, David, Gonzales, Christi Hamilton, Stefan Ignatovski, Larry Kraus, Sheryl Nomelli, Margarita Pillado, Paul Anthony Quintero, Susan Rhi-Kleinert, Angela Wayne, Sheila Hammon, Jose Luis Fernandez, Susan Alvarado, Teena Turocy, and Mabintou Diouare.

1) Approve Agenda: Beth Benne/David Gonzales MSP

2) Approve Minutes of 9-8-15: Beth Benne/David Gonzales MSP

3) Peer Evaluation for the validation of Senate Committees: This process will be coordinated by the EPC. Two volunteers are needed: Beth Benne and David Gonzales “volunteered.”

4) Membership Clarification
   a) As reflected in the May 18, 2015 Academic Senate (“Senate”) Minutes, the Senate voted for Christi (“Christine”) Hamilton as the new Senate Representative to the COC.
   b) As reflected in the September 28, 2015 Academic Senate Minutes, the Senate voted for Stefan Ignatovski as the new Senate Representative to the COC.
   c) The COC Charter currently allows only one Senate Representative.
   d) Erin Moran, the current COC Rep for Area 3, is unable to attend COC meetings this semester, as they conflict with her teaching schedule. Both Christi Hamilton and Stefan Ignatovski teach in Area 3 disciplines.
   e) The COC agreed to move Stefan Ignatovski to the position of Area 3 Rep and to have Christi Hamilton remain the Senate Rep. Next semester, Erin Moran will return to the COC in a new position.

5) Update on COC Goals for Fall 2015
   a) Outcomes Mapping
      i) Phase 1 (SLOs – PLOs) is more than 60% finished. That number (60%) is not an accurate reflection of how many Programs have been mapped because many courses belong to the GE Programs and are not showing up in the final count.
      ii) The COC will remind department chairs that Phase 2 (PLOs – ILOs) is beginning and should be completed within the next two weeks.
   b) Develop Reporting Cycles and present them to Senate
      (1) The COC agreed to present to the Senate in the form of an NMP two possible Course Reporting Cycles, a 4-year and a 2-year.
      (2) The Comprehensive Program Review Cycle is being realigned with the
college’s Integrated Planning Cycle, which is a four-year cycle. The Comprehensive Program Review for CTE programs remains a two-year cycle, as per Title 5.

6) Senate Notice Motions
   a) Outcomes Reporting Cycle: We will present to Senate after we present to EPC and APC.
   b) 7th ILO (APPENDIX A) is written and the COC approved it. Monique Cleveland will submit it to the Senate for the October 12, 2015 Senate meeting.
   c) COC Chair as a Resource Member of Senate Exec: This is still in progress and low on the priority list, as the COC Chair has already been attending Senate Exec meetings and functions.
   d) Revised COC Charter: This is still in progress.

7) Accreditation & Quality Focus Essay: The College Accreditation Coordinator, Margarita Pillado, discussed the accreditation process. Below is her report:
   a) The ISER drafts are posted for public comment on the College’s Accreditation Web site: http://accred.piercecollege.edu/eval2016draft.html. The drafts are posted in sections, some of which will be removed in the next couple of weeks prior to the final document being assembled. The final document is to be sent to the Institutional Effectiveness and Student Success Committee (a standing committee of the Board of Trustees in charge of vetting all college ISERs) before October 20.

   b) Notices about the ISER availability have been sent out to the entire College community. The public is encouraged to review the drafts and send comments to both Dr. Earic Dixon-Peters (Accreditation Liaison Officer) and Margarita Pillado (Faculty Accreditation Coordinator). In particular, the COC is encouraged to review these sections for any statements that are relevant to the mission and purpose of the Committee.

   c) As it was announced in August, the College is drafting an Action Project related to outcomes assessment for the Quality Focus Essay of the ISER. The project starts with SLO-to-PLO mapping and will culminate with a re-alignment of the outcomes assessment cycle. The COC will play a key role in developing guidelines for the implementation and evaluation of this project.

   d) After the report, there was a question on the disaggregation of SLO data in eLumen. It was clarified that the COC is not charged with this aspect of the outcomes assessment. That task is the responsibility of the Institutional Effectiveness Office, which will compile and disseminate the data packets to the appropriate department. Each department/discipline will analyze and evaluate the data coming from the IEO annually as part of the Annual Program Plan report. Data packets from 2014-2015 are being assembled right now and will be sent to department chairs in the next weeks. The interpretation and development of improvement plans related to outcomes assessment data is the responsibility of each department and division. The COC’s role is to facilitate
outcomes dialog and develop guidelines for outcomes processes and procedures and be a resource for faculty and staff in terms of eLumen management.

8) SLO Handouts (George Ogar): This item was not discussed.

9) Results of SLO Surveys (APPENDIX B): The results of faculty surveys taken during the Leadership Retreat and Convocation indicate that the most requested topics for Outcomes workshops are:
   
a) Working with your department to write/update common Assessment Rubrics which can be shared and documented in eLumen;
   
b) Working with your department to create/update common Assessment Methods which can be shared and documented in eLumen; and
   
c) Updating SLOs for courses in your department.
   
d) COC is currently preparing faculty workshops on the above topics.

10) eLumen Update
   
a) COC has been conducting “open house” every Tuesday from 7—8pm and Wednesday from 1—2pm in the Library Reference Center. Several instructors have attended and results have been positive.
   
b) Oleg Bespalov will arrange initial training on advanced eLumen function for himself, Amari Williams, and Monique Cleveland.

11) New Business: None

**Fall 2015 Meeting Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tuesday, September 8th</td>
<td>2:30—3:30</td>
<td>SSB 3rd Floor Conference Room 48309</td>
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<tr>
<td>Tuesday, October 6th</td>
<td>2:30—3:30</td>
<td>SSB 3rd Floor Conference Room 48309</td>
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<tr>
<td>Tuesday, November 3rd</td>
<td>2:30—3:30</td>
<td>SSB 3rd Floor Conference Room 48309</td>
</tr>
<tr>
<td>Tuesday, December 1st</td>
<td>2:30—3:30</td>
<td>SSB 3rd Floor Conference Room 48309</td>
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Notice Motion Proposal
Fall 2015
[“Occupational and Professional Readiness” ILO]

BACKGROUND

Prior to 2008, Pierce College adopted and published Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). In 2008, the College Outcomes Committee (COC) voted to adopt General Education Learning Outcomes (GELOs) instead of ILOs.

In spring 2015, the COC, under advisement from Pierce College administrators and the Pierce College Accreditation Steering Committee (ASC), voted to adopt ILOs in addition to GELOs. At present, Pierce College’s ILOs are identical to Pierce College’s GELOs. This is problematic because GELOs are, in effect, program learning outcomes for General Education Plans, and, as such, do not address the entire” institution” (Pierce College). ILOs should be broader than PLOs or GELOs, and they should encompass any and all learning that happens at the” institution” (Pierce College), including ENCORE, Extension, Workforce Education, CTE, CAS, Health Center, etc.

Whereas, Pierce College’s current ILOs (formerly GELOs) address outcomes that are related to courses in the General Education Plans; and

Whereas, ILOs should address outcomes that are related to all courses and workshops taught at Pierce College, including ENCORE, Extension, Workforce Education, CTE, CAS, Health Center, etc.;

Therefore be it resolved, that “Occupational and Professional Readiness” be added to Pierce College’s official ILOs.

Ratified by the Pierce Academic Senate this ____ day of October, 2015.
GELOs
(General Education Learning Outcomes)

Communication: The student will demonstrate proficiency in communication skills, including active listening, textual interpretation and comprehension, and oral and written expression.

Critical Thinking: The student will demonstrate proficiency in identifying and clarifying issues, problems, questions, and assumptions; analyzing data and relevant information including alternative approaches; differentiating between facts, opinions, and biases; synthesizing and generating solutions and possible outcomes; and using evidence and reasoning to support conclusions.

Research and Information Literacy: The student will demonstrate proficiency in modes of inquiry specific to the discipline of study and discernment of relevant and appropriate sources of information.

Civic Responsibility and Ethical Reasoning in a Diverse Society: The student will demonstrate proficiency in understanding, and engaging with, contemporary notions of the public good in a democratic and diverse society and the relevant principles, concepts, and arguments that guide ethical decision-making.

Quantitative Analysis and Scientific Reasoning: The student will demonstrate proficiency in the interpretation and description of quantitative data and situations and relevant graphs, symbols, or mathematical relationships and concepts to solve problems.

Arts & Cultural Awareness: The student will demonstrate proficiency in the identification, recognition, description, and explanation of his or her interaction with, and understanding of, cultural practices and social structures.
ILOs
(Institutional Learning Outcomes)

**Communication:** The student will demonstrate proficiency in communication skills, including active listening, textual interpretation and comprehension, and oral and written expression.

**Critical Thinking:** The student will demonstrate proficiency in identifying and clarifying issues, problems, questions, and assumptions; analyzing data and relevant information including alternative approaches; differentiating between facts, opinions, and biases; synthesizing and generating solutions and possible outcomes; and using evidence and reasoning to support conclusions.

**Research and Information Literacy:** The student will demonstrate proficiency in modes of inquiry specific to the discipline of study and discernment of relevant and appropriate sources of information.

**Civic Responsibility and Ethical Reasoning in a Diverse Society:** The student will demonstrate proficiency in understanding, and engaging with, contemporary notions of the public good in a democratic and diverse society and the relevant principles, concepts, and arguments that guide ethical decision-making.

**Quantitative Analysis and Scientific Reasoning:** The student will demonstrate proficiency in the interpretation and description of quantitative data and situations and relevant graphs, symbols, or mathematical relationships and concepts to solve problems.

**Arts and Cultural Awareness:** The student will demonstrate proficiency in the identification, recognition, description, and explanation of his or her interaction with, and understanding of, cultural practices and social structures.

**Occupational and Professional Readiness:** The student will demonstrate technical and professional skills that meet industry and/or employment standards. [Proposed]
GENERAL EDUCATION PLANS

Plan A GENERAL STUDIES GENERAL EDUCATION PLAN (available with majors of 35 units or less only) This associate-level general education plan is appropriate for students planning to obtain an associate degree, but does not necessarily prepare students to transfer and earn a baccalaureate degree.

Plan B CAREER AND TECHNICAL GENERAL EDUCATION PLAN (available with majors of 36 units or more only) This associate-level general education plan is appropriate for students planning to obtain an associate degree, but does not necessarily prepare students to transfer and earn a baccalaureate degree.

Plan C CSU GENERAL EDUCATION BREADTH CERTIFICATION PLAN This baccalaureate-level general education plan fulfills the associate degree general education requirements and is accepted as fulfillment of lower-division general education requirements at all California State University campuses.

Plan D IGETC PLAN (INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM) This baccalaureate-level general education plan fulfills the associate degree general education requirements and is accepted as fulfillment of lower-division general education requirements at all University of California and California State University Campuses.
## 2015 CONVOCATION & LEADERSHIP RETREAT: SLO QUESTIONNAIRE RESULTS

<table>
<thead>
<tr>
<th>#</th>
<th>Yes</th>
<th>Total participants = 33</th>
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<tbody>
<tr>
<td>1)</td>
<td>16</td>
<td>Updating SLOs for courses in your department</td>
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<tr>
<td>2)</td>
<td>10</td>
<td>Logging in and entering SLO Assessments into eLumen (a repeat of spring 2015 workshops for those who missed them or those who would like a refresher)</td>
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<tr>
<td>3)</td>
<td>21</td>
<td>Working with your department to write/update common Assessment Rubrics which can be shared and documented</td>
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<tr>
<td>4)</td>
<td>17</td>
<td>Working with your department to create/update common Assessment Methods which can be shared and documented</td>
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<tr>
<td>5)</td>
<td>12</td>
<td>Working with your department to create a refined Assessment Scale (in addition to or instead of the current “0-1-N/A” Scale)</td>
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<tr>
<td>6)</td>
<td>15</td>
<td>Writing SLO Assessment Reports and Action Plans which can be shared and documented</td>
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<tr>
<td>7)</td>
<td>9</td>
<td>Generating and publishing SLO results</td>
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Other

- audit/correct SLO info to match ECD
- interpreting disaggregated SLO Assessment results
- all of the above for Student Services
- purpose, needs, & benefits of SLOs & how they will help improve our program