1 Response to Identified Compliance Requirements

For each compliance requirement listed on the Commission action letter, provide a narrative and supporting evidence that demonstrates how the institution has resolved the stated deficiencies. The narrative and evidence must also demonstrate the institution's alignment with Standards or policies cited in the compliance requirement and indicate how this alignment will be sustained.

College Requirement 1

Standards I.B.2, II.A.3 (College Requirement 1): In order to meet the Standards, the Commission requires the college implement a procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees.

A. Introduction

Upon receipt of the ACCJC College Requirement on January 21, 2025, Foothill College went to work immediately in reengaging with fresh energy and shared purpose. The faculty body committed to embracing student learning outcome (SLO) assessment as a cycle of continuous improvement, to not only strengthen their courses and programs but also affirm their shared commitment to equity, student success, instructional excellence, and continued growth as educators.

Through the shared governance process, significant work has been done since January to lay a foundation for a strong and sustainable process to regularly assess learning outcomes for all Foothill's courses, programs, certificates, and degrees. The work done to date includes:

- Defining and implementing the role of the Student Learning Outcome Coordinator
- Developing through shared governance a sustainable and robust SLO assessment and reflection process
- Developing and implementing a process to review and update all existing SLOs that includes professional learning on effective and equitable SLOs
- Piloting and refining the proposed SLO process with three programs
- Finalizing through shared governance Institutional Learning Outcomes that existing student and program level outcomes will map up to
- Developing and implementing summer learning communities to professionally develop faculty leaders for the program level SLO culture pods (program level groups of faculty)
- Developing the technology and a sustainable process to regularly update the SLOs in the curriculum process that adds to the existing process of PLOs that is already part of the curriculum process
- Developing and implementing Canvas resources for every SLO culture pod that include professional development and templates for discussion, reflection, and action plans on SLOs

B. Role of the SLO Coordinator

An interim SLO Faculty Coordinator with a 30% release time was allocated for Spring 2025 quarter. A permanent faculty SLO coordinator with a 50% release time was established starting in Fall 2025. The requests for applications for the interim and permanent SLO coordinator can be found at these links. *[link to recruitment advertisements will be added]*

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The SLO coordinator works closely with the Academic Senate to shape SLO policies and practices. The coordinator supports faculty and Department Chairs, Program Directors, and Pod Leaders in developing and revising SLOs, designing effective assessments, and leading discussions on assessment results and instructional improvements.

The SLO coordinator also works directly with the faculty Department Chairs, Program Directors, Pod Leaders, the Academic Senate, and the Office of Instruction to guide the assessment process and college wide conversations. The coordinator compiles Career Academic Pathway (CAP) meta major summaries of program level outcomes and collaborates with Department Chairs and Program Directors and Student Services to coordinate requests for actions to improve SLO/SAO 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 partners with the Curriculum Chair and the Office of Instruction to facilitate updating the curriculum process and technology to collect SLOs through the curriculum process and to align SLO updates with Title 5 updates.

The SLO coordinator additionally partners with Faculty Supporting Faculty Coordinators (faculty professional learning coordinators) and the Dean of Online Learning on the organization of SLO focused professional development initiatives and provides 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 and Faculty Supporting Faculty coordinators 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.

Finally, the SLO coordinator works with the Office of Instruction to provide content for the public-facing college Learning Outcomes web pages to document the current assessment processes and program, CAP and institution level reflections.

C. New Learning Outcome Procedure

The Interim SLO Coordinator led the formation of a 15 person faculty SLO committee [link to committee members will be added here]. Throughout the Spring 2025 quarter, the SLO committee created a draft SLO process. This draft process was revised by the SLO committee and then further revised and approved by both the Academic Senate and the college level shared governance board (Mission Informed Planning Council: MIPC). [List of meeting dates and their minutes will be added here]. In addition to the Academic Senate, the Faculty Association (faculty union) had representation and a voice on the SLO committee.

The Student Learning Outcomes (SLO) process *[link to document will be added here]* 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.

As described in more detail below, the core components of Foothill's new procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees are:

- Faculty are grouped into SLO Culture Pods by program for reflective discussions on SLO assessments. Each SLO Culture Pod has a Canvas shell to organize their reflections and provide resources.
- Faculty annually assess, reflect, and discuss agreed upon course SLOs with a timeline developed at the program level to ensure all course SLOs are reflected on and discussed every five years.
- Biannual program meetings are held to discuss progress and areas for improvement. The reflections and action plans are summarized in the Canvas SLO Culture Pods.
- At annual discussions, the achievement of program learning outcomes for every program, degree, and certificate are discussed.
- Programs and Career Academic Pathway (CAP) meta major coordinators 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.
- SLOs and PLOs are updated and changed through the regular curriculum process, with a required review at least once every five years.

D. New SLO Process Focuses on Collegial Discussions and Tangible Action

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 required to reflect on at least one SLO in each course that they teach every quarter, with biannual department meetings to discuss progress and areas for improvement.

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 is taking place in the 2025-26 academic year, with a goal of assessing each course's SLOs at least once every five years.

[add graphic from SLO cycle]

SLO/SAO and PLO Documentation

Faculty will reflect on each course that they teach by completing a SLO log, a short, guided form. These logs will be housed within a Canvas shell for most programs (with some smaller programs partnered together). These are referred to as SLO Culture Pods and are led by one or more Pod Leaders who are members of one or more of the programs within the pod. The Canvas shells include templates for

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reflection and discussion as well as professional learning resources around equitable assessment. 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, Program Director, or Pod Leader(s) and supported through guidance from the Office of Instruction. Department Chairs, Program Directors, or their designees will fill out a concise summary of the conversations and reflections 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. This format links the SLO assessment to the PLOs for every program, degree, and certificate. These conversations will be supported by guidance and insights from Institutional Research. The 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) meta major 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 annually on a publicly accessible website. 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.

E. Spring 2025 Revision of Existing SLOs

In Spring 2025, the campus initiated a comprehensive project to review and update 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. *Provide % of programs that edited SLOs and/or #SLOs edited*. *[Links to examples of Canvas supporting materials, Smartsheet form will be added here.]*

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

Updated course outlines of record were made available in early September. Faculty have been provided the opportunity to note any errors in the SLOs, to be corrected in December. *[Link to communication to faculty on this will be added]*

F. Spring 2025 Pilot of SLO Process

In Spring 2025, three departments piloted one quarter of the SLO assessment process. The pilot project included departments from Fine Arts (Graphic and Interactive Design), Language Arts (English), and Health Sciences (Dental Hygiene and Dental Assisting). Pilot SLO faculty worked through the SLO course assessment process, documenting individual reflection logs in their department Canvas site, and identifying areas for improvement through department-wide conversations. *[Links to samples from pilot*

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Canvas sites will be added] A designee from each department or program summarized the reflection conversations for public-facing documentation. Institutional Research worked with the Interim SLO coordinator to survey all faculty participating in the pilot project. *[Summary of survey results will be added]* This work enabled the SLO team to finalize the course SLO documentation process prior to the summer 2025 workshops by reflecting on lessons learned from the pilot cohort.

G. Institutional Learning Outcomes Developed in Alignment with College Mission

Foothill College had campus wide discussions on Institutional Learning Outcomes from 2021-2023. This created a robust foundation of the skills and attributes Foothill valued as a community. In addition, the campus community had gone through a process of collectively developing a new Mission, Vision, and Values. *[link to new Mission, Vision, and Values will be added here]* The SLO committee built on the previous ILO campus wide discussions and the newly formed mission statement to create draft Institutional Learning Outcomes (ILOs). The ILOs were further revised and approved by the Academic Senate, the Classified Senate and the college level shared governance board (Mission Informed Planning Council: MIPC). [*Document provides a list of meeting dates and their minutes that contributed to the final, approved ILOs]*. The finalized Institutional Learning Outcomes are here. *[Link to ILOs will be added here.]*

H. Summer 2025 Learning Community for SLO Culture Pod Faculty Leaders

A key component of the new SLO process is focused reflections on assessment data, discussion and action plans happening at the program level. Summer 2025 was utilized to professionally develop a group of thirty faculty across the college to lead these program level discussions. Two learning communities were created over the summer – an asynchronous two week cohort launched in July, and a 2 day synchronous cohort in September prior to College Flex Day. The purpose of the summer learning communities was to build shared resources across the campus, engage faculty leaders in the work around the SLOs processes, assessments, and reflections, and to prepare them to lead their disciplines/departments/programs in this work in the 2025-26 academic year. To this end, 24 culture pods were created, with the attendees over the summer tasked with being pod leaders. For larger programs, the pod reflected the discipline faculty – for example, the biology department formed a single pod of all biology faculty, part-time and full-time. For smaller departments, the faculty were grouped together into a pod to enable them to engage in conversations with peers in similar departments – for example, the departments of history, women's studies, humanities, and philosophy were grouped together to create a single pod. *[Link to SLO faculty lead job description and names will be added here]*

The summer learning communities were introduced to a framework for discussing and assessing SLOs throughout the year with the goal of completing reflections in Spring 2026 for the courses selected for assessment. To support these conversations, during the summer sessions faculty leaders customized slide decks and discussed effective practices for leading a robust SLO discussion with peers in the upcoming year. Participants were also asked to actively engage with peers and facilitators regularly and routinely during the session and to complete assignments designed to help prepare for leading SLO conversations on College Flex Day and throughout the academic year. *[Link to examples of resources in the Summer learning community Canvases will be added here]*

I. Fall 2025 Launch of SLO Process

The campuswide launch of the new SLO process occurred on Friday, 19 September. *[Link to agenda will be added here]* In the morning, the faculty met as a group for introductory remarks about the upcoming year's work, including the links with Institutional Learning Outcomes and SLOs. The afternoon was set

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aside for the pods to meet, in many cases in a hybrid fashion, to discuss the Title 5 and SLO cycles and the processes that each pod would be undertaking around SLOs for the academic year. Each of the 24 pods were led by their pod leader or leaders, as in some cases two or three faculty shared those responsibilities.

Pod leaders used their customized slide decks to lead their pods in learning about the new process and determining their plans for the 2025-26 through 2029-2030 academic years. This is the slide deck template that each pod modified to meet their own requirements. *[Link to example slide deck will be added here.]* The pods determined which courses would be reflected upon each year, which SLOs would be reflected on in which courses in 2025-26, and in some cases what the assessment tool would be for those SLO reflections. Pods were provided the opportunity to choose a common assessment tool (a specific type of assignment, for example), or to allow the individual faculty to choose the assessment they wanted to use for reflecting upon the selected SLO. Here are example deliverables from this day's discussion. *[Links from several volunteer programs will be added here.]*

J. Collegial Discussions of SLO Assessments, Reflections, and Actions

During this coming academic year, every faculty will be assessing SLOs in course(s) as determined by their program's Opening Day plan. *[Add a link to examples of Opening Day plan and the reflection template. Provide an example from several volunteer faculty.]* 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.

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. *[Add link to template here]*

K. Five Year Cycle of Course SLO Assessments, Reflections, and Actions

The first full year of SLO assessments and reflections will take place in the 2025-26 academic year, with a timeline of assessing every SLO in every course once every five years. The Program and

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Academic Pathways assessment will take place in spring 2026 based on the input and reflection from the 2025-2026 SLO reflections. [Add links to templates for these] Recommendations for action, including changes to SLOs or assessments, 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

L. Integration of SLOs to PLOs

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. *[Link to template for CAP review will be added here.]* 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.

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 use CAP and Program-level outcomes and reflections in their ILO discussions. In addition, the SLO committee will review whether 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 college governance's actions effectively support the achievement of institutional values and mission.

L. Summary

Foothill College has developed a robust and sustainable procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees. The college has taken significant steps to establish a sustainable and equity-minded Student Learning Outcomes (SLO) assessment process. This includes forming a dedicated SLO Committee, appointing a permanent SLO Coordinator, and developing a structured cycle of assessment, reflection, and action. Faculty are organized into "SLO Culture Pods" by program, each with a Canvas shell to facilitate collaborative reflection and documentation. The process

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ensures that all course, program, certificate, and degree-level outcomes are assessed at least once every five years, with biannual meetings and annual reporting to align with institutional goals.

The report also details the implementation timeline and professional development efforts that support the new SLO process. In Spring 2025, Foothill piloted the process with select departments. Faculty leaders were trained during Summer 2025 through SLO learning communities. The full launch occurred in Fall 2025, with faculty determining their program specific five year assessment cycles. The process emphasizes collegial discussions, data-informed reflections, and integration of SLOs with Program, Career Academic Pathways (CAP), and Institutional Learning Outcomes (ILOs). The SLO Committee plays a central role in synthesizing findings and ensuring alignment with the college's mission and strategic priorities.

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