



Teaching & Learning

*Nourishing Growth through
Reflection and Conversation*

Why?

When faculty collaborate on SLO assessment with a focus on genuine inquiry, the conversation supports a dynamic process that not only clarifies student learning but also **deepens our collective understanding of effective pedagogy.**

Foothill's SLO Framework



Fall 2024: ACCJC accreditation report

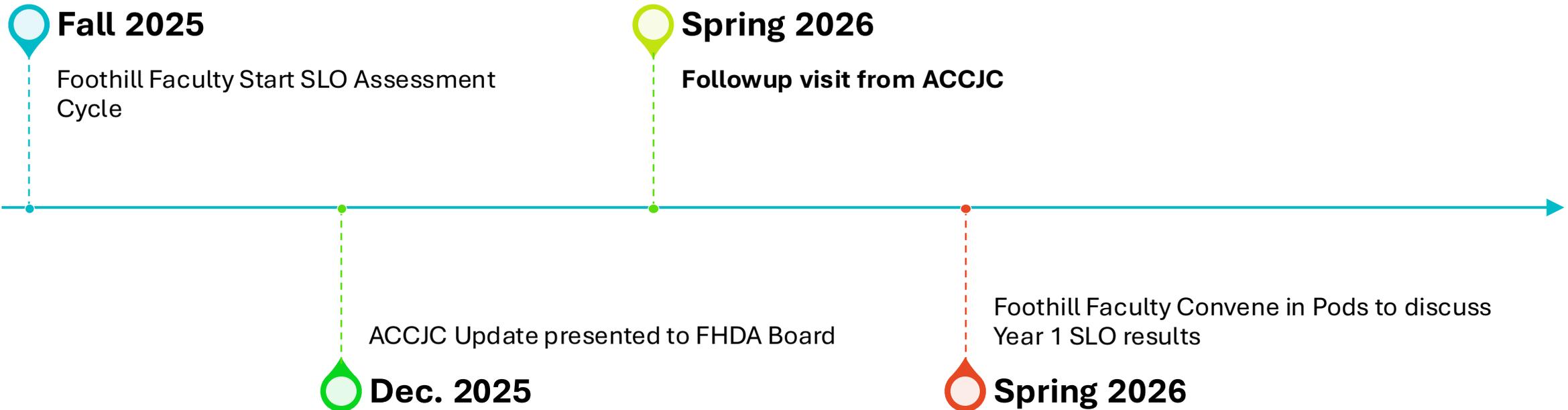


Winter/Spring 2025: Framework developed by faculty



Spring 2025: Framework approved by Academic Senate

Foothill's SLO Framework: Next Steps



Framework | Faculty Responsibilities



Engage in collegial conversations each Fall to identify approximately 20% of courses for SLO assessment and reflection in the academic year.



In addition, identify "marquee" courses that warrant annual informal assessment.



Identify the SLO(s) for each course to be assessed in consultation with colleagues.



Identify criteria for success, including but not limited to performance benchmarks and appropriate assessment methods.



Engage in mid-year collegial conversations and reflection with colleagues on the results of learning outcomes assessments.



If needed, update SLOs, curriculum, and assessments identified in department conversations.

Framework | Timeline

- Start of Fall (2025), in conversation with colleagues:
 - Select approximately **20% of department/program courses** for SLO review
 - Choose **specific SLOs** from each selected course for assessment and reflection
 - **Establish criteria for success**, including but not limited to performance benchmarks and appropriate assessment methods
 - Ensure assessments are relevant to the SLO and provide meaningful insights into student learning
- End of each quarter, individually:
 - Reflect on student achievement, instructional effectiveness, and areas for improvement
 - Write down reflections in the Reflection Log provided in your department or program Canvas site
- Early Spring (2026), in convening with department colleagues:
 - Review **preliminary assessment results** of selected SLOs
 - Discuss patterns in student performance and identify **areas of success and challenge**
 - Use **disaggregated student data** provided by Institutional Research to identify any disproportionate impacts
 - Explore **instructional adjustments, resource needs, or revisions to SLOs** based on findings

What have we agreed to do?



Work together in departments, programs, or disciplinary pods



Create a 5-year Assessment Review Cycle that complements the Title 5 Curriculum Review Cycle



Gather data in our courses about student learning



Engage in reflection with our department, program, or disciplinary pod about the data



Write an individual reflection log to document our thoughts

Department/Program/ Discipline Pods



Why Pods?

- Pods are microcultures within larger organizations or communities that foster **deep connections**, surface **shared goals**, and collaborative **growth**. They provide a safe space for members to **experiment**, learn, and **develop together**, which can lead to significant personal and **collective growth**.

Who is in a Pod?

Pods exist in a variety of ways. In some divisions, these might be a single discipline, a program, or even an entire division depending on the size and focus of the division. In others, discipline pods are a collection of several disciplines which have similarities.

Collegial Conversation Is the Secret Sauce

Continuous Improvement

- Focuses on designing a process that supports meaningful faculty conversations
- Explores how SLO assessment intersects and supports other work across campus
- Supports a holistic look at learning
- Ignites the research spark in us that feeds camaraderie and joy in teaching

Compliance

- Focuses on how to use a SLO "tool"
- Reduces SLO assessment to data entry
- Easily becomes "bean counting"
- Crushes the soul of teachers

Create an SLO Review Cycle



- 1 Identify Focus**
Choose courses, SLOs, and purpose to be your focus for the year
- 2 Design Assessments**
Design (or choose) an assessment to measure student learning of each SLO
- 3 Collect & Reflect**
Collect data from the assessments then reflect on student learning
- 4 Compare & Reflect**
Compare data across sections and modalities with peers
- 5 Determine Next Steps**
Determine how best to use insights from the process for the next iteration

College Flex Day: Steps 1 & 2

- Review courses we teach and divide up into "Marquee" and "Specialty" courses
- Discuss the current Title 5 review cycle and, if needed, adjust the SLO assessment cycle
- Discuss with colleagues the course expectations and comparable assessment in each course
- Consider the Institutional Learning Outcomes and how they support and align with SLO assessments
- Choose or design assessments for current course(s)

Step 1 & 2
Identify Focus; Design Assessments



Collegial
Conversations



Step 3
Collect & Reflect



Individual
Reflection



Step 4 & 5
Compare & Reflect;
Determine the Next Steps



Collegial
Conversations

Cycling Through

- Some courses may be assessed every year, either formally for the regular review cycle or informally
- Some courses may be assessed infrequently based on when they are offered or how often



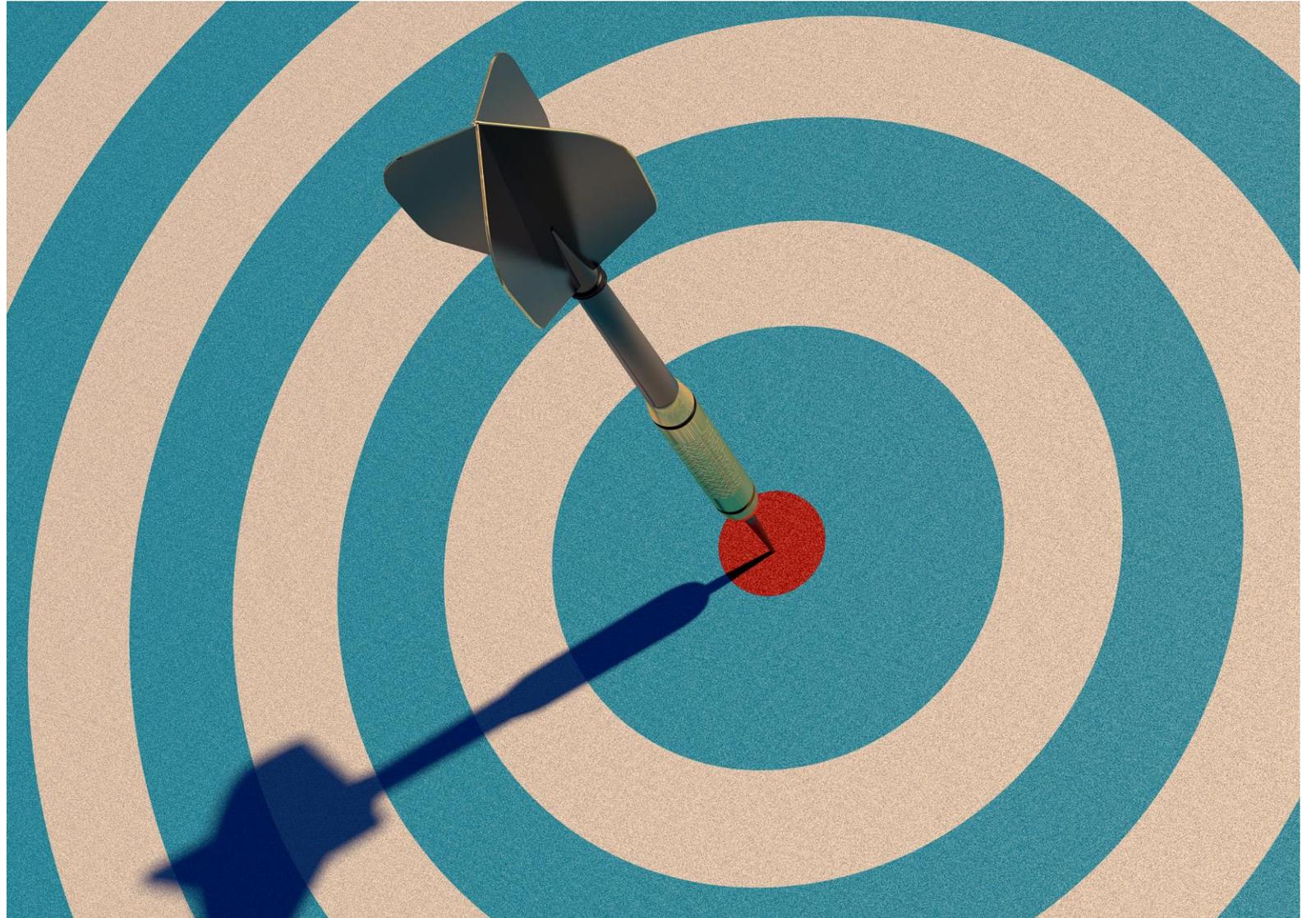
Marquee Courses

- Frequently taught
- Taught by multiple faculty
- Integral part of Career Academic Pathways (CAPs)



Specialty Courses

- Taught less frequently
- Taught by one faculty



Marquee and Specialty Courses

Marquee courses

- Fill in a draft list for your department here
- If your pod covers more than one department, create a duplicate of this slide for each department

Specialty courses

- Fill in a draft list for your department here
- If your pod covers more than one department, create a duplicate of this slide for each department

Title 5 and the Course Outline of Record



2025-2026 EDITION

- Search Courses >
- Degrees & Certificates >
- About Us
- Academic Calendar
- Academic Policies
- Campus Information
- Career Education & Apprenticeship Programs

Home > Course Outlines of Record > ACTG 1A: FINANCIAL ACCOUNTING I

ACTG 1A: FINANCIAL ACCOUNTING I

~~Foothill College Course Outline of Record~~

Effective Term:	Summer 2025
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Advisory:	Elementary Algebra or equivalent; demonstrated proficiency in English by placement via

Title 5 Update Year is the Effective Term + 5 years.
This course is due for at Title 5 update in 2030

- ACCJC and the State Chancellor's Office requires that we review every course outline at least once every five years (every two years for CTE courses)
- Title 5 updates include:
 - Adjusting courses to meet employer needs
 - Updating courses to include new technologies, new textbooks, or new requirements
 - Aligning courses for transfer
- The 5-year cycle is the perfect time to revise, refine, and update SLOs

1

Courses A, B, C

2

Courses D, E, F

3

Courses G, H, I

4

Courses J, K, L

5

Courses M, N, O

Review your Five-Year Title 5 Schedule for:

- Distribution of workload across years
- Space out Marquee courses across years
- Align Specialty courses to the years that they are taught
- Think about shifting courses to earlier years if it will create less work. If you move a course to a year that is later than its current Title 5 update year, you will have to do an interim Title 5 update in the originally scheduled year to maintain articulation.

2025-26 Title 5/SLO Update

- This is where you will list classes based on their Effective Terms listed in the Catalog. This slide is for courses with an effective term of Summer 2021.
- If you have multiple departments in your pod, please make a copy of this slide for each department

2026-27 Title 5/SLO Update

- This is where you will list classes based on their Effective Terms listed in the Catalog. This slide is for courses with an effective term of Summer 2022.
- If you have multiple departments in your pod, please make a copy of this slide for each department

2027-28 Title 5/SLO Update

- This is where you will list classes based on their Effective Terms listed in the Catalog. This slide is for courses with an effective term of Summer 2023.
- If you have multiple departments in your pod, please make a copy of this slide for each department

2028-29 Title 5/SLO Update

- This is where you will list classes based on their Effective Terms listed in the Catalog. This slide is for courses with an effective term of Summer 2024.
- If you have multiple departments in your pod, please make a copy of this slide for each department

2029-30 Title 5/SLO Update

- This is where you will list classes based on their Effective Terms listed in the Catalog. This slide is for courses with an effective term of Summer 2025.
- If you have multiple departments in your pod, please make a copy of this slide for each department

Draft 5 Year Title 5/SLO Cycle

- This is where you will list your draft cycle for Title 5/SLOs. If there are too many courses for a single slide, you can use multiple slides.
- If you have multiple departments in your pod, please make a copy of this slide for each department

Next Steps: Collect Data & Reflect



*What we will do throughout the
upcoming year*

Reflection Logs

- Logs are informal repositories for your observations and data; Serve as documentation for accreditation
- They can take whatever form is most meaningful to you, they will be discussed and shared within the department
- Logs will be uploaded as an assignment in your department Canvas site

Step 1 & 2
Identify Focus; Design Assessments



Collegial
Conversations



Step 3
Collect & Reflect



Individual
Reflection



Step 4 & 5
Compare & Reflect;
Determine the Next Steps



Collegial
Conversations

**What do we
want to get out
of our SLO
conversations?**

What does SLO ASSESSMENT do for us?

Assessing Student Growth

SLO assessment allows us to take a snapshot of **student learning** that can be compared across:

- sections
- terms
- modality

helping us determine when and where **students** may struggle.

This can be even more helpful if we can find trends that allow us to see if there are **disproportionate outcomes** for certain groups.

Improving Teaching

SLO assessment gives us a snapshot of our **teaching**. We can improve our teaching by engaging in:

- self-reflection
- peer conversation
- small changes to course activities or content

Discussing learning outcomes with peers opens an opportunity for us to learn from one another and to **collaborate on teaching experiments** to try new ideas or approaches.

Identifying Needs

The collegial, shared responsibility of the SLO assessment process also allows us to make informed decisions about what our departments and our students **need** to support the level of quality we expect at Foothill.

In conversation with our peers, we can identify where:

- students need additional **academic support**
- we need additional technology **tools** or classroom **resources**
- we would like to spend our **professional development** time and energy

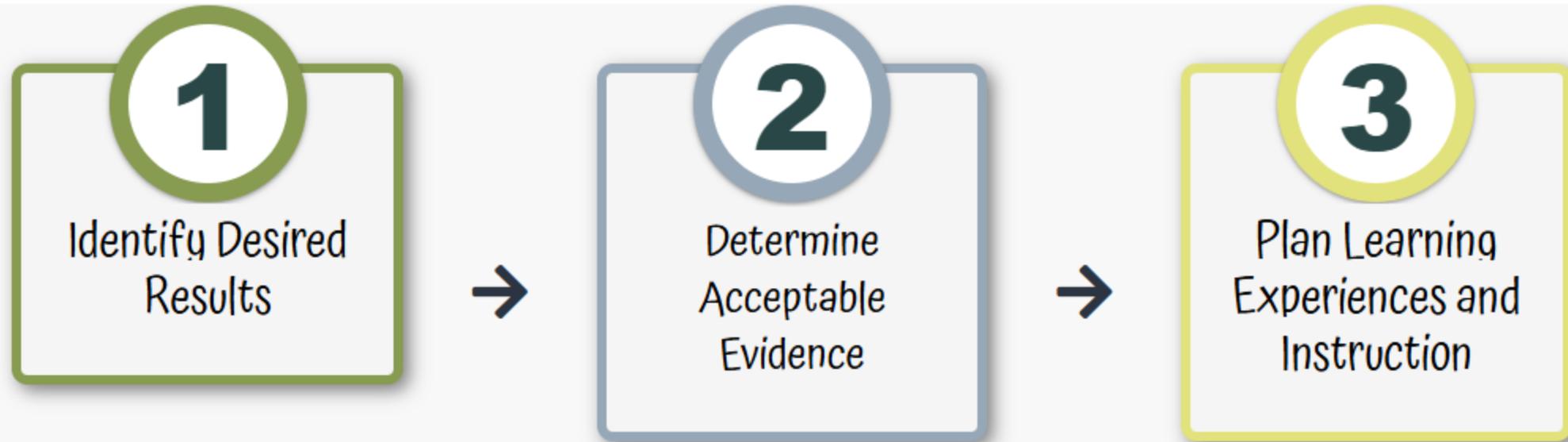
Updating Curriculum

SLO assessment also supports the **curriculum** process. Routine conversations allow us to develop, modify, and revise our curriculum, including our SLOs, to ensure that we're current with discipline trends.

SLO assessment also provides valuable data that enables us to assess if our SLOs accurately reflect the knowledge, skills, and abilities we believe are focal to a course. The cycle of SLO assessment supports the cycle of **curriculum updates** and development.

The Value of Backward Design

What evidence are we looking for to demonstrate proficiency in the outcomes?



What can we gain from SLO assessment?

-
- Student Learning
 - Teaching
 - Curriculum
 - Course, Program, or Institutional Needs

What Works For Us?

What product from this year's SLO assessment cycle is going to be central to our department/program discussions?

Where can this reflection process help us with program review, equity gaps or alignment with employer needs?