



## Santa Rosa Junior College *i*-LEARN Update, April 2006

### Current Status

In February 2006, EPCC endorsed *i*-LEARN's suggestion that we begin by assessing the first institutional learning outcomes goal:

#### ***1. Foundational Skills***

- Perform mathematical operations
- Utilize technology
- Read and write at the college level

Members of the original *i*-LEARN group met last Friday (March 31<sup>st</sup>) to map out the next steps for institutional level learning outcomes at SRJC. Below is a summary of our discussion and decisions.

### Future Committee Structure of *i*-LEARN

Current and past members of *i*-LEARN are invited to stay on the *i*-LEARN Steering Committee to oversee the assessment of our institutional level learning outcomes. KC Greaney and Micca Gray will remain as co-chairs. This steering committee shall meet monthly.

Three sub-committees will be established to examine each of the bullets under "Foundational Skills" (above). Matt Greaney (CSKLS math) has volunteered to co-chair the "Perform mathematical operations" sub-committee, Micca Gray (Library) has volunteered to co-chair the "Utilize technology" sub-committee, and Gary Allen has volunteered to co-chair the "Read and write at the college level" sub-committee. Sub-committee co-chairs shall attend steering committee meetings.

We need additional faculty, and student services representatives, to fill out the sub-committees. We would like representation from the following areas: English, ESL, Math, Developmental English, Developmental Math, Library, Technology (CIS? BOT?), Counseling, on-line, student services, and faculty from other areas to round out the groups. We will ask the Academic Senate to suggest faculty members to participate.

## Timeline

1. Spring 06
  - KC will ensure *i*-LEARN gets on the Academic Senate and Student Services Council agendas for an update, and to recruit volunteers to serve on sub-committees.
  - *i*-LEARN Steering Committee membership will be solidified
  - *i*-LEARN steering committee will meet in May
  - KC will propose that an inventory of addressing institutional learning goals be included in academic program review (PRIP) and take this idea to the Linkage Task Force and PRIP sub-group.
2. Summer 06
  - *i*-LEARN steering committee will meet in early August, and will develop specific charges for the three sub-committees
3. Fall 06
  - Membership for the three *i*-LEARN sub-committees will be solidified
  - Sub-committees will meet regularly
  - Steering Committee will meet monthly
4. Spring 07
  - At least one (and possibly all three) of the three sub-goals of the foundational skills learning outcome will be assessed
  - Steering committee will determine plan for 07/08 and consider which additional institutional goals should be assessed
5. Fall 07
  - Any sub-goals not assessed in the spring will be assessed in the fall
  - The third large-scale SRJC “Student Survey” will be administered, which might prove a good vehicle for assessing institutional outcomes

## Additional Decisions Made

1. We wish to keep the process of assessing institutional outcomes “meaningful, manageable, and sustainable.”
2. We should assess only up to the AA/AS level.
3. We should assess *practical* application of knowledge and skills.
4. Institutional learning outcomes should be included in the PRIP for academic program review (and probably in student services and administrative support unit reviews also). KC will carry this idea forward to the PRIP group and the Linkage Task Force. On the next page is a draft proposal for inclusion in program review

## Institutional Learning Outcomes Inventory Chart (Draft, 4/07/06)

In 04/05, SRJC developed and revised seven collegewide student learning outcomes through a collaborative process whereby over 250 district faculty, staff, and students gave input. (For more information, visit: <http://www.santarosa.edu/projectlearn>) These outcomes directly support SRJC's mission (to increase the knowledge, improve the skills, and enhance the lives of those who participate in our programs and enroll in our courses throughout the district). These outcomes are neither program nor course specific, but we are asking your help in identifying how various parts of your program might be contributing to student achievement of these institutional learning outcomes. Please, in the column headings of the table below, input the names of the key courses in your program (e.g., courses in a pre-requisite sequence, heavily enrolled courses) and simply indicate by putting an "X" in the appropriate box which institutional learning outcomes are addressed in each of the courses.

| <b>Collegewide Student Learning Outcomes</b>   | (Course A) | (Course B) | (Course C) | (Course D) | (Course E) |
|--|------------|------------|------------|------------|------------|
| <b>1. Foundational Skills:</b> Perform mathematical operations   |            |            |            |            |            |
| <b>1. Foundational Skills:</b> Utilize technology  |            |            |            |            |            |
| <b>1. Foundational Skills:</b> Read and write at the college level   |            |            |            |            |            |
| <b>2. Personal Development and Management:</b> Develop self-awareness and confidence   |            |            |            |            |            |
| <b>2. Personal Development and Management:</b> Manage resources, such as time and money, in order to advance personal and career goals   |            |            |            |            |            |
| <b>2. Personal Development and Management:</b> Maintain or improve health  |            |            |            |            |            |
| <b>2. Personal Development and Management:</b> Appreciate the value of lifelong learning   |            |            |            |            |            |
| <b>3. Communication:</b> Listen actively and respectfully  |            |            |            |            |            |
| <b>3. Communication:</b> Speak coherently and effectively  |            |            |            |            |            |
| <b>4. Critical Analysis:</b> Locate, analyze, evaluate and synthesize relevant information   |            |            |            |            |            |
| <b>4. Critical Analysis:</b> Draw reasonable conclusions in order to make decisions and solve problems   |            |            |            |            |            |
| <b>5. Creativity:</b> Creatively respond to ideas and information  |            |            |            |            |            |
| <b>6. Intercultural Literacy and Interaction:</b> Recognize and acknowledge individual and cultural diversity  |            |            |            |            |            |
| <b>6. Intercultural Literacy and Interaction:</b> Practice respectful interpersonal and intercultural communication  |            |            |            |            |            |
| <b>6. Intercultural Literacy and Interaction:</b> Recognize and understand the ideas and values expressed in the world's cultural traditions   |            |            |            |            |            |
| <b>7. Responsibility:</b> Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen |            |            |            |            |            |

***Note: This chart will be included in annual program review for all units (academic, student services, and administrative support) throughout the district.***