SLO Coordinator Spring 2025 Progress Report

Summary of Work Completed on the Foothill SLO Project During Spring Quarter, 2025

K. Allison Lenkeit Meezan, Interim SLO Coordinator, Spring 2025
Lené Whitley-Putz, Dean of Online Learning
Voltaire Villanueva, President of the Academic Senate

Overview

In Spring 2025, Foothill College launched a comprehensive initiative to revitalize its Student Learning Outcomes (SLO) practices, beginning with the Academic Senate Executive Committee's approval of the first draft of a SLO Framework document. Developed with broad input from faculty, the Framework outlines a sustainable and collaborative approach to assessing student learning, identifying key stakeholders, required resources, and a process for continuous improvement.

This work was complemented by a campus-wide Course Outcomes Revision Project aimed at reengaging departments in meaningful reflection on what students should learn and how learning is assessed. With no formal revision process in place for over five years, the project re-established faculty conversations about SLOs in assessment. A database of nearly 6,000 SLOs was transformed into department-specific Smartsheets embedded in customized Canvas shells to facilitate structured review and revision.

Extensive outreach and support by the SLO Coordinator and Online Learning Office and Faculty Supporting Faculty (FSF) enabled departments to examine and revise their outcomes, laying the groundwork for a full-year SLO assessment and reflection cycle that will launch in Fall 2025. In parallel, three departments piloted a full assessment cycle in Spring quarter, providing the SLO committee with valuable insight into the support needed to guide faculty through a successful full year SLO cycle of continuous improvement. These efforts mark a renewed institutional commitment to aligning assessment with instructional practice, curriculum development, and student success.

The Spring 2025 Student Learning Outcomes (SLO) initiative at Foothill College was a highly collaborative effort that brought together expertise and support from across the campus. The project benefited significantly from the leadership and guidance of the Dean of Online Learning and the sustained engagement of the Faculty Supporting Faculty (FSF) team, who played a central role in department-level outreach and faculty support. The Online Learning Office staff provided essential technical infrastructure, including the creation of customized Canvas shells and Smartsheets for each department. The SLO Committee included representation from the Instruction office, Institutional Reasearch, Curriculum, the Faculty Association (union), Classified Senate and Academic Senate. The Instruction Office facilitated access to comprehensive SLO data and helped coordinate institutional alignment, while the Office of Institutional Research provided valuable input on data practices and assessment planning. The Academic Senate officers contributed to both the design and communication of the initiative, ensuring that the work remained grounded in faculty governance and priorities. The Foothill College President was also central to the process by providing her solid support of the initiative in campus-wide communications. This collaborative model fostered shared ownership of the process and laid the foundation for a sustainable, faculty-driven approach to learning outcomes assessment.

SLO Committee

In Spring 2025, the Student Learning Outcomes (SLO) Committee at Foothill College convened five times to provide institutional leadership and collaborative oversight for ongoing SLO work. The committee was composed of key campus stakeholders, including the Vice President of Instruction, representatives from Institutional Research, the Curriculum Committee, the Classified Senate, the Academic Senate, the Faculty Association (union), and the SLO Coordinator. This diverse representation ensured that multiple perspectives were considered in shaping a comprehensive, equitable, and sustainable approach to outcomes assessment across the college.

Throughout the quarter, the SLO Committee focused on supporting and guiding the SLO Coordinator's activities. The committee provided feedback on revisions to the SLO Framework document, ensuring that the framework aligned with both institutional goals and faculty-driven assessment practices. The group also contributed to the development of Institutional Learning Outcomes (ILOs). In addition, the committee offered direction on summer professional development opportunities related to SLO work and collaborated to design a persistent, college-wide SLO review and assessment process that will support continuous improvement in student learning.

SLO Framework Document

In April 2025, the Academic Senate Executive Committee approved the first draft of the Student Learning Outcome (SLO) Framework document. This faculty-centered document was developed with input from faculty across disciplines and reflects a shared commitment to supporting meaningful and sustainable assessment of student learning. The framework establishes a clear institutional process for the ongoing assessment of SLOs, identifying key stakeholders, outlining the necessary resources, and providing a structured approach to data collection, analysis, and reporting. Emphasizing continuous improvement, the framework positions assessment as a collaborative, reflective practice that supports instructional excellence and student success.

The Framework is designed as a living document, subject to regular review and refinement to remain responsive to the evolving needs of faculty and students. At the close of Spring 2025, the document was revised based on insights gained from faculty participants in pilot evaluation courses and further feedback collected from academic departments. These revisions aimed to clarify processes, enhance usability, and ensure alignment with campus values and accreditation expectations. As such, the Framework will continue to be reviewed annually, allowing for the integration of new practices, tools, and perspectives that emerge through ongoing faculty engagement and institutional learning.

Course Outcomes Revision Project

The first goal of the Spring 2025 Student Learning Outcomes (SLO) project at Foothill College was to revive campus engagement with SLOs and reestablish faculty-led conversations about what students should learn and be able to do by the end of each course. This effort aimed to prepare departments and programs for the launch of a full-year SLO assessment and reflection cycle beginning in Fall 2025. By encouraging faculty to examine and revise their course outcomes, the college sought to create a more intentional and meaningful process for assessing student learning, rooted in disciplinary expertise and supported by

institutional resources. The Spring 2025 project served as both a reset and a foundation for developing a sustainable, continuous improvement model led by faculty.

For over five years, Student Learning Outcomes at Foothill College had been in a period of hibernation. During this time, there was no formal or consistent process for faculty to review or revise their SLOs. Additionally, SLOs were not integrated into the college's CourseLeaf curriculum management system. Instead, they were manually joined to course listings through a post-processing step handled by the Marketing Office when the catalog was published. This disconnected workflow limited faculty engagement with SLOs and weakened their connection to curriculum development and course planning.

To address this gap, the Office of Instruction provided the SLO Coordinator and the Online Learning Office with a master Excel file containing all 5,970 SLOs, including those for both active and inactive courses. The Online Learning Office used this data to build Smartsheets for each department or program, with embedded forms that allowed faculty to review and revise SLOs. To preserve database compatibility with CourseLeaf, each course was entered into the Smartsheets as a standardized pull-down menu, ensuring consistent syntax for future system integration.

To support faculty in the SLO review and revision process, the SLO Coordinator and Online Learning Office designed a Canvas course that provided a guided structure and embedded resources for quality outcome writing. This Canvas shell was duplicated 70 times—once for each department or program—and customized with department-specific information and a Smartsheet link tailored to the department's courses. These department-level Canvas sites served as hubs for faculty engagement, enabling easy access to SLOs and a clear process for submitting updates.

Throughout Spring 2025, the SLO Coordinator reached out to every department chair and program director to introduce the project and offer collaborative support. The process was presented at the quarterly department chairs meeting, and the SLO Coordinator maintained close communication with deans across divisions. The SLO Coordinator and Faculty Serving Faculty (FSF) team also participated in nine department meetings to provide direct assistance and answer questions about the SLO update process. Follow-up communication ensured faculty were confident navigating their Canvas SLO update sites and entering their revised SLOs into the Smartsheet system—establishing a strong foundation for the college's upcoming annual assessment and reflection cycle.

Pilot Full Evaluation Courses

In Spring 2025, Foothill College launched a Pilot Full Student Learning Outcome (SLO) Evaluation Process involving three departments that had maintained consistent engagement with course-level SLO evaluation over the past five years: Dental Hygiene, Graphic and Interactive Design, and English. These departments were selected for the pilot because of their sustained practices in outcomes assessment, their varied departmental structures, and their capacity to inform a scalable model for future campus-wide implementation. The pilot aimed to test a full-cycle SLO process—from reflection and discussion to revision and documentation—while also gathering feedback on tools, timing, and supports needed to sustain meaningful faculty-led assessment.

Each participating department brought unique characteristics to the pilot. The Dental Hygiene program follows an established evaluation and reporting structure mandated by its external accrediting body,

making it well-positioned to model a structured and established approach. The Graphic and Interactive Design program, though small with only one full-time faculty member, benefits from a dedicated group of adjunct faculty members who have continued engaging in informal evaluative discussions around student learning and curriculum alignment. The English department, one of the largest on campus, has actively engaged in deep, reflective conversations about SLOs, including norming practices and outcome-based discussions across its diverse faculty body. These different departmental contexts provided a rich testing ground for assessing the flexibility and effectiveness of the pilot structure.

To support the pilot process, the Online Learning Office and the SLO Coordinator built a dedicated Canvas course shell for each participating department. These shells were customized to reflect the department's courses and included embedded materials to guide faculty through each step of the evaluation cycle. Resources were provided to support outcome review, assessment planning, reflection on student achievement, and documentation of next steps. Each Canvas shell also included an embedded Smartsheet for collecting department-wide input and revisions to course outcomes. This structure allowed faculty to engage in both individual and collaborative evaluation, ensuring that the process remained accessible, organized, and faculty-driven.

Throughout the pilot, the SLO Coordinator worked closely with faculty leads in each department, offering personalized support and gathering ongoing feedback to inform improvements to the process. Faculty engagement was strong across all three departments, and the pilot revealed important insights into timing, the need for discipline-specific support, and the value of embedding the process within existing department structures. The experiences of Dental Hygiene, Graphic and Interactive Design, and English helped shape a more robust framework for campus-wide SLO assessment, and their feedback played a critical role in revising the institutional SLO framework document. These departments will continue to serve as exemplars and mentors as Foothill prepares to scale the full evaluation cycle college-wide in the coming academic year.

Pilot Project Findings: Dental Hygiene

The results of the Spring 2025 Pilot Full SLO Evaluation process revealed important insights into faculty engagement with learning outcomes and the varying levels of readiness across departments. The Dental Hygiene program demonstrated a well-developed and mature approach to outcome evaluation. Faculty in this program engaged in a structured and thoughtful review of their course learning outcomes, consistently linking their reflections to instructional methods, student performance, and resource needs. This high level of engagement reflects the department's long-standing integration of SLO assessment as a requirement of its external accrediting body. Faculty in Dental Hygiene are clearly normed to view SLOs as essential tools for guiding teaching and learning, and their confidence in connecting outcomes to curriculum and assessment practices positions them as a strong model for other programs.

Pilot Project Findings: Graphic and Interactive Design

In the Graphic and Interactive Design program, the pilot yielded meaningful, though more limited, results. The department, while small, demonstrated strong faculty commitment and thoughtful individual reflections. However, due to the limited number of full-time faculty and the structural constraints of a small program, the depth and scope of discussion around outcomes was not as robust as it could be in larger departments. This finding suggests that departments with fewer faculty may benefit from targeted support and scaffolding to fully realize the benefits of the reflection cycle. As the SLO Committee prepares

guidelines for the full-year SLO cycle, it will be important to consider how to support small departments in generating collective dialogue and ensuring their reflections are as rich and actionable as those from larger programs.

Pilot Project Findings: English

The English department's pilot participation yielded some of the most compelling and complex insights. The department has clearly established a culture of discussing teaching and learning, particularly through shared practices around essay evaluation and norming. However, the pilot revealed a lack of shared understanding among faculty about what constitutes a course learning outcome and how SLO data can inform instructional decisions. While individual reflections were thoughtful, there was significant variation in how faculty interpreted the role of SLOs, with many unsure how to connect assessment results to potential changes in assignments, teaching strategies, or the course outline of record. This lack of consensus suggests a key opportunity for professional development.

Looking ahead, the results from the English department point to a need for summer workshops or flex day programming that empower faculty to develop a common understanding of what a learning outcome is, how it is assessed, and how it should guide meaningful reflection and curricular refinement. Faculty need support in viewing outcomes not simply as compliance requirements, but as tools for improving student learning. Across all three pilot departments, the process demonstrated the value of faculty-led reflection, and the feedback collected will directly inform how the college supports the campus-wide rollout of the full SLO evaluation cycle. By addressing varying levels of understanding and readiness, Foothill can foster a more consistent and impactful culture of assessment.

Institutional Learning Outcomes

The development of Foothill College's Institutional Learning Outcomes (ILOs) was a collaborative and iterative process grounded in broad campus engagement. The foundation for the ILOs came from the "Campus Conversations" project led by the previous SLO Coordinators over a two-year period. This project engaged faculty, staff, and students in identifying key skills and attributes that students should develop during their time at Foothill. The result was a curated list of 30 words representing the college's educational priorities. The Spring 2025 SLO work focused on carefully analyzing and grouping the words into thematic clusters, forming the basis for an initial draft of three institutional learning outcomes.

This first draft was shared with campus shared governance bodies, including the Academic Senate, Classified Senate, and Associated Students of Foothill College (ASFC), to gather feedback and ensure alignment with the college's mission and values. Based on input from these groups, a fourth learning outcome was added to better reflect the full range of competencies and experiences that Foothill students are expected to develop. The draft ILOs were then distributed widely to the campus community through multiple communication channels, including the President's 12345 newsletter, the Parliament newsletter, and formal presentations to all major constituency groups.

An anonymous feedback form was made available to the entire campus community for a period of four weeks to gather a broad cross section of feedback on the draft ILOs. Faculty, staff, and students were invited to share comments, suggestions, and questions about the proposed ILOs. This transparent and participatory process ensured that the final outcomes reflected the diverse perspectives and educational goals of the Foothill community.

Following the conclusion of the feedback period, the ILOs were reviewed and further refined to incorporate the input received. The final version of the Institutional Learning Outcomes now serves as a guiding framework for assessing and improving student learning across programs and services. These outcomes reflect the collective vision of the campus and provide a shared foundation for advancing equity, excellence, and meaningful student engagement in all areas of the college.

Next Steps

As Foothill College transitions into the 2025-26 academic year, Dolores Davison will assume the role of permanent Student Learning Outcome (SLO) Coordinator. The next steps for the SLO Coordinator will focus on building and sustaining the institutional structures necessary to fully integrate SLO work into the ongoing curriculum, assessment, and program review processes.

Summer 2025 Professional Development

In Summer 2025, Foothill College will offer a robust Student Learning Outcomes (SLO) professional development program designed to build faculty leadership and deepen campus-wide engagement with SLO assessment. Lead by the Online Learning Office, the incoming SLO Coordinator, the Interim SLO Coordinator, and the Faculty Supporting Faculty team, the summer PD will provide three flexible participation options: a two-week asynchronous course, a two-day face-to-face workshop, and a two-day hybrid offering. Each option will provide eight hours of professional learning using a "train the trainer" model, equipping participants with foundational knowledge, practical tools, and facilitation skills to lead SLO-focused conversations within their own departments during College Day.

The summer PD will focus on three key learning outcomes. Participants will first learn to determine what constitutes an effective SLO, gaining clarity on outcome design that can genuinely inform teaching and learning. Second, they will develop discipline-specific guiding questions that encourage meaningful discussions about how SLOs can be leveraged to improve the student experience, enhance teaching practices, strengthen the curriculum process, and support thoughtful program review. Finally, participants will engage with the Academic Senate-approved SLO Framework, gaining the ability to clearly describe the process and expectations to their colleagues. By the end of the training, faculty will be prepared to lead collaborative, department-level SLO conversations that promote reflection, shared responsibility, and continuous improvement across the college.

Integrate SLOs into CourseLeaf

A key priority in Fall 2025 will be integrating SLOs into the CourseLeaf curriculum management system and transition to SLO updates along with the Title 5 curriculum update process. The SLO coordinator will need to collaborate with the Instruction office to ensure that faculty engaging in Title 5 updates are supported in their revisions of SLOs to align with the curriculum in the course outline of record. This integration will support accuracy, accessibility, and sustainability of the college's learning outcomes data.

Mapping Learning Outcomes Relationships

Another central focus for the SLO Coordinator will be to continue advancing the college's work on mapping Institutional Learning Outcomes (ILOs) to SLOs, Program Level Outcomes (PLOs), and Career Academic Pathway (CAP) outcomes. This mapping is essential for demonstrating clear alignment across the different levels of learning outcomes and for supporting meaningful assessment practices. The

coordinator will also need to lead a comprehensive review of CAPs which should be conducted with representative faculty from the CAP areas. The SLO coordinator will also help support departments and programs in their mapping of ILOs to PLOs, and SLOs to PLOs. This review process will further refine the pathways students follow to meet their educational and career objectives.

College-wide ILO Assessment Plan

Collaborating closely with the Institutional Research Office and the Academic Senate, the SLO Coordinator will guide the development of a college-wide ILO assessment plan. This plan will outline the timeline, methods, and tools for assessing institutional outcomes in a systematic and sustainable way. Once the plan is established, the coordinator will oversee its implementation, ensuring that assessment activities generate useful, actionable data that can inform institutional improvement efforts and support accreditation requirements.

Ongoing Department SLO Support

Providing ongoing department-level support will also remain a key responsibility. Throughout the year, the SLO Coordinator, in partnership with the Faculty Supporting Faculty (FSF) team, will offer guidance and resources to help faculty effectively assess, reflect on, and improve their course-level SLOs. This work will include facilitating meaningful faculty conversations about student learning and encouraging evidence-based adjustments to instructional strategies. To ensure regular communication and accountability, the coordinator will also lead monthly SLO Committee meetings to share progress, address challenges, and collectively advance the college's learning outcomes work.