

# Student Learning Outcomes Framework and Assessment Process

Revised for 2025-2026



*Based on the Student Learning Outcomes Framework and Assessment Process document approved by Academic Senate April 7, 2025; Updated June 2, 2025 with feedback from Spring 2025 Pilot SLO Assessment Group*



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## Executive Summary

The Student Learning Outcomes (SLO) process at Foothill College is designed to promote equity-minded learning assessment and ensure that students develop critical thinking skills. Through an iterative cycle of assessment, reflection, and implemented changes, the process supports inclusive pedagogy, responsive curricula, and student success. Broad campus collaboration, including faculty, staff, administrators, and students, is essential to maintaining an effective SLO framework. Institutional support, professional development, and recommended college actions play key roles in fostering meaningful assessment practices that align with the college's mission.

Oversight of the SLO process is managed by a SLO Committee, which includes faculty, administrators, student services professionals, institutional researchers, and students to maintain broad institutional input. The SLO coordinator, a 50% release position, facilitates communication across various levels of outcome reporting, ensuring continuity between course, department, and institutional goals. Faculty engagement is reinforced through dedicated discussions on teaching and learning and structured assessment reflections. The faculty are asked to reflect on at least one SLO in each course that they teach that is part of the department's agreed upon SLO review in that year, with biannual department meetings to discuss progress and areas for improvement. In the SLO review cycle, all courses will undergo SLO review, assessment and discussion every five years.

The SLO assessment cycle follows a structured documentation and review process to integrate findings into institutional planning and actions. Programs and Career Academic Pathway (CAP) groups submit reports outlining student learning trends, proposed improvements, and recommended actions for improvement. The administration reviews and responds to these reports to ensure alignment with strategic priorities, providing responses to program recommended actions. This structured and transparent approach ensures that assessment data informs institutional decision-making, fostering continuous improvement in student learning. The first full implementation of this process will take place in the 2025-26 academic year, with a goal of assessing each course's SLOs at least once every five years.

## Background

### Overview

The Student Learning Outcomes (SLO) process at Foothill College is designed to align with and reinforce the college's mission by fostering an inclusive and equity-driven approach to learning assessment. By systematically evaluating student achievement across diverse disciplines, the SLO process ensures that all learners receive the support and opportunities necessary to develop critical thinking skills and engage meaningfully with the discipline and the complex societal issues and challenges to which it is related.

Through an iterative cycle of assessment, reflection, and improvement, the SLO process strengthens educational pathways that prepare students to thrive in a global workforce and pursue a lifelong journey of inquiry. Additionally, by emphasizing community-building and inclusive pedagogical strategies, the SLO framework supports faculty and staff in creating responsive curricula that address the evolving needs of a diverse student population.

Successful implementation of the SLO process requires broad campus buy-in and collaboration among faculty, staff, students and administrators. Institutional support including professional development, institutional resources, and a shared commitment to using assessment data for continuous improvement is essential for the success of the SLO process.

### Oversight

The SLO Committee is a representative body that includes faculty from each academic division, student services professionals, institutional research staff, instruction office representatives, and students to ensure diverse perspectives and institutional alignment. The Student Learning Outcomes (SLO) Committee conducts institutional learning outcome reflections, reviews Program Level Outcome (PLO) reports, coordinates Career Academic Pathways (CAP) and Institution Level Outcome (ILO) reflections and assessment and provides a comprehensive overview of the learning outcomes assessment process.

Each year, the committee reviews PLO and CAP level outcomes, analyzing student success data disaggregated by demographic groups. The SLO committee makes recommendations for actions based on identified needs in PLO and CAP level reports. The reports are reviewed by the appropriate administrative offices at the Vice President (VP) level and the Institutional Effectiveness Committee (IEC) which will consider each recommendation and forward it to the college Mission Informed Planning Council (MIPC) or provide justification for alternative decisions. This annual review ensures that learning outcomes assessment is integrated through the college planning process, is supported with resources and is aligned with the college's mission and values.

In addition, the SLO committee will provide integrated oversight to the entire process of campus-wide review by coordinating ILO reflection and revision. The committee will discuss the ways in which the college community has met, and not met the objectives of the ILOs and what actions can be taken as

part of the institutional culture and the committee will recommend actions to the Institutional Effectiveness Committee to help all members of the campus community better meet the college ILOs.

## Roles and Responsibilities

### Faculty

Faculty are central to the Student Learning Outcomes (SLO) process by developing and refining course and program learning outcomes as part of a continuous cycle of improvement of our teaching strategies. Through assessment, reflection, and responsive adjustments, faculty ensure that their instructional practices effectively support student success in each course that they teach. Participation in assessing course level outcomes and engaging with colleagues in discussion and reflection on the results of assessments is a contractual obligation for both full-time and part-time faculty as described in the Agreement<sup>1</sup>.

Each academic year, departments or programs are given time to convene on opening day to decide which courses will be the focus of the department SLO discussions for the year. Approximately 20% of a department or program's courses should be reviewed each year, allowing all courses to be reviewed every five years.

SLO discussions will whenever possible default to align with the Title 5 curriculum update cycle. Department/Program biannual discussions will focus on learning outcomes in approximately 20% of the department courses each year.

Faculty are asked to complete reflections on the learning outcomes successes and areas for growth in each course that is a focus of SLO review. These reflection logs would be due to department chairs or program directors or when grades for the quarter are due. Faculty reflection logs may be used by faculty to inform discussion. Biannual department discussions will focus on successes and areas for growth in the SLOs of the courses that the department agrees to examine each year, approximately aligning with the Title 5 curriculum update cycle.

Faculty are also asked to participate in department-wide conversations with their colleagues about the successes and areas for growth in their course learning outcomes. These conversations can take place

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<sup>1</sup> For PT faculty: section 7.25 and 7.26; For full time faculty, SLO requirements are called out in the J1's:

- J1.A - item 29
- J1.B - item 32
- J1.C - item 33
- J1.D - item 34
- J1.E - item 32
- J1.F - item 32

Article 25.5.2 States the SLO coordination can be part of the duties of a Division or Department Chairs and Schedulers, as long as it is clearly stated as one of the expected duties of that position.

during department meetings or asynchronously based on the preferences and needs of the program faculty.

The college will support faculty discussions in their departments by providing resources for the Online Learning office to create a Canvas site for each department to serve as a hub for SLO discussions, reflections and resources for building effective learning outcomes and assessments. All faculty within a department or program will have access to their department/program Canvas site.

## Department Chairs/Program Directors

Department Chairs or Program Directors play a crucial leadership role in the Student Learning Outcome (SLO) and Program Level Outcome (PLO) process by coordinating faculty engagement and assessment reflections. Department Chairs and Program Directors lead ongoing discussion groups within their departments focusing on creating outcomes, building assessments aligned with the course outcomes, reflecting on the results and refining instructional practices.

The chairs are supported in leading ongoing discussion, reflection and refinement of SLOs by deans, the college SLO coordinator and institutional research. Deans provide administrative oversight and ensure faculty participation in the SLO assessment and ongoing discussions. The college SLO coordinator provides support for the Department Chair or Program Director to lead conversations surrounding learning outcomes and reflections. In addition, chairs or directors are supported by institutional research staff, who supply data summaries disaggregated by demographic groupings and support interpretation of these data. These data insights help identify success patterns and areas for improvement, enabling chairs to guide faculty in evaluating program effectiveness and making informed curricular adjustments.

## SLO Coordinator

The SLO Coordinator has 50% annual release time and provides leadership in the Student Learning Outcome (SLO) process. The SLO coordinator works closely with the Academic Senate to shape SLO policies and practices. The coordinator supports faculty and Department Chairs and Program Directors in developing and revising SLOs, designing effective assessments, and leading discussions on assessment results and instructional improvements.

The SLO coordinator works directly with the faculty Department Chairs and Program Directors, Academic Senate and instruction office to guide the assessment process and college wide conversations. The coordinator also compiles Career Academic Pathway (CAP) summaries of program level outcomes and collaborates with Department Chairs and Program Directors and student services to coordinate requests for actions to improve SLO and PLO success.

The SLO coordinator is the chair of the SLO committee, which is tasked with assessing, revising and reflecting on ILOs. In this role, the SLO coordinator works directly with all stakeholders to facilitate and centralize the communication of information between levels of outcome reporting (SLO/SAO, PLO, CAP, ILO) and coordinate requests for action stemming from outcome reflections. The SLO coordinator is

jointly supervised by the President of the Academic Senate and the Vice President of Instruction. These two positions will provide guidance and feedback to the SLO coordinator.

The SLO coordinator will lead the organization of SLO focused professional development initiatives and provide professional development to help faculty refine their SLOs and assessment strategies. This role involves both coordinating the rollout of new professional development programs tailored for SLOs and fosters ongoing department and campus-wide conversations surrounding learning outcomes and assessment strategies to ensure continuous improvement and engagement. The SLO coordinator will ensure that professional development is both accessible to all faculty by integrating multiple formats and modalities for the SLO focused professional development and that it is responsive to the evolving needs of the campus community.

## Deans and Instruction Office

Deans and the instruction office play a vital role in supporting and ensuring accountability in the Student Learning Outcome (SLO) and Program Level Outcome (PLO) process. Deans will actively reach out to faculty who have not completed the SLO reflections for their courses and work with the faculty to provide support to complete the SLO assessments as needed. Deans or the Instruction office will meet with each Department Chair or Program Director annually to provide support, feedback and guidance on the chair's work to guide the department or program SLO process.

Additionally, deans oversee the collection of course syllabi, ensuring that current SLOs are accurately included in all course syllabi. The deans and instruction office also support faculty conversations on assessment and improvement by providing opportunities for professional development including workshops and learning communities.

## Institutional Research

The Institutional Research office contributes to the SLO process by providing faculty and departments and programs with course-level and instructor-level data on student success, disaggregated by demographic groups. This data enables faculty to assess equity gaps, identify trends, and evaluate the effectiveness of instructional strategies. In collaboration with the instruction office, institutional researchers help guide faculty in interpreting these data patterns, fostering informed discussions about student learning and curricular improvements.

## College President

The college president plays a key leadership role in shaping the institutional culture around the Student Learning Outcome (SLO) process. By prioritizing SLO related conversations across the college and recognizing and valuing the work of faculty and staff in assessment efforts, the president reinforces the college's commitment to continuous improvement in teaching and learning. Through institutional messaging and public acknowledgments, the president highlights how the interconnected continuum of SLOs, Program Level Outcomes (PLOs), Career Academic Pathway (CAP) outcomes, and Institutional Level Outcomes (ILOs) aligns with and advances the college's mission, fostering a culture of excellence and equity in education.

## Students

Students play an active role in the SLO process by becoming agents of their own learning, gaining awareness of the expected outcomes for their courses, programs, and degrees. By understanding these learning objectives, students can better engage with course material and take ownership of their academic progress. Additionally, students contribute to the continuous improvement of assessment practices by participating in the college-level SLO committee, where they provide valuable input on the effectiveness and equity of assessments and learning outcomes. Their perspectives help ensure that educational practices remain student-centered, inclusive, and aligned with their academic and career goals.

## Faculty Development and Engagement

### Preparing for the SLO Cycle

To ensure the college is fully prepared for the upcoming SLO cycle assessment, investment in faculty professional development is essential during Spring and Summer 2025. Faculty need structured support to update and align course learning outcomes, and prepare to engage in a systematic, college-wide cycle of SLO reflection. Professional development opportunities—including workshops, learning communities, and collaborative working groups—will be critical in equipping instructors with the necessary skills and resources. By dedicating funding and institutional support to this effort, Foothill college can ensure that faculty are prepared to engage meaningfully in the assessment process beginning in Fall 2025.

### Set Aside Time for Faculty Discussions

The college will set aside one half-day for faculty discussions on teaching and learning each academic year. The dedicated time should take place during opening day, at the beginning of the academic year. For faculty to have focused discussions, classes should not meet during the meeting time, and other college business requiring faculty input should not take place during these meetings. Meetings should be hybrid or online to ensure maximum engagement by full-time and part-time faculty. In addition, the college will support multiple quarterly workshops and learning communities on SLO writing and assessment.

The college also provides time for discussions and reflections on SLOs during the 10 contractual department meetings each year. One of the spring quarter meetings should be focused on SLO reflection and discussion.

### Reflecting on Teaching and Learning

Teaching and assessment are intrinsically linked, so a structure of creating outcomes, building assessments, reflecting on the results and refining instructional practices is foundational to the success of the learning outcomes assessment process. Faculty at Foothill will actively engage in ongoing discussion groups with department colleagues, centered on effective instructional and assessment strategies in their discipline. These conversations will be supported by the SLO coordinator. Discussions

should be ongoing at the department level and can include multiple modalities to maximize access and engagement.

## Accreditation and Institutional Compliance

### SLO Documentation

Documentation of SLOs will be housed within the curriculum management system. Ongoing updates to SLOs will coincide with the Title 5 curriculum revision process.

### Documentation of Success and Reflections

#### *SLO/SAO and PLO Documentation*

Faculty will reflect on each course under SLO focus for the year by completing a SLO log, a short, guided form. The faculty will convene in department meetings twice a year and engage in a guided discussion of student success and areas for growth led by the Department Chair or Program Director and supported through guidance from the Office of Instruction. Department Chairs and Program Directors or designees will fill out a one-page summary of the conversations for each course discussed following the spring department/program meeting.

Faculty in the department/program will discuss and reflect on Program Level Outcomes (PLOs) using data from SLO summaries as well as disaggregated demographic data supplied by Institutional Research. These conversations will be supported by guidance and insights from Institutional Research. Summaries will be posted in a repository accessible to all department faculty and shared with CAP level outcome compilers to facilitate larger conversations on program and CAP level outcomes

#### *CAP Outcome and ILO Documentation*

The SLO Committee will compile all program-level outcome reflections and collaborate with representatives from each Career Academic Pathway (CAP) to develop comprehensive reflections on student success. These CAP-level reflections will then inform institutional learning outcome reflections (ILOs), ensuring alignment across all levels of learning. The reflection reports will be posted on the college website annually. By synthesizing insights from programs and CAPs, the committee will help create a cohesive understanding of student achievement and areas for improvement, supporting continuous institutional growth and alignment with the college's mission and values.

## Resources

### SLO Coordinator

To effectively support student learning outcomes (SLO) assessment and improvement, dedicated resources are needed to establish a 50% annual release time position for an SLO Coordinator. This role is essential for collaborating with the Academic Senate to shape and refine SLO policies and practices, ensuring alignment with institutional goals. The SLO Coordinator will provide critical support to faculty and Department Chairs and Program Directors in their assessment and reflection efforts, fostering a culture of meaningful inquiry and continuous improvement. In addition, the position will chair the SLO

committee and lead discussions on Career Academic Pathways (CAP) outcomes and Institutional Learning Outcomes (ILO) and collaborate with Department Chairs and Program Directors and student services to align resource requests identified in program reflections.

The SLO coordinator works directly with all stakeholders to facilitate and centralize the communication of information between levels of outcome reporting (SLO/SAO, PLO, CAP, ILO) and coordinate recommended actions stemming from outcome reflections. The SLO coordinator is jointly supervised by the President of the Academic Senate and the Vice President of Instruction. These two positions will provide guidance and feedback to the SLO coordinator.

## Professional Development

To strengthen faculty engagement in Student Learning Outcomes (SLO) assessment and reflection, robust professional development opportunities are essential. In Spring and Summer 2025, there will be an intensive emphasis on workshops and multi-modal learning communities to provide faculty with the knowledge, tools, and collaborative spaces needed to enhance their SLO efforts. These offerings will include in-person, online, and hybrid sessions to accommodate diverse faculty needs and schedules. By fostering ongoing dialogue and skill-building, this professional development initiative will ensure that faculty are well-supported in designing meaningful assessments, aligning instruction and assessments with course outcomes, interpreting data, and using findings to improve student learning and success.

## Department Chair/Program Director

To ensure the effective coordination and integration of Student Learning Outcomes (SLO) assessment within departments or programs, Department Chairs or Program Directors need designated release or reassigned time to lead these efforts. Their responsibilities include guiding faculty through the SLO assessment process, summarizing and compiling individual instructor reflections, compiling and summarizing recommendations for action to help students better meet course and program outcomes, and ensuring that assessment results inform meaningful improvements in curriculum and pedagogy.

The job description for Department Chairs and Program Directors must be reevaluated to explicitly include SLO leadership duties, with commensurate compensation and workload adjustments to reflect the expanded scope of responsibility. Investing in this structural support will enhance the quality and impact of SLO assessment across programs.

## Support for Small Departments

For departments with fewer than three full-time faculty members and a significant number of course outlines, funds will be allocated to compensate adjunct faculty who support the Department Chairs or Program Directors by taking on the responsibility of summarizing and documenting SLO findings for courses. Faculty chairs of small departments may be grouped with departments that have adjacent curriculum to facilitate conversations about effective teaching and assessment strategies with the college SLO coordinator. This ensures that all departments, regardless of size, have the necessary support to engage in meaningful assessment and reflection.

## Career Academic Pathways (CAP) Outcomes Coordinators

To support the development and assessment of Career Academic Pathways (CAP) outcomes, dedicated CAP Outcomes Coordinators are needed to lead this critical work. These faculty members would be compensated for their efforts in creating CAP-level outcomes, establishing meaningful metrics for assessment, and collaborating with Department Chairs or Program Directors, as well as the SLO Coordinator, to evaluate CAP outcomes effectively. Additionally, CAP Coordinators would contribute valuable insights to the SLO Committee by reflecting on Institutional Learning Outcomes (ILOs) and their alignment with CAP assessment efforts. While the initial year would require intensive work to establish outcomes and assessment frameworks, the workload would decrease in subsequent years as the processes become more refined and institutionalized. The Faculty Serving Faculty (FSF) will take on CAP coordinator duties and work closely with the SLO coordinator.

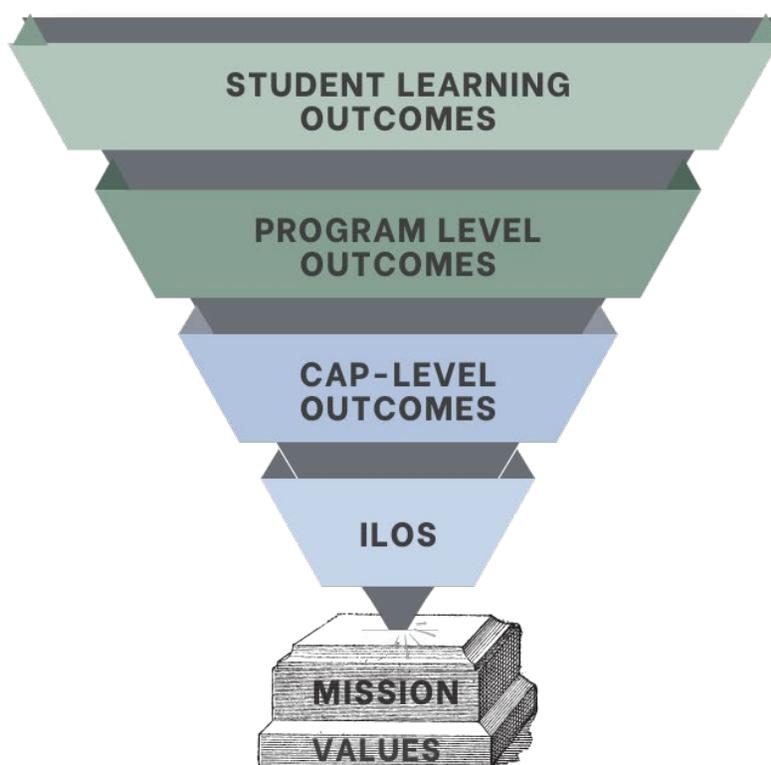
## College Commitment to Dedicated Time for SLO Discussions

To ensure meaningful engagement in Student Learning Outcomes (SLO) assessment and reflection, the college must dedicate structured time for faculty discussions. A half-day during Opening Week activities -will provide faculty the necessary space to collaborate, analyze assessment results, and strategize improvements. This institutional commitment will foster a culture of continuous learning and strengthen the impact of SLO efforts on student success.

## Process

### ILO/PLO/CAP/SLO/SAO Relationship

#### Learning Outcomes Are Based on Institutional Values



The relationship between Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Career Academic Pathways (CAPs) is integral to creating a cohesive and integrated assessment framework at Foothill College.

The outcomes are built upon the Foothill College mission and values, and these directly form and guide our ILOs. The ILO's structure the CAP level outcomes which guide the PLO's, which then inform the SLO's. This process not only aligns with the college's mission but also honors the history of SLOs at Foothill and thoughtful work completed during the 2022-2024 academic years by the ILO feedback workgroup.

#### Institutional Learning Outcomes (ILOs)

ILOs define the broad competencies and attributes all students are expected to develop, encompassing critical thinking, communication, computation, and community/global consciousness. These outcomes reflect Foothill College's commitment to equity-minded education and support the development of

lifelong learners. The ILO feedback workgroup emphasized that ILOs are not just about learning content but about nurturing critical consciousness and adaptability.

### Career Academic Pathways (CAPs)

CAPs are structured academic and career-focused pathways that integrate SLOs and PLOs within specific fields of study or career clusters. CAPs ensure that learning outcomes not only support academic achievement but also prepare students for career readiness and lifelong learning. There were recent efforts to define and validate CAP learning outcomes in areas such as Health Sciences & Wellness, Society, Culture & Human Development, and Business to demonstrate the alignment of CAPs with institutional goals.

### Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) define the specific knowledge, skills, and abilities that students are expected to acquire within their chosen academic program (e.g., degree or certificate). PLOs act as a link between Institutional Learning Outcomes (ILOs) and Student Learning Outcomes (SLOs) by translating broad institutional goals into program-specific outcomes. By aligning PLOs with ILOs, academic programs contribute to the overall institutional vision while ensuring that the curriculum remains relevant.

### Student Learning Outcomes (SLOs)

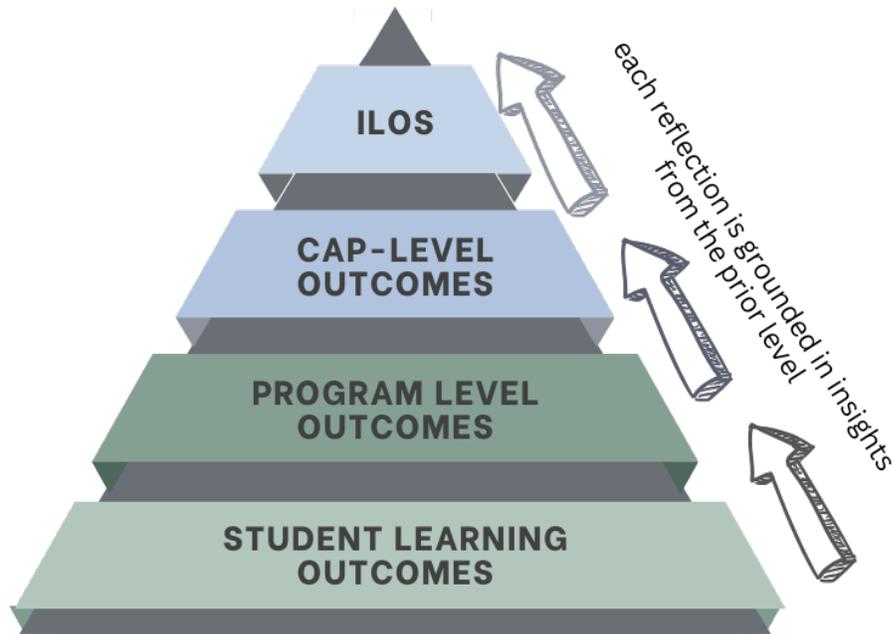
SLOs are course-specific outcomes that outline what students should know or be able to do by the end of a course. The SLO process is collaborative and built on continuous assessment, reflection, and improvement. SLOs provide measurable benchmarks that support both PLOs and ILOs, ensuring a structured approach to student learning.

### Service Area Outcomes (SAOs)

SAOs apply to non-instructional areas and measure how support services contribute to student development and success. These outcomes align with ILOs by promoting a holistic educational experience, often supporting the academic and personal growth necessary to meet course and program outcomes.

## Assessment Methods

### Outcomes Reflections



Each level of outcome builds upon and informs the next, creating a cohesive, interdependent framework where course, program, CAP, and institutional outcomes support and strengthen one another. Annually the college SLO committee will select a theme of one or more ILOs as the focus of annual campus reflections. Each SLO, PLO and CAP level outcome will map to one or more ILOs. Through this thematic assessment the campus will be able to engage in collaborative discussions and identify complimentary learning goals across campus.

The SLO process will allow faculty to assess student progress toward broader program goals and identify areas for improvement. Program-level reflections, in turn, support and inform Career Academic Pathway (CAP) reflections, ensuring alignment across disciplines. CAP-level reflections contribute to institutional learning outcome assessments, fostering a cohesive approach to student success. These discussions are framed within the ILOs which are rooted in the college’s mission and values.

#### Student Learning Outcomes (SLO)

SLOs are grounded in course articulation agreements and scaffold into the outcomes of the program, CAP and Institutional Outcomes. This ensures alignment with transfer and degree requirements and ensures that all students at Foothill will build a cognitive schema that reinforces the institutional outcomes.

Faculty will collaborate to create Student Learning Outcomes (SLOs) for a course, and individual faculty will maintain the academic freedom to design their own assessment methods. Departments have the

flexibility to develop and refine SLOs based on the evolving nature of their teaching and assessment practices, ensuring that outcomes remain relevant and responsive to student learning needs. This balance between structure and autonomy supports both institutional consistency and pedagogical innovation.

Faculty will convene regularly within their departments to discuss student learning outcomes, sharing insights from course-level assessments and reflections. The Department Chair and Program Director will compile these reflections, which will then be used to evaluate program-level outcomes.

### *10 Questions for Formation, Assessment and Reflection of SLOs*

1. What do we want students to know/be able to accomplish at the end of this course? OR What are the knowledge, skills and abilities that students should gain by the end of this course?
2. Are the outcomes as described in #1 aligned with the articulated curriculum (C-ID)?
3. What ways do discipline faculty measure 'success' of #1?
4. Are our assessments aligned with our learning outcomes? OR Are we assessing our students on the course outcomes?
5. Are our students being successful as defined in #1?
6. What instructional strategies are effective in achieving successful mastery of benchmarks of success?
7. In what ways are students not achieving the benchmarks for success?
8. What patterns do we observe among the students who are not achieving the benchmarks of success?
9. What resources could be leveraged to help students achieve success?
10. How can the course—including design, content, instruction & delivery—support all students to achieve learning outcomes?

### *Assessment of a SLO Across Multiple Course Sections*

When assessing a single SLO across multiple course sections, individual faculty have the academic freedom to tailor their assessment methods to align with their instructional style and approach. This flexibility allows for diverse and innovative assessment strategies while maintaining the integrity of the learning outcome. However, to ensure consistency in measuring student success, faculty should engage with department colleagues in regular and ongoing dialogue to discuss effective instructional methods, share assessment insights, and evaluate whether students are meeting the course's learning goals. Through collaboration, faculty can refine their approaches, enhance student learning, and uphold the shared academic standards of the course.

## **Program Learning Outcomes (PLOs)**

Program Learning Outcomes (PLOs) are developed through collaborative discussions among discipline faculty to ensure alignment with program goals and student needs. These outcomes are assessed annually using a variety of methods which may include course-embedded assessments, capstone projects, and student performance data.

Faculty may assess the success of their program outcomes through qualitative or quantitative metrics. Reflections will consider disproportionate impacts using disaggregated data provided by Institutional Research with a goal of eliminating gaps in student success across demographic groups. Institutional Research will collaborate with departments to guide them through the provided data. Through this ongoing cycle of assessment and reflection, faculty refine PLOs to enhance curriculum effectiveness and support continuous improvement in student learning.

### Career Academic Pathway (CAP) Level Outcomes

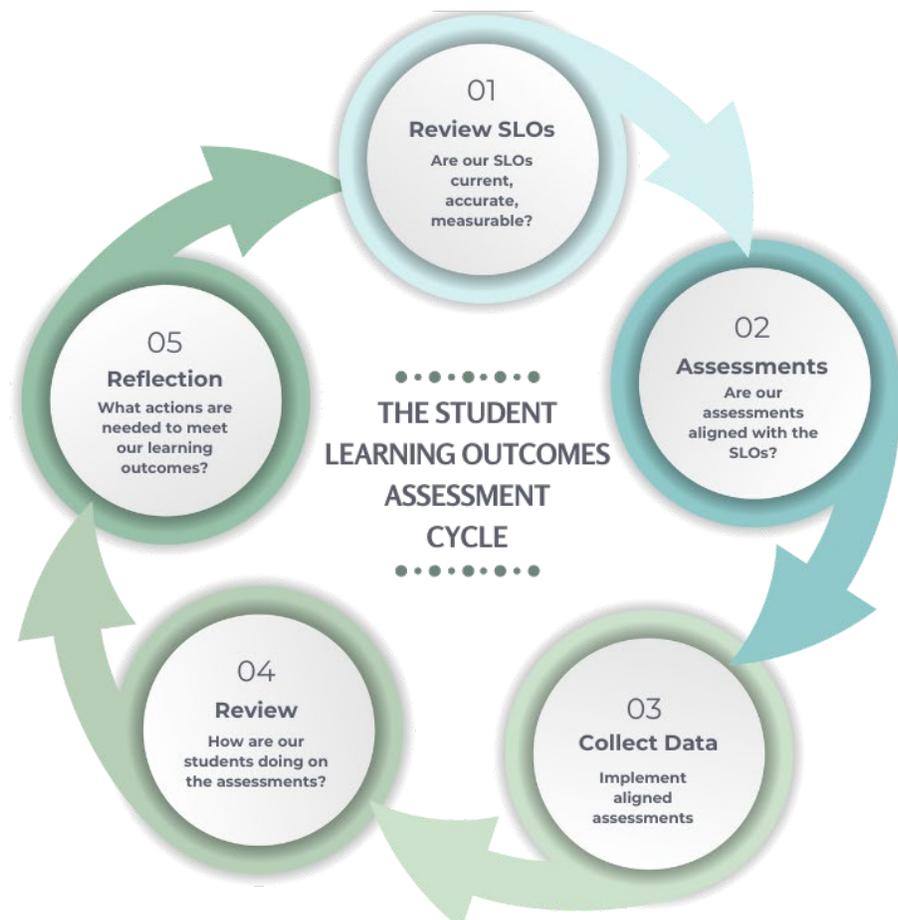
Career Academic Pathway (CAP) outcomes are developed through a synthesis of the knowledge, skills, and abilities essential for success in the CAP area, informed by the program-level outcomes that feed into them. These outcomes will be assessed and refined through collaborative input from faculty within the CAP disciplines, with leadership from the CAP Coordinator. Reflections will consider disproportionate impacts using disaggregated data provided by Institutional Research with a goal of eliminating gaps in student success across demographic groups. Assessment and reflections will be grounded in student outcomes data, ensuring that CAP outcomes remain relevant, measurable, and responsive to student and industry needs.

### Institutional Learning Outcomes (ILO)

Institutional Learning Outcomes (ILOs) will be assessed and refined through collaborative input from the entire campus community, including faculty, staff, administrators, and students. These reflections will be informed by outcomes data from Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and CAP-level assessments, ensuring that ILOs remain aligned with institutional goals and responsive to the evolving needs of students and the community.

## Reporting and Documentation

### The SLO & PLO Cycle: Faculty, Department Chairs and Program Directors



The documentation cycle for the SLO process is structured to ensure ongoing assessment, reflection, and institutional responsiveness. Each faculty member reflects upon SLOs for each course that they teach in a continuous cycle of reflection and improvement of instruction. Reflection logs are completed by each faculty member along with grade submissions for each course that is part of the department's SLO reflection cycle for the year.

Faculty convene twice per academic year in a time set aside by the college for SLO-focused reflection, to discuss and document progress on Student Learning Outcomes, review assessment data, and discuss revisions to curriculum, instructional strategies, and student support initiatives. Faculty may use one or more of their 10 department/program meetings each year for SLO discussion, or focus the discussion asynchronously, depending on the preferences of department faculty. SLO discussions will focus on courses up for revision in the Title 5 curriculum update cycle.

In these meetings faculty will reflect on student proficiency and examine patterns of student proficiency by demographic groups. These meetings also serve as a forum for identifying needs, such as professional development, instructional materials, supplemental instructional support or technology enhancements, which are then incorporated into requests for action in formal PLO reports. A summary of the faculty discussion for each of the courses discussed in depth will be documented by the Department Chair/ Program Director and posted to the public-facing SLO documentation college website maintained by the college SLO coordinator.

### Career Academic Pathways (CAP) Assessment and Reflection

Program Level Outcome (PLO) reports are submitted by departments/programs to Career Academic Pathways (CAP) coordinators. The CAP coordinator will compile and summarize requests for actions from their constituent programs and communicate proposed actions based on data-driven insights.

Annually, the Institutional Effectiveness Committee (IEC) reviews these requests and provides a formal response, detailing either approval and forwards the recommended action to the college Mission Informed Planning Council (MIPC) or a justification for alternative actions. This structured documentation cycle ensures that faculty engagement in SLO assessment directly informs institutional planning, creating a transparent and iterative process for continuous improvement in student learning.

### Cycle of Continuous Improvement: SLO Committee & Administration



The reports generated through SLO and PLO discussions by departments and programs undergo an integrated review process by the SLO committee and the Institutional Effectiveness Committee to ensure that institutional decisions align with student success goals. Academic departments and programs submit reports containing requests for action and improvement based on SLO and PLO assessment findings. These reports outline specific areas where student learning could be enhanced and

request actions such as curriculum adjustments, faculty development initiatives, instructional support enhancements, or technology investments.

The SLO Committee synthesizes these reports into recommended actions which are then presented to the Institutional Effectiveness Committee (IEC). The IEC then considers the recommendations in the context of institutional priorities, feasibility, and available funding, ensuring that proposed improvements align with broader strategic goals.

Following this review, the IEC provides a structured response to each recommendation from the SLO Committee, detailing measurable actions, or a justification for decisions that deviate from department/program and CAP group requests. If a recommendation is approved, the IEC forwards the recommendations for action to the college Mission Informed Planning Council (MIPC) which then identifies specific funding sources, staffing considerations, and timelines for implementation, ensuring accountability and transparency.

If a recommendation is not implemented, the IEC provides evidence-based reasoning, such as conflicting institutional priorities or budgetary constraints. This iterative process fosters a collaborative and transparent approach to continuous improvement, ensuring that faculty, staff, and administration work together to enhance student learning while making data-informed decisions about institutional investments and priorities. CAP level reports and resource decisions made by the IEC will be posted on the college website to maintain transparency for the campus community.

## Institutional Learning Outcomes (ILO) Reporting and Documentation

Institutional Learning Outcomes (ILOs) will be documented and reflected upon through the SLO Committee. The SLO committee will embrace the variety of ways in which ILO skills and attributes can be demonstrated through its reflections.

Each year the ILO committee will convene in the spring to reflect on the CAP level outcomes and reflections and Program Level Outcomes and reflections from the annual cycle of assessment. The committee will discuss the ways in which the college community has met, and not met the objectives of the ILOs and what actions can be taken as part of the institutional culture and allocation of resources to help all members of the campus community better meet the ILOs.

The SLO committee will document these findings in a report posted on the college website. As part of a continuous process of inquiry, ILOs will always be in revision, ensuring they remain relevant, reflective of evolving community needs, and responsive to diverse forms of engagement.

## Implementation Timeline & Next Steps

**Timeline:** The first full year of SLO assessments and reflections will take place in the 2025-26 academic year, with a goal of assessing every SLO in every course once every five years. The Program and Career Academic Pathways assessment will take place in spring 2026 based on the input and reflection from the

2025-2026 SLO reflections. Recommendations for action will then be made based on CAP level reports and recommendations from the SLO committee in Spring 2026.

The Institutional Learning Outcomes assessment and reflection will take place in the SLO committee in Spring 2026 based on the input, resource requests and resource allocations made for the PLO and CAP assessments in Spring 2026. A final report on the 2025-2026 Academic Year assessment cycle will be completed by Fall 2026 and will be posted on the college website.

## Spring 2025 Campus SLO Review

In Spring 2025, the campus initiated a comprehensive project to review all Student Learning Outcomes (SLOs) for all courses to ensure their accuracy, currency, and alignment with C-ID descriptor objectives. Each department was given a Canvas site with the current SLOs, material for supporting thoughtful revision of the course learning outcomes, space for asynchronous discussion among colleagues and a link to a Smartsheet form to update SLOs. Faculty were asked to review, revise and update the SLOs for all of their courses.

As a result of this initiative, the campus will begin a comprehensive cycle of SLO review in Fall 2025 with complete, accurate and updated SLOs. Moving forward, all course SLOs will be reviewed at least once every five years in alignment with Title 5 requirements, ensuring ongoing relevance and consistency across instructional programs.

**Spring 2025 Pilot of the Annual Assessment Process** In Spring 2025, three departments will pilot one quarter of the SLO assessment process. The pilot project will include departments from Fine Arts, STEM and Health Sciences. Pilot SLO faculty will work through the SLO course assessment process, documenting individual reflection logs in their department Canvas site, and identifying areas for improvement through department-wide conversations. A designee from each department or program will summarize the reflection conversations for public-facing documentation. Institutional Research will work with the Interim SLO coordinator to survey all faculty participating in the pilot project. The course SLO documentation process will be finalized in summer 2025 to reflect lessons learned from the pilot cohort.

## Year 1 Implementation: 2025-26

### *1. Institutional Learning Outcome (ILO) Theme*

The SLO Committee will select one ILO as the overarching theme for the college's SLO assessment cycle for the year. This selected ILO will serve as a focal point for campus-wide discussions, fostering a shared understanding of its significance and application across disciplines.

Throughout the year, faculty and staff will engage in conversations exploring how this ILO is expressed in different courses and programs, the various instructional strategies that support its development, and effective methods for assessing student achievement. By aligning assessment efforts with a common institutional goal, the college aims to enhance student learning, promote interdisciplinary collaboration, and strengthen the integration of core competencies throughout the curriculum.

## *2. Preliminary Meeting and Selection of SLOs*

At the beginning of the academic year, department faculty will convene to identify and select Student Learning Outcomes (SLO) from each course up for department/program review to focus on for reflection and assessment. The SLO selected should map to the ILO selected as the theme for campus-wide reflection in the annual cycle. This selection will also be based on departmental priorities, alignment with course objectives, and relevance to broader program goals. Faculty will ensure that the selected SLOs are measurable, clearly defined, and meaningful in assessing student learning and will revise their selected SLO as needed.

## *3. Establishing Criteria for Success*

Once one or more SLOs are chosen for each course, faculty will determine the standards by which student achievement of the learning objective will be evaluated. This may include defining performance benchmarks, identifying appropriate assessment methods (e.g., exams, essays, projects, presentations), and agreeing on a shared understanding of what constitutes successful demonstration of the learning outcome.

#### *4. Mid-Year Reflection and Discussion*

During the early part of the spring quarter, faculty will reconvene to discuss preliminary assessment results and share observations on student performance related to the SLO. At this time, Institutional Research will provide each department with reports on student success by demographic groups, highlighting areas of disproportionate impact.

This meeting will serve as an opportunity to:

- Evaluate student progress and identify patterns or challenges.
- Discuss instructional strategies that have been effective in supporting student learning.
- Explore potential modifications to teaching methods or resources to improve student achievement of the SLO.
- Examine how well the SLO supports and reflects the intended skills and knowledge students should gain.
- Discuss whether the SLO needs to be revised to better reflect the evolving needs of the curriculum.
- Identify additional resources, professional development, or instructional adjustments that may be necessary to enhance student success.

#### *5. Documentation and Summary of Findings*

Following the department discussions, the Department Chair or Program Director or a designated faculty member will compile a summary document that includes:

- The SLOs assessed for each course.
- Key findings from faculty discussions.
- Proposed revisions to SLOs, if necessary.
- Identified actions or strategies to support student learning.

This document will serve as a record of the department's ongoing efforts to assess and improve student learning.

#### *6. Career Academic Pathways (CAP) Level Review and Reporting*

In Spring 2026, a designated coordinator for each CAP will review the PLO summaries, identify common themes, and compile a CAP-wide report on SLO assessment. In addition, a survey of the utility and impact of SLO assessment on stakeholders in the course and department level SLO process will be summarized. This report will highlight:

- Trends in student learning and areas for improvement.
- Disproportionate impact on demographic groups.
- Recommendations for action to improve outcomes.

- Recommendations to modify the SLO and PLO level assessment process to ensure it remains meaningful and relevant to all stakeholders.

The coordinator will submit the report to the SLO committee for integration into broader planning. The SLO committee will finalize recommendations for action based on needs identified in the PLO and CAP level reports. If the resource allocation process made by the administration does not match the recommendations of the SLO committee, the administration will provide specific feedback and justification for alternative actions taken.

### *7. SLO Committee Discussion of ILOs*

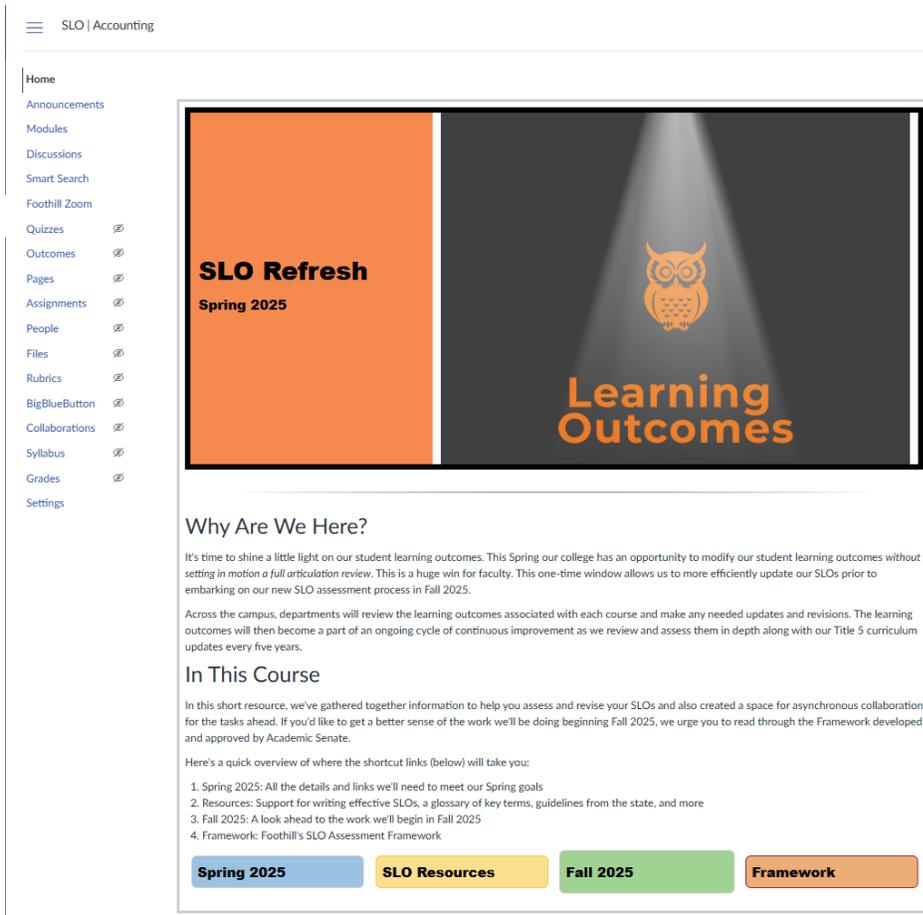
In Spring 2026 (following the CAP Level reporting), the SLO Committee will convene to review and reflect on Institutional Level Outcomes (ILOs) and their assessments, using disaggregated demographic data to ensure equity and inclusivity in student outcomes. The committee will apply CAP and Program-level outcomes and reflections in their ILO discussions. In addition, the SLO committee will review whether administrative actions made in the Institutional Effectiveness Committee (IEC) and the Mission Informed Planning Council (MIPC) align with recommendations from SLO committee to ensure that the administration's actions effectively support the achievement of institutional values and mission.

## **Foothill College Cycle of Continuous Improvement**

This SLO planning document is a living document that reflects our college's commitment to continuous improvement in student learning and institutional effectiveness. Designed to be responsive and adaptable, it will evolve as we assess outcomes, implement changes, and reflect on progress. The SLO Committee will engage in ongoing reflection on the planning process to evaluate its effectiveness, identify areas for refinement, and ensure alignment with our broader goals for equity, learning, and success. Through this iterative process, we aim to foster a culture of meaningful assessment and informed action.

# Appendix 1: Canvas Spring 2025 Department SLO Review Site

This appendix provides an overview of the Canvas site used by faculty across departments and programs to complete a one-time Student Learning Outcomes (SLO) update during the Spring 2025 quarter. These updates were designed to prepare the college for a comprehensive engagement with the full SLO review cycle beginning in the following academic year. Each program was provided with a dedicated Canvas site, structured identically, that included the relevant course SLOs and enrolled only the faculty who teach within that program. The site functioned as both a structured workspace and a collaborative hub where faculty could work asynchronously to align on revisions. Resources were embedded throughout to support the development of clear, assessable, and equity-minded SLOs.



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## SLO Refresh Spring 2025



## Learning Outcomes

### Why Are We Here?

It's time to shine a little light on our student learning outcomes. This Spring our college has an opportunity to modify our student learning outcomes without setting in motion a full articulation review. This is a huge win for faculty. This one-time window allows us to more efficiently update our SLOs prior to embarking on our new SLO assessment process in Fall 2025.

Across the campus, departments will review the learning outcomes associated with each course and make any needed updates and revisions. The learning outcomes will then become a part of an ongoing cycle of continuous improvement as we review and assess them in depth along with our Title 5 curriculum updates every five years.

### In This Course

In this short resource, we've gathered together information to help you assess and revise your SLOs and also created a space for asynchronous collaboration for the tasks ahead. If you'd like to get a better sense of the work we'll be doing beginning Fall 2025, we urge you to read through the Framework developed and approved by Academic Senate.

Here's a quick overview of where the shortcut links (below) will take you:

1. Spring 2025: All the details and links we'll need to meet our Spring goals
2. Resources: Support for writing effective SLOs, a glossary of key terms, guidelines from the state, and more
3. Fall 2025: A look ahead to the work we'll begin in Fall 2025
4. Framework: Foothill's SLO Assessment Framework

[Spring 2025](#) [SLO Resources](#) [Fall 2025](#) [Framework](#)

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Spring 2025 | Revising Our SLOs

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- Getting Started
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- Building Measurable & Effective Learning Outcomes
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## What Are We Asked To Do?



### Updating Our SLOs: A One-Time Opportunity!

In Fall 2025, in response to our ACCJC Accreditation Review, we'll kickstart a new process for regularly and routinely assessing student learning in our courses via Student Learning Outcomes (SLOs). College-wide, we have not engaged in SLO assessment for several years, which means that not only does our assessment process need some work, our learning outcomes, themselves, may need revising.

Currently the learning outcomes are not officially part of the Course Outline of Record (COR), and thus not a part of the Course Leaf curriculum management system. In order to streamline the SLO process and integrate it with Title 5 annual review, we are in the process of integrating our SLOs with Course Leaf. Before we do this we have a one-time opportunity to review and revise our SLOs without triggering a state rearticulation review for the course.

This spring we ask each department or program to review all of their SLOs for currency, accuracy, and alignment with the course C-ID descriptor and with disciplinary trends and effective practices.

#### Deliverables

At the end of Spring 2025, each department or program is asked to:

- Examine the SLOs for all of their active courses
- Review whether the course outcomes are current, measurable, and appropriate for the course
- Review whether the course outcomes align with the C-ID course descriptors (if applicable)
- Discuss updates with colleagues and revise, modify, or add learning outcomes, as needed
- Complete the SLO Update form for every course currently in CourseLeaf, regardless of revisions made

This Canvas course shell is a hub for your department or program SLO work this Spring. You may use the asynchronous discussion to confer with colleagues about your SLOs, or you may choose to hold the discussions synchronously on zoom or in person. Do what works best for your department and makes sense for your colleagues, while also encouraging broad participation.



### What's My Role?

We're all in this together! Though individual departments may approach the task and workload differently, reviewing and updating our learning outcomes requires all hands on deck.

Per discussions in Academic Senate, we'll use some department and division meeting time to get the job done. Full time faculty are contracted to participate in 10 department or division meetings each year. Adjunct faculty can be compensated for their time participating in these meetings if SLO discussions take place. In your Spring 2025 department or program meeting(s), you are asked to participate in reviewing and potentially updating the SLOs for the courses you teach.

Academic Senate asks that each department or program complete the following deliverables by the end of Spring quarter, 2025. This is an opportunity for meaningful collegial conversations about your curriculum and learning in your classes. It is suggested that faculty who teach each course collaborate to discuss the current SLOs for their courses and any needed updates. We need to dig in to do the work, but it is open to the discretion of each department of how the conversations and updates take place.

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## Why Focus on Learning Outcomes?

As we noted earlier, we have a one time opportunity to revise/refresh our learning outcomes before we launch into our SLO assessment cycle in Fall 2025. Here are just a few good reasons to take this opportunity seriously and dig in to do meaningful revision to our SLO statements:



### SLOs Build Consistency

SLOs are grounded in course articulation agreements and scaffold into the outcomes of the program, CAP, and Institutional Outcomes. This ensures alignment with transfer and degree requirements and ensures that all students at Foothill will build a cognitive schema that reinforces the institutional outcomes.



### SLOs Support Accreditation

The Foothill College Academic Senate, in response to ACCJC accreditation findings has determined that faculty will collaborate to create Student Learning Outcomes (SLOs) for a course, and individual faculty will maintain the academic freedom to design their own assessment methods.

Faculty will convene regularly within their departments to discuss student learning outcomes, sharing insights from course-level assessments and reflections. The Department Chair and Program Director will compile these reflections, which will then be used to evaluate program-level outcomes.



### SLOs Empower Faculty

Through the curriculum process, departments have the flexibility to develop and refine SLOs based on the evolving nature of their teaching and assessment practices, ensuring that outcomes remain relevant and responsive to student learning needs. Having clearly articulated learning outcomes can make designing a course, assessing student learning progress, and facilitating learning activities easier and more effective.

This balance between structure and autonomy supports both institutional consistency and pedagogical innovation.



### SLOs Empower Students

SLOs help make learning goals more transparent, which both helps students build cognitive schema while also helping students regulate their learning develop effective study skills.

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## Getting Started



### Where to Start?

Before we begin our new SLO Assessment Cycle in Fall 2025, we'll use Spring 2025 to collaborate with colleagues as we write and/or revise learning outcomes for our courses. By the end of the term, each department will be responsible for updating their student learning outcomes for each active course to get ready for the full assessment cycle beginning in the fall.



### STEP 1 | Assess Existing SLOs

The first step for your department is to get eyes on the current SLOs. The curriculum committee, in collaboration with Mary Vanatta, have made a comprehensive list of all official SLOs. These are the outcomes that are currently listed in CourseLeaf, have been shared with Mary, and/or have been revived from TracDat. When conflicting records exist (ie, when SLOs for a course exist in both CourseLeaf and TracDat, but the outcomes differ), it was assumed CourseLeaf was most current/up to date.

Each department is asked to review the current SLOs and determine which courses need revisions. These revisions could include:

- rewriting the SLOs for clarity, measurability, or scope
- revising SLOs to reflect changes in the discipline or field of study
- adding new or removing old SLOs

More information about revising SLOs can be found later in this module.



### STEP 2 | Divide the Work

In addition to time and focus in your department meetings, each department has their own SLO revision workspace within Canvas. Your group may choose to meet synchronously or asynchronously, in full department groups or in sub-groups. As departments vary in size and course load, we want to give you as much flexibility as you'll need to get the revisions done.



### STEP 3 | Support Collaboration & Seek Help

Whether your department chooses to meet synchronously or asynchronously, please help to ensure all faculty can participate by using Canvas discussions to capture conversations and revision suggestions.

We've collected several resources to help you hone your SLO writing skills. These resources can be found in the following module, [SLO Resources](#).

In addition, the curriculum committee and the Faculty Supporting Faculty will be available to help your department hone your SLO writing skills. Watch the Canvas dashboard and Stacy's weekly emails for announcements about a series of workshops throughout the quarter to help you refine your writing skills and to support any questions about SLOs.



### STEP 4 | Submit Revisions

Revisions for each course will be captured using a form designed specifically for this purpose. Once your group has completed your review and revisions, designate a person to complete the SLO Update form for each course (you can have a single designee who inputs all revisions, or a different designee per course). The designee will update the form, and the curriculum committee will handle the rest!

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## STEP 1 | Review Your SLOs



### Review Your SLOs

We ask that you **engage with your colleagues in discussion** and examine the Student Learning Outcomes for the courses in your department. Focus on the following:

- Are the SLOs for each course current?
- Do the listed course **outcomes** support the course **objectives** noted on [the C-ID descriptor](#), [program learning outcomes](#), or institutional learning outcomes?
- Are the learning outcomes specific and measurable?

#### Outcomes

Course outcomes (SLOs) are the intended abilities and knowledge students can demonstrate after successfully learning the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.

For example, for an introductory swimming course, the course SLOs will measure the student's ability to perform all four strokes. Course Outcome: Swim the backstroke for at least ten yards.

(source: [ASCCC Course Outline of Record 2017](#) p. 22-23)

#### Objectives

Course objectives list the knowledge, skills, and attitudes faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome (SLO).

Objectives are the means, not the ends.

For example, for an introductory swimming course, the course objectives might consist of all four competitive swimming strokes. Course objective: Learn the fundamentals of proper breathing techniques and arm position for the backstroke.

(source: [ASCCC Course Outline of Record 2017](#) p. 22-23)

## Courses and SLOs

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## STEP 2 | Divide the Work



### Decide Who Will Focus on Each Course

Faculty within a department can collaboratively and equitably update student learning outcomes (SLOs) by dividing the workload in a way that reflects their expertise and teaching assignments.

A practical first step is to create an online discussion thread for each course in the department, using the Canvas discussion set up for you in Step 3. Faculty can use these threads to review and comment on the current SLOs, share insights from their classroom experiences, and suggest revisions. This asynchronous format allows everyone to engage thoughtfully, especially those who may not be able to attend meetings in person. These preliminary discussions set the stage for more focused conversations in department meetings.



### Discuss Updates at a Department Meeting

To build on the online discussions, departments can hold a meeting where instructors can break into small groups based on the courses they most frequently teach. Adjunct faculty can be compensated for participating in these meetings—loop in your dean to complete this paperwork. At the department meeting, faculty can discuss proposed changes and work toward consensus on how best to revise each course's SLOs.



### Designate Who Will Make Updates

The department should collectively decide who will be responsible for entering the agreed-upon updates into the official form provided in Step 4. One way to divide up the work is to have the faculty who is the editor in Course Leaf for the course make the SLO updates for that course as well.

Departments have the autonomy to divide this work in whatever way makes the most sense for their faculty. These conversations are not only a practical task but also a meaningful reflection of our shared purpose as educators—to ensure that course outcomes clearly reflect what students should know and be able to do by the end of the term.

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## STEP 3 | Collaborative Space to Develop or Modify Learning Outcomes



### Instructions

Please use this space to discuss the current description, outcomes, and objectives listed for each course in your department with your colleagues. The goal is to determine which courses need SLO development, whether this is writing new SLOs or revising current SLOs, then engage in the work of making those changes. Use one "thread" per course.

All SLOs across the campus will use the same phrase to introduce the list. Your revised SLOs should not include this introductory phrase—they should just complete the sentence. The introductory phrase being considered by the curriculum committee is, "By the end of this course, successful students will be able to..."



### Resources to Support your Work

The following sheets list courses and SLOs alphabetically by department:

[DEPT/Course/SLO List ACTG through ATHL](#) ↓

[DEPT/Course/SLO List BIOL through DMS](#) ↓

[DEPT/Course/SLO List ECON through HUMN](#) ↓

[DEPT/Course/SLO List JAPN through NCSCV](#) ↓

[DEPT/Course/SLO List PHDA through RSPT](#) ↓

[DEPT/Course/SLO List SOC through WMNS](#) ↓

The Course Outline of Record can be found in the [Foothill College Catalog](#). If the course also has a C-ID descriptor, please also consider whether the course learning outcomes accurately align with the course objectives on the [C-ID descriptor](#).

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## STEP 4 | Submit Updates/Revisions



### Instructions

Please use the following form to update the SLO status of every course in your department. Use one form per course, and only one update submission per course, please.



### SLO Status Update Form

Foothill College

## SLO Updates

In Spring 2025, Foothill has an opportunity to update all our SLOs without going through the full curriculum review and articulation process.

After your department has met and discussed the SLOs, please complete this form for all courses offered in your department (only one person should submit per course).

Your CWID \*

First and Last Name \*

Only one submitter per course, please

Course ID \*

Select the Course ID from the drop-down list

Course Status \*

Please choose the most appropriate response from the three listed.

Does the course have more than four SLOs? \*

Please note, it is highly recommended to keep the SLO list short and overarching.

Send me a copy of my responses

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## Report Issues & Make Suggestions



### Submit your thoughts...

Our SLO refresh is something brand new for all of us! Though a thoughtful team created this site for you, there may be mistakes, oversights, or issues that need to be fixed (like a missing course or two departments that should be combined!). Please use the form below to let us know about any issues, or to make suggestions.

**FOOTHILL COLLEGE**

### SLO Course Issues & Suggestions

We're all working really hard to ensure the SLO refresh is successful, but we're also working quickly, so we know there may be some issues with your Canvas course, or a piece of information you'd like included. Please use this short form to let us know of issues or suggestions, and we'll address your submission as soon as possible.

**Your CWID \***

**Your full name \***

**Which department site is this issue/request regarding? \***

Select or enter value

**Please describe what you need/how we can help: \***

**Fast Help**

If you need help ASAP, please contact Allison Meezan [meezankaren@fhda.edu] or Lené Whitley-Putz [whitley-putzlene@fhda.edu]

Send me a copy of my responses

**Submit**

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## Appendix 2: Canvas Department SLO Assessment Cycle Site

This appendix introduces the Canvas sites used as central hubs for the departments that participated in the Spring 2025 pilot of the full Student Learning Outcomes (SLO) review process: Dental Hygiene, English, and Graphic & Interactive Design. Each department was provided with its own Canvas site, structured in an identical format, which included the current SLOs for all courses and enrolled the faculty who teach in the program. These sites served as collaborative spaces for faculty to engage in a structured and supported review of both SLOs and assessments. Embedded resources guided faculty in developing high-quality, measurable outcomes and aligned assessment tools. Feedback from the pilot departments were used to inform the updates to this document laying the groundwork for a sustainable, campus-wide implementation of the full SLO review cycle.

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### Why Are We Here?

Although our college's SLO work has been in a period of hibernation for the past seven years, recent ACCJC accreditation findings have reminded us of the essential role assessment plays in upholding academic integrity and institutional effectiveness. Now is the time to reengage with fresh energy and shared purpose. By embracing SLO assessment as a cycle of continuous improvement, we not only strengthen our courses and programs but also affirm our shared commitment to student success and instructional excellence.

### In This Course

This course is divided into four modules, linked below for easy access. In the modules you will find:

1. SLO Background contains resource information outlining Foothill's SLO process and general information about SLOs
2. Step 1, Revising has background information on creating and modifying student learning outcomes for our courses, and also contains an interactive discussion to support collaborative review of your department's SLOs
3. Step 2, Assessing provides background information on the development of assessments aligned to SLOs, the collection of learning data via assessments, and the review of the data collected to inform teaching and learning
4. Step 3, Reflecting provides background information to support collegial conversations around/about our data

[SLO Orientation](#)   [STEP 1 | Revising](#)   [STEP 2 | Assessing](#)   [STEP 3 | Reflecting](#)

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## What Are We Asked to Do?



### A Cycle of Reflection & Improving Our Teaching

Student Learning Outcomes assessment is an opportunity for faculty to collaborate, confer and reflect on teaching and learning. Outcomes inform assessments. How our students perform on the assessments prompts us to reflect on our teaching. This process can provide a venue for you to collaborate with colleagues, reflect on your teaching and document actions that you, the department and the college can take to improve student success. You will get out of this process what you put into it.

Assessing Student Learning Outcomes (SLOs) is a requirement for our college to be accredited. We are also required by contract to engage in the SLO process. This work needs to get done.

This Canvas course outlines a process for equitable, meaningful conversations to take place about teaching and learning among your colleagues. Each department can decide if there are alternative ways to meet the deliverables that are agreeable to all faculty members.

#### Deliverables

In each SLO cycle, every department is asked to:

##### Plan (Fall):

- Identify courses in the annual Title 5 review cycle.
- Select at least one SLO per course to focus on in department discussions.

##### Collect (Fall-Spring):

- Gather SLO reflection logs from faculty teaching Title 5 review courses.

##### Reflect (Spring):

- Analyze assessment results to identify strengths, challenges, and areas of disproportionate impact.
- Discuss strategies for improvement and equity.

##### Document (Spring):

- Summarize findings and outline actions for instructors, the department, and the college to support student success.

#### Best Practices vs. Minimum Requirements for Accreditation

- Best practice is that all course SLOs be reviewed and discussed by all faculty teaching the course at least once every five years. SLO conversations are supported by individual faculty SLO reflection logs, completed each quarter the course is taught.
- At minimum the Academic Senate is asking that each department document a reflection conversation on at least one SLO for each course in the department once within the Title 5 review cycle.



### How Does This Process Compare With TracDat?

For Foothill Faculty who participated in our previous SLO process, you may be wondering how this new process compares to the old process where we input our assessments and results into the TracDat software.

The TracDat process asked that each faculty list the SLO they were assessing, the assessment and provide a numeric result of the percentage or number of students who met the objective.

The new SLO process is less constrained. Assessment and reflection on the successes or areas for improvement is something that teachers already do. The SLO process is an opportunity to talk with your colleagues about teaching. We are asking you to document your results (in whatever form is meaningful to you) and your reflections in your SLO log and then engage with your peers in a conversation about the results. Your results may be quantitative or qualitative. These logs will provide a springboard for the collegial conversations that will take place in Step 3 (Spring quarter reflection). In the new process, the SLO reflection logs are for internal department conversations only.

The public-facing documentation (completed in Step 3) will consist of summaries of the successes and areas for improvement for each course under Title 5 review. These summaries should not be minutes (or transcriptions) of your conversations with your colleagues, they should be a summary of the key take-aways from your discussion. They can be completed in whatever process the faculty in your department agree is equitable.