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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~~ required to reflect on at least one SLO in each course that ~~they teach every quarter~~ 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 Agreement¹.

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 ~~would be responsible for completing~~ are asked to complete reflections on the learning outcomes successes and areas for growth in each course that is a focus of SLO review ~~course that they teach every quarter~~. 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

¹ 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. ~~They receive compensation or release time to compile SLO reflections from faculty and facilitate discussions—whether synchronously or asynchronously—on course assessment results and the effectiveness of program level outcomes.~~ 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.

~~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 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.~~

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 ~~required~~ 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 two~~ half-days 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, and the second meeting should take place early in Spring quarter.~~ The first meeting should be at the beginning of the academic year, and the second meeting should take place early in Spring quarter. For faculty to have focused discussions, classes should not meet during these ~~times~~ 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 ~~that they teach every quarter~~ 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.

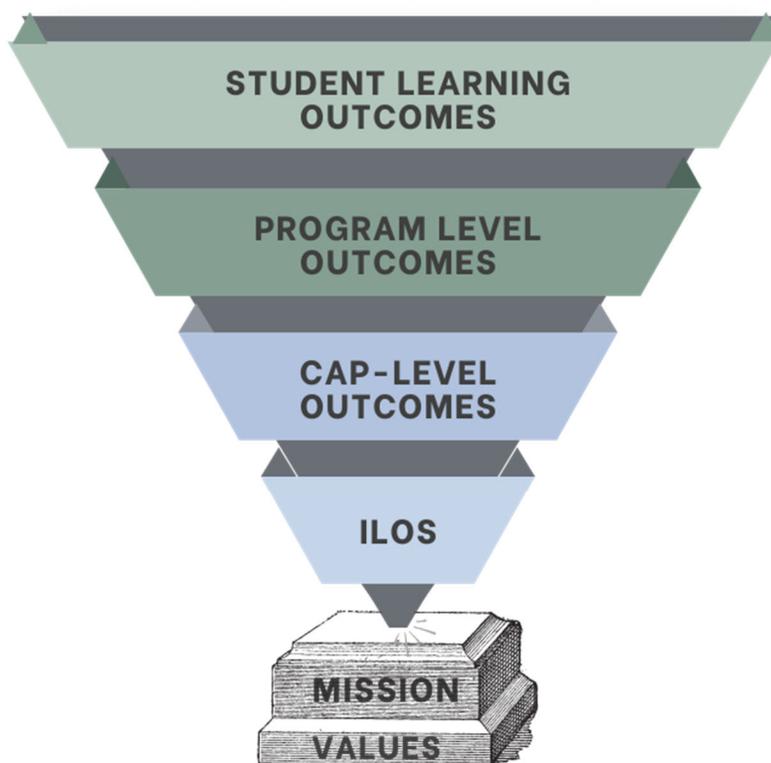
College Commitment to Dedicated Time for SLO Discussions

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 ~~and a second half-day in early Spring Quarter—free from classes or other college commitments—~~ 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.

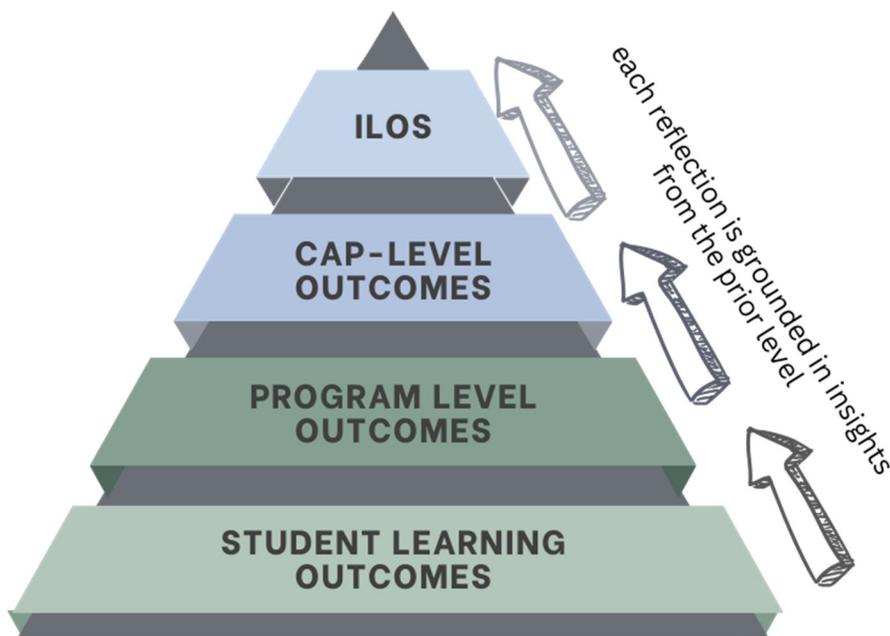
Student Learning Outcomes (SLOs)

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.

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

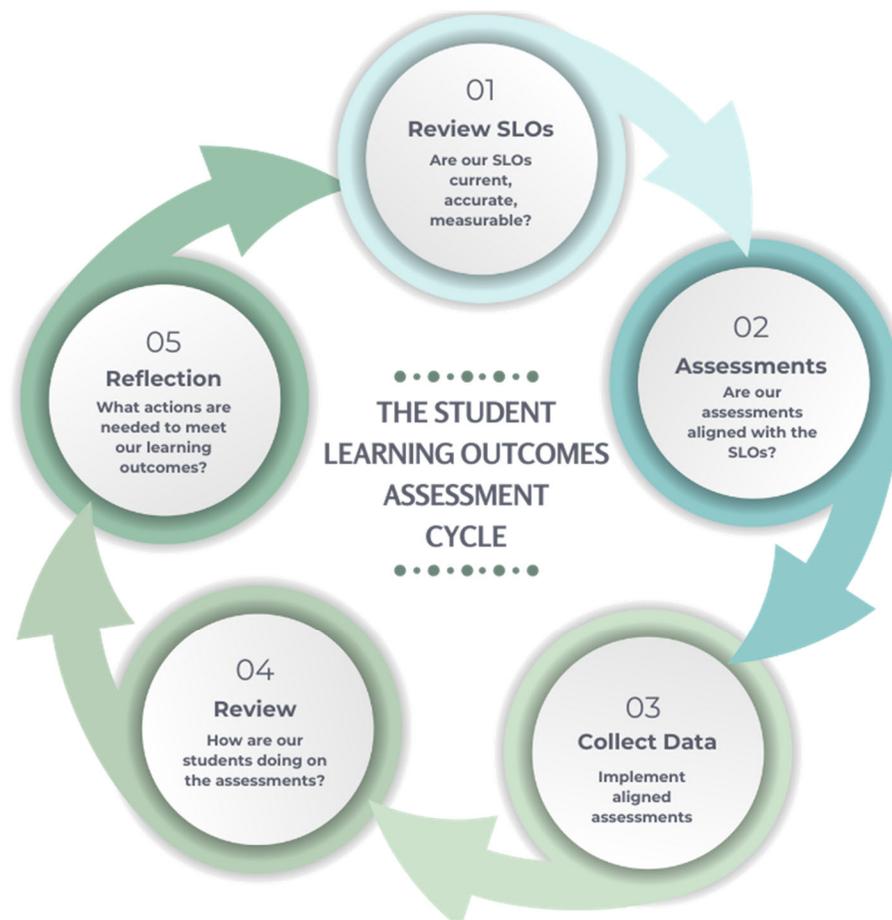
Career Academic Pathway (CAP) outcomes are developed through a synthesis of the knowledge, skills, and abilities essential for success in the CAP area, informed by the program-level outcomes that feed into them. These outcomes will be assessed and refined through collaborative input from faculty within 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~~ 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 ~~whenever possible~~ 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 ~~Pilot: Spring 2025~~

~~Up to four academic departments~~In Spring 2025, three departments will pilot one quarter of the SLO assessment process ~~in Spring 2025~~. The pilot project will include departments from ~~Language Arts, Fine Arts, STEM and Health Sciences and Social Sciences~~. Pilot SLO faculty will work through the SLO course assessment process, documenting individual reflection logs in their department Canvas site, and identify ing 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 Interm 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](#)

[Appendix 2: Canvas Department SLO Assessment Cycle Site](#)