



FOOTHILL COLLEGE
Student Learning Outcomes Committee
(SLOC)

Monday, June 12, 2017

LOCATION: Altos Room (Room 2019)

TIME: 1:00AM - 2:30PM

MEMBERS PRESENT:

Katherine McCormick and Lauren Hickey.

Ex-officio/Support:

Benjamin Schwartzman, Carolyn Holcroft, Issac Escoto, Lisa Ly, and Ruby Sodhi.

1.) Welcome/Announcements

Katherine welcomed everyone and opened the discussion about the current layout of the SLOC website. Katherine noted that the website needs to be updated with current information but she wasn't sure who was responsible for adding this as well as the SLOs in TracDat. Carolyn noted that customarily individual faculty input their SLOs in TracDat but she didn't know of anyone who currently has an oversight to bring it all together. She added that the current way of inputting SLOs in TracDat remains a huge effort. Furthermore, the members agreed that assessing SLOs for students is challenging when the mastery level is different for different courses, such as is the case with general education learning outcomes (GELOs).

2. General Education Learning Outcomes (GELOs) Recommendations

Ruby shared the following findings with the group about the GELOs assessment process used at other institutions that could be applied at FH:

- Ask faculty to contribute to a curriculum map. A curriculum mapping is a process to collect and store curriculum-related data that shows skills and content taught as well as the assessments used for each subject area. As such, the general education program should have a curriculum map that aligns courses with GE learning outcomes that have similar artifacts that can be used from course assignments for GELO assessment.
- The syllabi can be used to determine where the outcomes are taught through which assignments. Develop a matrix of the GE outcomes. Such a matrix can help show that several of the GELOs are expected in many of the majors as well.
- Have the students compile an electronic portfolio (evaluated by faculty) and have them designate artifacts such as a product or reflective essay that can be used for GELO assessment.
- Develop a rubric or consider using the Association of American Colleges and Universities (AA&CU) VALUE rubric for GELO assessments (e.g. problem solving and critical thinking).

- Have the faculty develop a rubric and identify relevant artifacts for assessing the GELOs by inter-disciplinary scoring teams of faculty and staff.

Issac showed the group current GELO info on FH website. The group then discussed the challenges facing the GELO process at FH. The members agreed that that more communication needs to take place to develop a coherent process for GELOs at the college. Carolyn suggested that the SLOC co-chair should send emails to faculty regarding majors and general education courses that have similar outcomes, such as general education Humanities requirements and learning outcomes. Ben will check to see if all the current GELOs are in TrackDat. Katherine suggested developing a GELOs related action item for the next year.

3. SLOC Recommendations to Academic Senate

The members discussed what recommendation/s this committee should put forward to the Academic Senate. Among the recommendations was to how to better connect and support the SLO process with course outline of record, discussion around assessment work, timeline, and effort required. The group identified no definite recommendation/s and Katherine suggested a follow-up email regarding this.

4. One-year and Five-year Plans

Katherine suggested that the committee should visit this part in fall 2017.

The meeting was adjourned at 2:35 pm.

Next Meeting

Monday, September 25, 2017 @ 1:00 pm – 2:30 pm
Altos Room (Room 2019)