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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. Hilda added that a reflective part of this process is being able to foster 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-aways. Doreen shared her perspectives on SLOs and how they can be a shared project. Carolyn shared that a 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 condensed the learning you gain from a 12-hour workshop into a college presentation. She noted that if all Deans atoothill College went 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. Carolyn 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).