

AY 24-25 Learning Outcomes Planning

Main Goals for AY 24-25

- Re-engage faculty in learning outcome assessment in a motivating way that aligns with our Cultures of Growth and new mission statement
- Move forward a new learning outcome process through utilizing our existing resources and opportunities to engage faculty: flex/opening day, division & department meetings throughout the year, bi-quarterly department chair meetings, Senate meetings, curriculum committees, MIP-C learning outcome sub committee, Institutional Effectiveness committee, and interactions with Faculty Supporting Faculty coordinators
- Each department map out a schedule of assessing SLOs based on their curriculum schedule; Prioritize the SLO/ PLO assessment on courses with larger student course success challenges and/or larger equity gaps
- Develop and implement skill building and faculty professional learning around creating measurable learning outcomes and crafting equitable and effective assessments
- Grow the use of communities of practice to support reflection and action on teaching
- Build a sustainable process that integrates learning outcome reflections and reflections on regular and substantive interaction, program review, and other reflections on teaching
- Finalize Foothill's ILOs and have maps of PLOs to ILOs, SLOs to PLOs

Fa 24: Focus on writing measurable learning outcomes

- Deliverable: By the end of the quarter, departments have created a prioritized list by 1-5 years to review and edit their course SLOs. By January, departments have reviewed and edited learning outcomes for those prioritized as "1".
- Flex/ opening day:
 - Faculty leaders launch idea of reviewing, editing, and submitting SLO/PLO along the curriculum timeline
 - Have a facilitated department level meeting that articulates the connection between RSI and SLOs
 - The facilitation will include a video that launches and explains the concept and a detailed worksheet to guide department discussions.
- Faculty Supporting Faculty and Instructional Designers
 - Craft communication points that emphasize SLO work is part of the Cultures of Growth- faculty growing and learning to improve teaching and student success
 - Create training resource on writing strong learning outcomes
 - Have train the trainer sessions on writing strong learning outcomes with curriculum committee and department chairs
- Curriculum committee
 - The curriculum committee will work with the Institutional Effectiveness committee to integrate the process of collecting new and revised PLOs and SLOs in curriculum process
 - Participate in training on crafting strong learning outcomes

- Reps from curriculum committee present to their divisions the PLO/SLO process that is in curriculum including a reminder of course and program calendar
- Division/ department meeting(s)
 - Finish work started on flex day of calendaring/prioritizing updates to SLOs and PLOs through curriculum process
 - Departments discuss the role of department meetings in communities of practice on reflection on teaching and map out how this be implemented within their department's meeting structure and culture
- Bi-quarterly department chair meeting
 - Faculty Supporting Faculty and Instructional Designers lead a session on writing measurable learning outcomes
 - Update chairs and solicit their input into role of curriculum committee and SLO/PLO process in curriculum cycle
 - Share best practices on how department meeting time is leveraged effectively to assess and improve learning in the department's courses
- Senate meeting
 - Conversation led by Senate president that updates Senators and solicit their input on the overall academic year goals, theme for each quarter, and role of Senate in implementing new learning assessment culture and process
 - Faculty Supporting Faculty and Instructional Designers provide resources and answer questions on writing measurable learning outcomes
- Institutional Effectiveness Committee
 - Work with the Curriculum Committee to determine the most effective tool to submit new and revised SLO and PLOs along with curriculum. (Note we have never stopped the process of collecting SLOs and PLOs in the curriculum process. However, they are collected in a separate spreadsheet that is merged in a when the catalog is built. We need to develop a process more closely aligned with the curriculum process.)

Win 25: Focus on creating appropriate assessment tools to measure learning

- Deliverable: By the end of the quarter, departments have been reviewed the assessment tools for the SLOs in courses ranked "1" for equity and their effectiveness in measuring learning.
- Faculty Supporting Faculty Coordinators and Instructional Designers
 - Create training resources on "unpacking" assessments (reviewing assessments for equity and effectiveness of measuring learning outcome)
- Bi-quarterly department chair meeting
 - Faculty Supporting Faculty and Instructional Designers lead a session on "unpacking" assessments (reviewing assessments for equity and effectiveness of measuring learning outcome)
 - Update chairs and solicit their input supports needed for departments to review and adapt assessment techniques
- Division/ department meeting(s)
 - Have a division level meeting as a training on "unpacking" assessments
 - Set aside one department meeting as a working session to "unpack" assessments in courses prioritized as "1"

- Senate meeting
 - Senate president provide updates on SLO work and solicit input on further support needed by faculty and departments to craft equitable and effective assessments
 - Senate rep to Institutional Effectiveness Committee will solicit Senate input on the processes being developed to 1) update SLO and PLOs in the curriculum process and 2) for documenting reflections on learning outcome assessments.
- Institutional Effectiveness Committee
 - Determine appropriate software tool and draft questions for documenting regular assessment of learning outcomes
 - Works with Academic Senate to determine where in our processes departments will enter reflections and data (program review, curriculum process, etc...) and to finalize draft of questions
 - Collaborate with Student Services to support the alignment of the campus learning outcome process with their Service Area Outcome (SAO) process

Sp 25: Re-ignite communities of practice around reflection and action based on assessment

- Deliverable: By the end of spring quarter, faculty will meet in their community of practice and reflect on the assessments for COR's ranked "1"
- Office of Instruction and Institutional Research set up new tool including training resources for documenting reflections and regular assessments of learning outcomes
- Faculty Supporting Faculty Coordinators and Instructional Designers
 - Create and implement resources for effective discussions in communities of practices on reflecting and collegially discussing learning outcome assessments
- Bi-quarterly department chair meeting
 - Training provided by FSF coordinators on facilitating effective communities of practice on reflections on teaching
- Division/ Department meeting
 - Division level meeting has a training on the new process and tool for documenting learning outcome assessment
 - A department meeting is set aside for reflective discussion on level "1" courses' learning outcome assessments
 - Input of learning outcome assessment for level "1" courses
- Senate meeting
 - Senate rep to Institutional Effectiveness Committee will update Senate and solicit input on process for documenting reflection and learning outcome assessments