

Foothill College Learning Outcomes Initiative - 2010-2011

Learning Outcomes Co-Coordinators:

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2010-2011 Goals:

- Student Learning Outcomes (SLOs) at the course level
 - facilitate continuation of the cycle of assessment (“strategies”), reflection, and (if desired) revision
 - at least two SLOs per course per academic year
 - work with interested faculty to clarify the differences between SLOs and course objectives, on a one-on-one and/or a group basis as desired
 - work with interested faculty to explore useful assessment strategies
 - ACCJC mandates that these appear on the course syllabus (Standard II. A. 6.)
- Program Learning Outcomes (PLOs) at the program level
 - assist faculty in their development of two to three PLOs for all degree programs at Foothill (either one-on-one or in groups) to be recorded on the new program review document
 - work with interested faculty to explore useful assessment strategies
- General Education Learning Outcomes (GELOs), also at the course level
 - assist faculty teaching Foothill GE courses in deciding which GELO(s) best fit their course, as well as assist with the documentation process
 - work with interested faculty to explore useful assessment strategies
- Institutional Learning Outcomes (ILOS)
 - Develop a meaningful system of assessment and reflection, with an end goal of integrating SLOs, PLOs, GELOs and ILOs that enhances student learning and success.

Important Deadlines:

- SLO reflections/revisions (at least two SLOs per course per academic year) and GELOs due no later than:
 - Courses taught in Spring 2010 are due on October 8, 2010
 - Courses taught in Fall 2010 are due on January 21, 2011
 - Courses taught in Winter 2011 are due on April 22, 2011
- PLOs due to your division dean no later than November 29, 2010

A (potentially) useful definition:

“**Student Learning Outcomes (SLO).** Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program activity, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass a gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities.”¹