Santa Rosa Junior College
i-LEARN Update, May 2009

Background

Santa Rosa Junior College's mission is to *increase the knowledge*, to *improve the skills*, and to *enhance the lives* of those who participate in our programs and enroll in our courses throughout the District. We recognize that all members of our institution, faculty, student service professionals, classified staff, and all others, contribute to carrying out our mission.

In order to fulfill the mission of SJRC, faculty and staff dedicate themselves to enhancing the lives of our students by providing opportunities for students to increase their knowledge and improve their skills. To this end, in Fall 2004, SRJC's *i*-LEARN committee held forums and conducted presentations with thirteen different student, faculty and staff groups throughout the district. As a result, over 250 individuals provided input into the process of creating institutional outcomes for our students, so that we might be more intentional in facilitating student achievement of the learning outcomes that are important to our community.

i-LEARN committee members performed the daunting task of reviewing and distilling all of the input gathered from students, faculty and staff. The result is a work in progress – seven institutional student learning outcome goals (see draft on reverse side). After incorporating broad-based feedback gathered during Spring 2005, a final list of outcomes will be presented to the college community. Subsequent steps include: developing a plan to measure how well students are achieving the institutional learning goals; mapping the goals to course offerings and curriculum; implementing the assessment plan; making adjustments as necessary; and repeating the assessment process.

Assessment of Institutional Learning Outcomes

In February 2006, EPCC endorsed *i*-LEARN's recommendation that we begin by assessing the first institutional learning outcomes goal. There are many reasons why this goal was chosen for initial examination, including the increasing number of students needing remediation, and the statewide "Basic Skills" initiative. Here is the text of the first institutional learning outcomes:

1. *Foundational Skills*
- ➢ Perform mathematical operations
- ➢ Utilize technology
- ➢ Read and write at the college level

Members of the original *i*-LEARN group were asked to continue on, if they wished, to serve as a steering committee for *i*-LEARN assessment implementation, and individual faculty-led sub-groups were formed to focus on each of the three foundational skills listed above.

Each sub-committee was charged with proposing an assessment plan that: keeps the process "meaningful, manageable, and sustainable;" only assesses up to the AA/AS level; focuses on the *practical* application of knowledge and skills.

In Fall 2007, the Office of Institutional Research conducted the regularly scheduled SRJC Student Survey (administered via classrooms every three years) and included a section asking students to self-assess their gains on institutional student learning outcomes as a result of being a student at SRJC. Approximately 10% of all credit students enrolled were surveyed.

In Spring 2007, a Technology Survey was administered to over 200 students, asking them detailed questions about their technology usage, skill levels (both current, and prior to attending SRJC), and motivations for learning more technological skills.

In Spring 2008, two separate direct assessments were administered to two separate groups of randomly selected course sections. As a result, over 1000 students took a reading and writing assessment, and over 1000 different students took a computational skills assessment.

In Spring 2009, an institutional learning outcomes chart was included in the PRPP (Program & Resource Planning Process) form for every academic department and non-academic administrative unit within the district. Results from this inventory will allow the district to examine where and how frequently institutional learning outcomes are being assessed throughout our courses, programs and services.

Presentation of Results

The results of the Institutional Learning Outcomes assessments were shared broadly. In addition to being posted on the Project LEARN website, the results were presented at the Strengthening Student Success conference in Anaheim in October 2008, and presented to the following SRJC committees and groups in the 08/09 academic year: IPC (Institutional Planning Council), DCC/IM (Department Chairs/Instructional Managers, Academic Senate, Student Services Council, Management Team, Student Senate, Project LEARN Steering Committee, and *i*-LEARN. In addition, results were presented at both the Fall 2008 and Spring 2009 Professional Development Days.

Tentative Plans for 2009/2010

- Analyze results from PRPP Institutional Learning Outcomes Inventory Chart
- Assess global studies outcomes, in collaboration with SRJC's Global and Intercultural Communication Committee
- Plan for inclusion of institutional learning outcomes in the Fall 2010 SRJC Student Survey

Attachments
1. Institutional Learning Outcomes Inventory Chart (draft of what was included in the PRPP template)
2. Assessment Schedule for Institutional Learning Outcomes at SRJC

Institutional Learning Outcomes Inventory Chart

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.

Collegewide Student Learning Outcomes	(Course A)	(Course B)	(Course C)	(Course D)	(Course E)
1. **Foundational Skills:** Perform mathematical operations					
1. **Foundational Skills:** Utilize technology					
1. **Foundational Skills:** Read and write at the college level					
2. **Personal Development and Management:** Develop self-awareness and confidence					
2. **Personal Development and Management:** Manage resources, such as time and money, in order to advance personal and career goals					
2. **Personal Development and Management:** Maintain or improve health					
2. **Personal Development and Management:** Appreciate the value of lifelong learning					
3. **Communication:** Listen actively and respectfully					
3. **Communication:** Speak coherently and effectively					
4. **Critical Analysis:** Locate, analyze, evaluate and synthesize relevant information					
4. **Critical Analysis:** Draw reasonable conclusions in order to make decisions and solve problems					
5. **Creativity:** Creatively respond to ideas and information					
6. **Intercultural Literacy and Interaction:** Recognize and acknowledge individual and cultural diversity					
6. **Intercultural Literacy and Interaction:** Practice respectful interpersonal and intercultural communication					
6. **Intercultural Literacy and Interaction:** Recognize and understand the ideas and values expressed in the world's cultural traditions					
7. **Responsibility:** 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 (PRPP) for all units (academic, student services, and administrative support) throughout the district.

Assessment Schedule for Institutional Learning Outcomes at SRJC

Collegewide Student Learning Outcomes	SRJC Technology Student Survey Spring 2007	SRJC Student Survey Fall 2007	SRJC Writing Assessment Spring 2008	SRJC Computational Skills Assessment Spring 2008	Global Studies Student Assessment Fall 2009	SRJC Student Survey Fall 2010	?
1. Foundational Skills: Perform mathematical operations		√		√		√	
1. Foundational Skills: Utilize technology	√	√				√	
1. Foundational Skills: Read and write at the college level		√	√			√	
2. Personal Development and Management: Develop self-awareness and confidence		√				√	
2. Personal Development and Management: Manage resources, such as time and money, in order to advance personal and career goals		√				√	
2. Personal Development and Management: Maintain or improve health		√				√	
2. Personal Development and Management: Appreciate the value of lifelong learning		√				√	
3. Communication: Listen actively and respectfully		√				√	
3. Communication: Speak coherently and effectively		√				√	
4. Critical Analysis: Locate, analyze, evaluate and synthesize relevant information		√				√	
4. Critical Analysis: Draw reasonable conclusions in order to make decisions and solve problems		√				√	
5. Creativity: Creatively respond to ideas and information		√				√	
6. Intercultural Literacy and Interaction: Recognize and acknowledge individual and cultural diversity		√			√	√	
6. Intercultural Literacy and Interaction: Practice respectful interpersonal and intercultural communication		√			√	√	
6. Intercultural Literacy and Interaction: Recognize and understand the ideas and values expressed in the world's cultural traditions		√			√	√	
7. Responsibility: Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen		√			√	√	

Note: shaded boxes indicate planned future assessment activity

i-LEARN, OIR, 5/1/09