

Student Learning Outcomes and Assessment Committee (SLOAC)

March 27th, 2026 10 to 11:30 AM

LE 214 in the Library Building

Purpose: The purpose of the Student Learning Outcome Assessment Committee (SLOAC) is to oversee and guide the college process for writing/incorporating SLOs and assessment across the curriculum and programs. The committee shapes the college's approach to assessment by providing a common assessment language through SLO Assessment Plans and the standardized assessment reporting templates. The committee strives to support a campus culture of assessment by encouraging assessment dialogue and sharing best practices to improve student learning and integrate results into college planning.

SLOAC has a Canvas shell now! Instructional videos and PDFs are all available here. You can self-enroll using this url: <https://sjeccd.instructure.com/enroll/LJ44NA>

COMMITTEE MEMBERS:

Faculty:

Business & Workforce: **Mike Risso - P**

Counseling: **Vacant**

Language Arts & Library: **Sherryanne Lim**

Math, Science & Engineering: **Sylvia Anderson - P**

Nursing and Allied Health: **Elaine Kafle - P**

SHAPE: **Alison Johnson - P**

At Large: **Simon Cook**

All-College Curriculum Chair: **Grace Estrada - P**

Classified Professionals: Donna White - P

Associated Students: Mashal Razai

Administration: Robert Gutierrez, Angel Fuentes

Ex Officio: VP Academic Affairs, VP Student Services

Chair: Rahmon Pashtunyar - P

Academic Senate Program Assistant: Donna White - P

Agenda

- I. CALL TO ORDER Mike (1st), Alison (2nd) 10:36 am
 - Alison moves to vote Rahmon and Grace in as voting members, Elaine (2nd)
- II. ADOPTION OF AGENDA – with the following amendments: Ex Officio names will be replaced with office titles only, SSAKA Division name corrected to SHAPE, Language Arts updated to Language Arts & Library. Alison (1st), Grace (2nd)
- III. PUBLIC COMMENTS (LIMIT TO 3 MINUTES)
 - Rahmon recognized our new voting member, Donna White (classified).
Clarification that librarians do not receive a separate voting role within SLOAC.
- IV. MEETING MINUTES: Minutes from 3/13 – Elaine (1st), Mike (2nd), approved with Grace abstaining
- V. INFORMATION/DISCUSSION ITEMS:
 - SLO/PLO Assessment Report Compliance Data.
 - The only division that is not complete is Business and Workforce.
 - Approximately 57–70 courses still need SLO reports/data. Divisions at ~85% compliance.
 - Realistic to have 90-95% compliance by the end of the semester.
 - May need to contact HR regarding Canvas access permissions or an SLO exemption for part-time faculty.
 - Continuing PLO Assessment Remodel Conversation
 - Requested updates in sandbox have not been started.

- Rahmon reached out to other colleges – they are on spring break, no response.
- Discussed integrating Universal Design for Learning (UDL) language into the course outline record, likely via the assessment report rather than SLO or modified course proposal.
 - Considered reframing language/labels to better support UDL and avoid reviewer burden.
 - Emphasized reflection and variety of assessment methods across a course, not per SLO, to prevent busy work and maintain disciplinary appropriateness.
- Collegial Dialogue for the improvement of student learning.
- EVC is currently doing CLO-PLO-ILO alignment while other schools might not be doing the same. We need to look towards accreditation if we consider a change.
- Some colleges are on 3- or 5-year cycles for PLO assessment. No trend if one data point. The two-year cycle aligns with EVC Program Review.
- PLO Sticking points
 - Frequency, repetitive answers, sifting through data, uncollaborative.
 - Wider range of time (4-year cycle).
 - Remove duplicate sections.
 - Focus more on reflection.
- Set time during PDD to work on PLOs in August or January; 2- or 3-hour sessions or have a Planning and Assessment Day which would need buy-in from PDD, and the President.
- Reviewed external PLO/SLO assessment models (Chabot, Cerritos, Sierra) for sustainability, reflection, and cycle structure.
 - Chabot model: 5-year PLO cycle; short (2–3 page) report; emphasis on past changes and reflection, minimal per-PLO reporting.
 - Cerritos model: 3-year cycle (2 years SLOs, 1-year PLOs); separates continuous SLO work from periodic program-level review.
 - Sierra model: Department-level assessment (DAA) instead of individual PLOs; shorter, action-focused reports tied to planning days.
- Items to consider in PLO Assessment changes: reduce faculty workload, improve quality and reflection, consider common cycles, and better integrate UDL. No decisions made; further outreach and discussion planned for a future meeting.

VI. RECOGNITION AND ANNOUNCEMENTS

- Elaine will miss the next meeting due to college visits.

VII. ADJOURNMENT Grace (1st), Elaine (2nd) am

Upcoming Meetings for Spring 2026: April 10th, April 24th, May 8th