



**FOOTHILL COLLEGE**  
**Student Learning Outcomes (SLO) Committee**  
**Tuesday, May 24, 2016**  
**Website: [http://foothill.edu/schedule/learning\\_outcomes.php](http://foothill.edu/schedule/learning_outcomes.php)**  
**MEETING MINUTES**

**LOCATION:** Council Chambers (Room 2018)

**TIME:** 12:30PM – 2:00PM

**MEMBERS PRESENT:**

Andrew LaManque, Carolyn Holcroft, Hilda Fernandez, Isaac Escoto, Fatima Jinnah, Jennifer Sinclair, Karen Wong (via video conference), Katherine Schaefer, Roseann Berg, & Ruby Sodhi.

**A) Review Minutes**

Members unanimously approved the meeting minutes and no changes were requested.

**B) SLO Discussion with Karen Wong (Skyline College)**

Hilda had arranged for a video conference call with Karen Wong, Coordinator of Institutional Effectiveness at Skyline College. The meeting started with an introduction of all members present. The SLO coordinators had contacted Karen to learn more about the SLO assessment process. A list of 6 questions generated by Carolyn was sent to Karen prior to the meeting. Majority of the discussion at this meeting revolved around those questions. Karen addressed each question in the order it was asked:

**Q1- In a tiny nutshell, what is their approach to disaggregating their data?**

Karen noted that the ISLO data is being done currently, using the variables of student ethnicity, gender, and age. She noted that the disaggregate data is new to all colleges and they are still doing research on what the ACCJC needs. She added that Skyline looked at the ACCJC guide which provides no information about disaggregate data at the course level. They are now looking at what other colleges are doing, particularly in the area of student retention and completion data. Karen noted that by looking at different sources of institutional data on student performance and attainment one could see the campus practices about disproportionate impact on students.

Andrew requested Karen to describe her position and role at Skyline College to the SLO members. Karen noted that she is the Coordinator of Institutional Effectiveness and her role is to guide the college in institutional effectiveness initiatives, conducting campus-wide surveys, providing information, trainings, and workshops on SLOs and accreditation standards, help the college stakeholders implement changes, and work closely with the Planning and Research Office at Skyline.

Andrew asked Karen to describe how they are measuring their ISLO disaggregate data? Karen noted that within the indirect measures they identify questions related to ISLOs and within the direct measures they are using a common rubric, which provides a

common language and criteria for assessment. Karen added that faculty involvement in the SLO assessment process is critical to analyzing the data for disproportionate impact on students.

Katherine asked she could forward Karen's email to everyone on the SLO committee about disaggregate data as it explains how faculty can use it. Karen agreed and noted that using ISLOs as a priority can help secure stipends for faculty to do the SLO work that goes beyond merely identifying and measuring SLOs at the course and program level. She noted that such stipends usually involve doing workshops and trainings on ISLOs, creating a rubric, and norming sessions that evaluate student work and is based on set criteria.

Katherine asked Karen if there was an opportunity for online workshop on SLO assessment. Karen responded that they haven't expanded much in that direction but she would be happy to meet individually with those interested in the workshops.

**Q2- Did they find they had to help faculty write or rewrite their outcomes during the process?**

Karen responded that at Skyline they have created a framework to define the process for SLOs and assessments. This information is available on Skyline's website under [SLOAC Framework](#). Karen noted that they provide faculty with a wide array of resources – human (SLO coordinator and coaches), physical (Center for Transformative Teaching and Learning), and technology (SLOAC web resources for steps, tips, and worksheets) to help faculty write the SLOs and having people from different divisions engage in this process, and as a team help write them. She reminded everyone that when writing the SLOs the Title V guidelines need to also be considered.

Katherine noted that she would appreciate any help from Karen on the SLO Handbook being created by her and other faculty. Karen referred her to Skyline's SLOAC website for helpful information to add to the SLO handbook.

Andrew asked Karen whether their curriculum committee is reviewing their ISLOs? Karen said yes and added that now all new courses are being reviewed at the department/division level to identify SLOs rather than having the SLO committee identify them.

**Q3- Did they have to help faculty design/redesign assessment strategies?**

Karen responded that some of the faculty use Program Review documents as part of assessment. She noted that she does workshops on developing an instrument for conducting authentic and sustainable assessments with Division Deans and program coordinators with the intent that they will take the instrument back to their areas. She noted that while this is a working process, there are limitations from the results they get.

Andrew asked Karen to describe some program level outcomes assessment? Karen responded that it took a long time to fit the program level outcome into SLOs because a common challenge for most community colleges is that most students take just 1-2 classes and are gone. She added that by looking at data on student retention and success rates in classes as well as variables such as transfer and employment rates, they are able to identify some core areas for assessment in program level outcomes.

Katherine asked Karen how they engage adjuncts into the SLOAC process at Skyline (given their limited contact with full-time faculty and campus community)? Karen responded that it is an important for them also to answer. She noted that faculty who are fully engaged in the SLO process – design, evaluate, and engage others in assessment need stipend. She noted that one challenge they have had is to set aside time for everyone to engage in this process. She added that the Division Deans have used all-faculty meetings as a venue to engage adjunct faculty in the SLO process. Katherine asked a follow-up to this question: When adjunct faculty are engaged in this process and have not created the SLOs, how should their ideas about outcomes assessment be collected? Karen noted that it is a challenge to do that and there are benefits and disadvantages of both. To address this challenge, she suggested that we should use a common rubric, and common parameters to help define SLOs.

**Q4- What have they learned at Skyline in terms of what works WELL about this, and why?**

Karen responded that having a dialogue about SLO's and assessment is what works well at their college. She added that having such discussions led people to talk about priorities and articulating those priorities. She noted that this is the kind of process that helped them create a rubric. Faculty ended up teaming in projects. Karen added that being able to talk about teaching and learning, pedagogy, and what's working and what's not is a crucial aspect of the SLO assessment process. Karen noted, "When professional development emerges from assessment, that's pretty exciting." For example, she added that the English department created a department handbook for a common language on best practices in teaching and disseminated it widely on campus. Karen stressed that such initiatives require full administrative support. For her college it was crucial to get all the Deans involved in the SLO assessment process which helped get more faculty engage in the process. She stressed the importance of having an authentic administrative leadership in carving out time for faculty to coordinate the SLO and assessment work with others.

Jennifer asked Karen a follow-up question to her response: Please share one example of what does carving out time look at Skyline? Karen responded that a day needs to be set aside for assessments at the college and it should foster discussions around student success. She gave an example of how Skyline College uses a district-wide training day in which the college stakeholders are trained on ISLO results in the morning and work on assessments in the afternoon. Jennifer asked Karen another follow-up question to her response: Can you please elaborate on 'created a department handbook?' Karen responded that this handbook is for mainly English department. She said that as a department they talked about creating an [English Department Handbook](#) to learn and share about policy and best practices to create courses that work successfully for students. In order to complete such an initiative, Karen added the institution needs a clear institutional infrastructure and support. She added that documenting SLOs is important but having a designated SLO coordinator helps reinforce the SLO and assessment cycle that ensures that results are a tool for student success, not faculty evaluations. Karen noted that at her college working with unions was a challenge because of the workload issues. But they were able to somewhat resolve that issue by unions revising their policies in which faculty evaluations are measured based on their SLO work not results.

**Q5- What have they discovered does NOT work well and why?**

Karen shared that not all faculty and students are willing to look at what they're doing in the classrooms. She added that at times the SLO and assessment process seems to confirm the hunches that faculty already know.

Jennifer asked Karen a follow-up question to this response: Since faculty tendency is to externalize the poor outcomes, how to provide options for students through the various support services available at the campus? Karen provided several suggestions:

- Train the content faculty to address SLOs in the classrooms
- Develop resilience and grit among students
- Provide Supplemental Instruction to students struggling in classes
- Providing boot camp for new faculty to help write syllabus, information on campus resources (e.g. Center of Transformative Teaching and Learning) and services.

Karen added that flex days are really important for professional development workshops.

**Q6- What have they found to be the most useful in terms of helping faculty reflect on teaching/learning?**

Karen responded that the SLO and assessment process have created really fabulous initiatives such as student equity. She noted that this process has also given faculty the opportunity to reconceive SLOs based on current resources and outreach efforts and the need for addressing the gaps in those resources and efforts. Karen added that a reflective part of this process is being able to foster cross-discipline conversations around teaching and learning practices. She added that the challenge of the ISLO results are that they are not representative of the entire campus and student population and it is hard to draw firm conclusions from that evidence. However, she noted that curriculum provides hard evidence of student learning.

The meeting ended with members sharing their take-away from listening to Karen's perspectives on SLO assessment. Hilda noted that she's now thinking of what we do in the classrooms can be a shared project. Carolyn shared that her take away is that leveraging resources behind the SLO work is critical to the success of this initiative. She added that the current climate of administrative cynicism and a lack of financial support is a real challenge for faculty to make meaningful progress in this area of work. Jennifer talked about garnering support for this work. She added that you couldn't replicate or condense the learning you gain from a 12-hour workshop into a college presentation. She noted that if all Deans at Foothill College were involved in this process and who'd take it back to their area, we could reinforce the idea of SLOs in our divisions. Hilda noted that the value in measuring and assessing the SLOs is evident. She encouraged everyone to consider that value in moving forward in regards to our disciplines and using the kinds of strategies that Karen Wong noted. She added that she'd like to know, as a mini-project, what everybody else is thinking about critical thinking. Hilda noted that such an exercise would give us all a mini walk-through of the whole process. Ruby noted that her take away was to keep building the momentum of the SLO and assessment process. Carolyn asked everyone what does the SLO committee need to do to make such recommendations to the Academic Senate and the President. Andrew responded and said that what this committee is for (to make such recommendations).