

Vice President, Instruction (Co-Chair)	Kelly Fowler	X	Faculty Credit (appointed by the AS)(Co-Chair)	Tiffany Kuo	X
Associate Vice President, Instruction	Meghan Chen	X	Faculty Noncredit (appointed by AS)	Landry Chaplot	X
Director, Research & Institutional Effectiveness (Co-Chair)	Patty Quinones	X	Faculty – Student Services (appointed by AS)	<b>Vacant</b>	
Faculty Outcomes Coordinator	Kelly Coreas	X	Classified (appointed by CSEA 262)	<b>Vacant</b>	
Academic Senate President or Designee	Roger Willis	X	Classified (appointed by CSEA 651)	<b>Vacant</b>	
Faculty Accreditation Coordinator	Barbara Mezaki		Student (appointed by the Associated Students)	<b>Vacant</b>	
Faculty	<b>Vacant</b>		Budget Committee Liaison	Rosa Royce	X
Director of Human Resources or Designee	Ryan Wilson		PIE	Krupa Patel	X
Student Services (appointed by VPSS)	Malia Flood	X			
Instructional Services (appointed by the VP Instruction)	Sylvia Ruano	X	Guest – Assistant Dean, Accreditation and Planning	Lianne Greenlee	X
Information Technology (appointed by the VP Admin Services)	Kate Morales	X	Recorder	Wendi Alcazar	

<b>AGENDA</b>			
	Topic	Time	Discussion/Outcome
1.	<b>Welcome</b>	1:30	
2.	<b>Review of the Agenda</b>	1:35	<ul style="list-style-type: none"> <li>Agenda unanimously accepted</li> </ul>
3.	<b>Approval of the <a href="#">September 28<sup>th</sup> Minutes</a></b>	1:40	<ul style="list-style-type: none"> <li>Motion to approve by T. Kuo, second by S. Ruano, motion passed.</li> <li>L. Greenlee and K. Fowler abstained.</li> </ul>
4.	<b>Purpose &amp; Function <a href="#">Statement</a> Review</b>	1:45	<ul style="list-style-type: none"> <li>Review of Purpose and Function.</li> <li>Discussion about broadening the purpose with regards to ACCJC standards.</li> <li>Discussion of Function 3 and 7, overlapping. Recommendation to combine 3 and 7, rewrite to include both.</li> <li>Fix typos in document.</li> <li>Remove 4.a and 4.b.</li> <li>Change College to Institution throughout the document, remove all unnecessary uses.</li> </ul>
5.	<b>ISER Review</b> <ul style="list-style-type: none"> <li>Compilation Draft (separately emailed)</li> </ul>	2:05	<ul style="list-style-type: none"> <li>L. Greenlee gives background about ISER compilation draft.</li> <li>IEC is a resource.</li> <li>There is some duplication of information/work being done.</li> <li>We can do a full review, a partial review, small group feedback or individual feedback.</li> <li>After IEC view is complete, there will still be one more opportunity for review when it's sent out to the College community.</li> </ul>

		<ul style="list-style-type: none"><li>• I.B is closely related to our committee. The others can be reviewed if we have time.</li><li>• Feedback is due by Nov 14<sup>th</sup>. This will allow the Finishing Teams to review the committee's feedback.</li><li>• Review I.B.2 – ER11 – eligibility requirement. Bold items are evidence that support the statement in the ISER.</li><li>• Paragraph two - TractDat is now Nuventive Improve.</li><li>• PLOs are not assessed via a program mapping template process.</li><li>• PLOs are mapped but assessed separately.</li><li>• Paragraph two needs to be updated to reflect the process correctly.</li><li>• SLOs are for all courses but PLOs should be used for the programs.</li><li>• This standard should be focused on PLOs not SLOs.</li><li>• Leverage SLOs to help assess through the mapping of the PLOs.</li><li>• Need to verify that the PLOs in the catalog.</li><li>• Do SLOs map to ILOs or do SLOs map to PLOs and then PLOs to ILOs? K. Coreas will look into the current process.</li><li>• Do departments post their department goals? The programs definitely have program goals.</li><li>• Paragraph four - Students were surveyed, not are surveyed.</li><li>• We need to give a little context on the survey. What year and who it was given to should be included.</li><li>• Do we have assessment results in Nuventive Improve?</li><li>• PLOs are entered as different assessments. The SLO is mapped to the PLO. The PLO is assessed individually. Depending on the PLO the assessment may be different.</li><li>• The mapping is a transparency visual tool to show the process.</li><li>• There's a wide variety of PLOs out there because some programs are not able to continue to track their students once they have graduated.</li><li>• P. Quinones will work with the analyst on Outcomes, for evidence where SLOs are mapped to PLOs.</li><li>• The Nuventive update mapped the SLOs to the PLOs and then ILOs.</li></ul>
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- There is a place in Nuventive that maps all three together.

Mapping > Course SLO to PLO & ILO Mapping

On this screen, map the course measurable objectives (CMO) or course student learning outcomes (SLO) to the Institutional Level Outcomes (ILO).

ILO: Institutional Level Outcomes	BS LN01 - Short Term Review*				
<b>Goals</b>	<b>Essay Writing</b> English students will compose an essay.	<b>Order of operations</b> Students will solve problems using Order of Operations.	<b>Solving algebraic equations</b> Students will solve single and multi-step math word problems. ***	<b>Essay Writing Review</b> Students will develop clear and focused paragraphs and essays.	<b>Thesis Statements</b> Students will be able to develop a clear thesis that directly responds to the sample. ***
ILO ILO # 1. Students effectively communicate with and respond to various audiences in written, spoken or signed, and artistic forms.	✓			✓	✓
ILO ILO # 2. Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas ...		✓	✓		
ILO ILO # 3. Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.					
ILO ILO # 4. Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.					

Mapping > PLO to ILO Mapping

On this screen, map the unit level AOs and SLOs to the Institutional Level Outcomes (ILO).

ILO: Institutional Level Outcomes	Program Outcomes		
<b>Goals</b>	<b>Reading Level Improvement</b> Students will improve in their reading level.	<b>Writing Proficiency</b> Students will demonstrate writing proficiency in order to enter post-secondary ...	<b>Math competency</b> Students will be proficient in computation, algebra, and geometry.
ILO ILO # 1. Students effectively communicate with and respond to various audiences in written, spoken or signed, and artistic forms.	✓	✓	
ILO ILO # 2. Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas ...			✓
ILO ILO # 3. Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.			
ILO ILO # 4. Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.			

Course Assessment > Mapping

On this screen, map the course measurable objectives (CMO) or course student learning outcomes (SLO) to the Institutional Level Outcomes (ILO).

Certificate: Basic Skills - 15002	BS ABE02 - Adult Basic Education*				
<b>Program Outcomes</b>	<b>Writing</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, ***	<b>Central Ideas</b> Students will be able to determine central ideas of a text.	<b>Math</b> Students will apply basic computational skills to convert and compare fractions, decimals and ***	<b>Reading</b> Students will demonstrate basic reading comprehension skills through identifying main ideas. ***	
<b>Reading Level Improvement</b> Students will improve in their reading level.					
<b>Writing Proficiency</b> Students will demonstrate writing proficiency in order to enter post-secondary courses and employment.					
<b>Math competency</b> Students will be proficient in computation, algebra, and geometry.					

- Some terminology and mapping need to be worked on.
- I.B.3 – The Mission *aims for inclusion* and it recognizes the College’s role of providing support services that help students

			<p>achieve their full educational potential – Where in the Mission is this stated?</p> <ul style="list-style-type: none"> <li>• Edit to first paragraph will be done by P. Quinones and sent to L. Greenlee.</li> <li>• A couple statements have been added to the dashboard.</li> <li>• The Ed Score Card is reviewed regularly. The Education College Score Card is a federal score card of student completion info, etc.</li> <li>• I.B.5 – We will continue review at our next meeting. Please review the document individually, so that we can get through ed-its quicker at our next meeting.</li> <li>• Submitting changes as a team - please give edits to P. Quinones, K. Fowler and T. Kuo. The co-chairs will submit one document with all of the edits.</li> </ul>
6.	<b>Budget Committee Update</b> (Rosa)	2:50	<ul style="list-style-type: none"> <li>• Last budget committee meeting review of the calendar and the changes will be sent out to the committee. The information will be sent out by Rosa.</li> </ul>
7.	<b>PIE Update</b> (Krupa)	2:55	<ul style="list-style-type: none"> <li>• Review of the training materials is taking place before opening PIE for 23-24. Training for Divisions are as needed. The updates will be on the website soon.</li> </ul>
<b>Fall 2022 Meetings:</b> October 26, November 9, and November 23.			