



FOOTHILL COLLEGE
Student Learning Outcomes (SLO) Committee
Tuesday, April 26, 2016
Website: http://foothill.edu/schedule/learning_outcomes.php
MEETING MINUTES

LOCATION: Council Chambers (Room 2018)
TIME: 12:30PM – 2:00PM

ITEM	TOPIC	LEADER(S)
A	Review Minutes	Lamanque
B	Program Outcomes Update & Discussion	Holcroft
C	Cultural Competence Workshop report from attendees	Hilda / Jennifer
D	SLO Handbook	Schaefer
E	Professional Development for the College	Holcroft
F	Tracking Division SLO Cycles	Lamanque
G	Review Division SLO Cycles and Academic Senate Resolution (Spring 2015)	Lamanque
H	Questions from Minutes	Lamanque

MEMBERS PRESENT:

Roseann Berg, Andrew Lamanque, Lauren Hickey, Carolyn Holcroft, Hilda Francisca, Isaac Ecoto, Jennifer Sinclair, Katherine Schaefer, Ruby Sodhi, Stephanie Tran

A) Review Minutes

Members reviewed the meeting minutes and only one change was requested: Add a URL to the SLOs for reference and additional information. Andrew introduced Ruby Sodhi to the committee members as the new Program Assistant (temporary position) in the Office of Instruction.

B) Program Outcome Update & Discussion

Psychology and Biology seemed to be good initial candidates for collecting data on populations of students to measure program effectiveness. Hilda noted her positive interactions with Psychology department faculty about disaggregate data as well as being able to talk meaningfully with people across the disciplines about SLOs. Members discussed collecting disaggregate data via several options and not just ethnicity. Everyone agreed that disaggregation does not have to be limited to one or two categories. Hilda noted the possibility of new collaborations among faculty and their interest in talking about SLOs. Andrew noted a positive discussion with Karen (Biology) about PLO assessment and that she will take it back to other faculty. Andrew also identified the availability of the new researcher for Equity program on board who could help with the data analysis of PLOs. Andrew recognized such help/support available to faculty as necessary. Members agreed that making connections with others would be helpful to their work in PLOs. Members also identified a need to collect meaningful data and create a collaborative process to help programs/departments/divisions about what is working and what isn't. Kelaiah from the Office of Instruction is working on scheduling a meeting with Hilda about the Psychology and Sociology faculty. Andrew will follow up with Kelaiah late in the Spring quarter about the process for the fall.

C) Cultural Competence Workshop Report

Eight faculty members from Foothill College recently attended a Cultural Competence Workshop regarding SLOs. The attendees were: Hilda Fernandez (Language Arts), Kathernine Schaefer (Anthropology), Eric Reed (Mathematics), Fatima Jinnah (Counseling), Jennifer Sinclair (Mathematics), Mark Knobel (Mathematics), Young Hee Park Lee (Mathematics), and Rosa Nguyen (Chemistry). Four workshops were provided over a 2-day period to enhance the understanding and awareness of cultural competency regarding SLOs. Attendees shared their positive experiences about learning more about SLOs and bridging the cultural awareness with students. Jennifer suggested focusing on words such as “tools” and not “SLOs” to make the process more meaningful (e.g. improving teaching and learning through the lens of equity to help students). It was suggested that such an approach would help bring others on board as well. Carolyn suggested the following ideas for professional development across the campus:

- a. Integrate cultural competency into instruction, assignments, and assessment, and San Diego conference.
- b. Faculty who attended this workshop may want to provide the college community with a brief and succinct outline through a flyer or email of their ‘take away’ from this workshop that may resonate with others and possible ways (events, meetings, presentations, etc.) for them to get involved in those efforts.
- c. Possible professional development activities this quarter and for Opening Day e.g. breakout session/s on “Integrating Cultural Competence.”

Everyone agreed that activities in the form of a presentation, training, or breakout session should focus on easy step-by-step guide to SLOs with meaningful exercises for the attendees. Members agreed that while informal dialogue happens often, more formal dialogue is needed with the entire campus regarding SLOs. Hilda suggested that a model would help faculty see how the SLOs are incorporated through a workshop-centered approach. She also suggested that such activities should also include collecting reflections/feedback at the end of those activities.

D) SLO Handbook

Katherine shared with the members her interest in the idea of putting together a handbook. She also shared her enthusiasm for how much more she is learning about SLOs that can be incorporated into a handbook. There was discussion around the possible goal of such a handbook. Everyone agreed that the starting point of a handbook should be a table of contents. Katherine will share her initial ideas about the content of the handbook with the SLO committee in the upcoming meetings. She will also email the presenters from the San Diego conference, and email Karen Wong at Skyline. Marketing it and making it easily accessible would be the next steps. The Office of Instruction can help in putting things together once the content is clear.

E) Professional Development for College

Everyone agreed that the professional development ideas/activities discussed during agenda item C (Cultural Competency Workshop) are important to pursue. Carolyn will contact the incoming President about the Opening Day activities. Carolyn will contact the Professional Development Committee about sessions during Spring flex days.

F & G) Tracking Division SLO Cycles and Review Division SLO Cycles

Andrew shared with the members the recent discussions about SLOs from the College Curriculum Committee. based on agreement at the Academic Senate last year. Everyone agreed that all courses must be assessed every Comprehensive Review Cycle (every 3 years). For example, if a course is taught once every three years and has 3 SLOs, then it must be assessed for all its SLOs within the time frame it is taught. But if a course is taught every year, then one of the 3 SLOs can be assessed per year. Andrew noted that there are many questions that remain unanswered such as who reviews SLOs and PLOs. Carolyn suggested that unless a program/course is already using a cycle of SLO assessment use the 3-year cycle as a default. Carolyn noted that the latest resolutions adopted by the State Academic Senate include language and information about SLOs as guidelines for colleges.