

# Foothill College



Fall 2014

Office of Instruction &  
Institutional Research Newsletter

## Welcome to Fall 2014

### *A message from Vice President Kimberlee Messina:*

Welcome back to the Fall Quarter! Hoping you all had a wonderful and refreshing summer, and are off to a great start to the new Academic Year. The Office of Instruction is pleased to welcome Andrew LaManque, our Associate Vice President of Instruction. Andrew will be assisting us with curriculum, program review and will be serving as our Accreditation Liaison Officer. Please do not hesitate to contact Andrew with any questions or assistance!

Another exciting announcement is that Foothill's Scott Lankford and Milissa Carey are leading our students in the London Campus abroad experience this fall. You can follow their adventures on the Foothill College Facebook page. Stay tuned for information about fall 2015 Florence, and an opportunity to apply to teach in that program.

Fall also means it is time to complete your student learning outcomes assessments in Trac Dat in preparation for completing your program review. If you need any assistance, please do not hesitate to contact our office. We will be announcing training sessions for program review in the very near future.

As you read this, I have just returned from Pago Pago in American Samoa, on an Accreditation Site Visit. I am learning about the new standards that Foothill will be facing in fall, 2017. Here's to a great Fall!

## Curriculum Corner

By Cori Nunez

Fall brings changes and curriculum is not an exception! This year is a transition year to the new curriculum cycle approved by the College Curriculum Committee. We will be preparing for two catalogs during this year and here are the dates:

- **Curriculum for the 2015-16 Catalog is due to Instruction December 5, 2014.**
- **Curriculum for the 2016-17 Catalog is due to Instruction June 19, 2015.**

We will be preparing only one set of curriculum sheets this year and the due date for those is March 2, 2015 for 2015-16 (beginning with Summer).

### Additional reminders:

- Lecture-lab activity will no longer be offered and therefore any current courses must modify their activity type(s) to lecture **or** lab activities. Your divisions have been provided a list of all the courses that currently have lecture-lab activities for your convenience.



- Remember as you update or create courses with co-requisites and/or prerequisites, a Content Review form must also be completed and provided to your division curriculum committee.

### Degrees for Transfer - ADTs

I'm very excited to announce that as of today, we have 13 ADTs State approved:

Anthropology, Art History, Computer Science, English, Geography, History, Kinesiology, Mathematics, Philosophy, Physics, Psychology, Sociology and Studio Arts. We have submitted an additional 7 and are awaiting approval: Business Administration, Communication Studies, Early Childhood Education, Economics, Political Science and Theatre Arts.

We have exceeded our original guarantee to the State of 17 by three additional applications that were not on the original list! Go Team Foothill!

### Personnel Changes:

Shawna Aced has taken over the roll of Academic Scheduling while Denise Perez is on PDL. Denise will be back in the saddle July 1st, but feel free to contact Shawna at [acedshawna@fhda.edu](mailto:acedshawna@fhda.edu) or ext. 7256 with all of your scheduling needs. We'd like to introduce Stephen Ford who will be taking over role as Academic Services Technician while Shawna fills in for Denise. You may know Steve from KJ's coffee shop. You can reach Steve at [fordstephen@fhda.edu](mailto:fordstephen@fhda.edu) or ext 7371.

# The SLO Zone

By Roseann Berg & Katherine Schaefers

As we start back to school this Fall, we SLO Coordinators have the silly idea that the summer months are best spent thinking about ways to improve student learning and outcomes, and we imagine our colleagues might be in the same boat. Many faculty have already prepared/entered SLO reflections for the 13-14 year, and **we are nearly to that necessary 100% completion.** As members of the SLOAC team, we are here to help with reflections, editing SLOs, updating assessment methods, tweaking the SLOs, compiling reports, and all other various TracDat related issues!

At the end of Spring and over the Summer, the SLOAC team met to brainstorm workshops and informational sessions that we hope to get on the Professional Development schedule for the coming weeks, and throughout the academic year. Please email any of the coordinators, and please keep an eye out for announcements when dates of workshops are made official. We hope that these will be a series of short, interactive presentations for both full-time and adjunct faculty, staff and/or administrators, with a variety of topics that will make thinking and writing about



SLOs, PLOs, ILOs, Program Reviews, and Accreditation reports easier, more meaningful, and more continuous with each other.

These workshops and drop-in sessions will ideally create a culture of comfort and familiarity with the SLO process amongst full and part-time instructors, staff, and administrators. The SLO process is meant to be a rich and fluid process, and we hope that over this year, many faculty will attend and learn about the importance of SLOs as a way to close the loop of making changes in the classroom --> assessing the learning --> gathering data --> reflecting, evaluating, reporting --> making additional changes. More than one of our neighbor colleges has been issued a probationary status as a result of their inadequate SLO reviewing and reporting processes.

A good portion of us have spent time as adjunct faculty elsewhere, and we know that here at Foothill we use the SLO process in positive ways. Improvement though is still a goal, and we could step up our College dialogue on SLOs to give them much more meaning. All faculty spend time and energy collecting assignments, writing and giving exams, grading them, reflecting and improving the coursework. We want those reflections to demonstrate this effort, not only to the state, but for our pride in the place and culture in which we work. Thank you and we look forward to working with all of you!

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## From the desk of Associate Vice President of Instruction, Andrew LaManque,

Thanks to all who have given me support as I transitioned to the new role as AVP last spring. I have enjoyed meeting new people and learning about the Foothill processes. My first task has been coordinating the Accreditation Mid-term report due this fall as the Accreditation Liaison Officer. As you know, the new ACCJC Standards were released last fall which contain even more emphasis on the use of information to improve student learning and achievement.

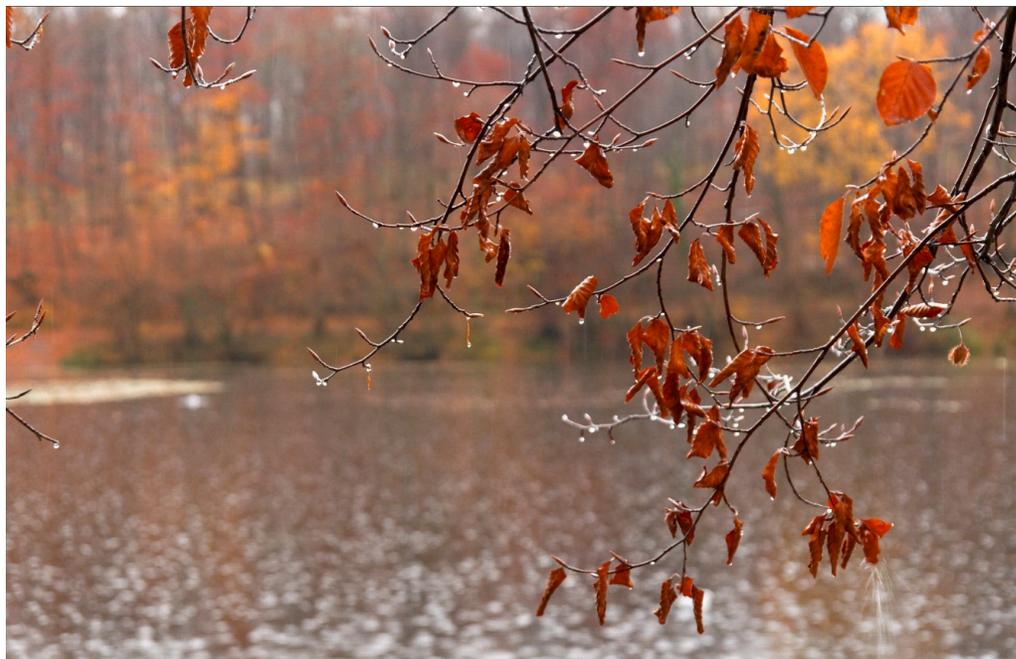
Here are a few of the modified or new standards:

- The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. IB5
- The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies **performance** gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and

evaluates the efficacy of those strategies. IB6

- The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. IIA6

Given the prominent role of program review in accreditation, the Integrated Planning and Budget team (IP&B) has been working all summer on a new annual program review template as well as changes to the Program Review Committee (PRC) charge. Once approved by PaRC, these changes will hopefully result in a more focused annual template and clarify the role of PRC, especially regarding the remediation process.



## Instruction & Institutional Research: Articulation & Honors

*Bernie Day*

FALL 2014

### C-ID (California Course Identification System) Update

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. The purpose of a C-ID designation is to identify comparable courses within the California community college system. When a Foothill College course is awarded a C-ID number, students can be assured that it will be accepted in lieu of a course bearing the same C-ID designation at another community college. Courses will be approved throughout the academic year for the C-ID designation.

The California State University (CSU) accepts all courses approved for C-ID on the Associate Degrees for Transfer (AD-T). However, not all CSU campuses are accepting C-ID courses to satisfy specific major requirements after transfer. Students should always go to [www.assist.org](http://www.assist.org) to confirm how each community college course will be accepted at a specific four-year college or university for transfer credit.

The University of California (UC) currently does not participate in the C-ID numbering system; however, *the recent UC Transfer Action Team Report* (available at <http://ucop.edu/transfer-action-team/>) recommended UC faculty consider adopting “the use of the Course Identification Numbering System (C-ID) for system-wide and campus articulation, where appropriate.”

Foothill currently has 118 courses approved for C-ID; however, dozens more were submitted and are under review. More information is available at [http://www.c-id.net/compare\\_by\\_college.html](http://www.c-id.net/compare_by_college.html).

### **38 new courses approved for UC transferability!**

Each June, Foothill College submits new and revised courses to the University of California, Office of the President, for review and consideration for the Foothill College UC Transferable Course List. Courses revised/approved between June and October 1<sup>st</sup> may be submitted for a late review in October. Please contact [daybernie@fhda.edu](mailto:daybernie@fhda.edu) for details.

The following courses were approved for UC transferability, effective fall 2014:

- \* ATHL 4E Intercollegiate Football (Men) 1
- \* ATHL 12E Intercollegiate Basketball (Women) 1
- \* ATHL 12F Intercollegiate Basketball II (Women) 2
- \* ATHL 21E Intercollegiate Soccer (Men) 1
- \* ATHL 21F Intercollegiate Soccer II (Men) 3
- \* ATHL 31E Intercollegiate Softball (Women) 1
- \* ATHL 31F Intercollegiate Softball II (Women) 2
- \* ATHL 32E Intercollegiate Swimming (Men & Women) 1
- \* ATHL 32F Intercollegiate Swimming II (Men & Women) 2
- \* ATHL 33E Intercollegiate Water Polo (Women) 1
- \* ATHL 33F Intercollegiate Water Polo II (Women) 3
- \* ATHL 42E Intercollegiate Volleyball (Women) 1
- \* ATHL 42F Intercollegiate Volleyball (Women) II 3
- \* ATHL 44E Intercollegiate Tennis (Men) 1
- \* ATHL 44F Intercollegiate Tennis II (Men) 2
- \* ATHL 45E Intercollegiate Tennis (Women) 1
- \* ATHL 45F Intercollegiate Tennis II (Women) 2

\* Any or all of these PE Activity courses combined: maximum credit, 6 quarter units

DANC 1C Advanced Ballet 1

DANC 2B Intermediate Modern Dance 1

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ENGL 43A Survey of British Literature 1: Beowulf to the Late 18th Century 5  
ENGL 43B Survey of British Literature 2: the Romantic Period to the Present 5  
ENGL 45A Survey of American Literature 1: Beginnings to 1865 5  
ENGL 45B Survey of American Literature 2: 1865 to the Present 5  
ENGR 46 Strength of Materials 5  
GERN 10 Sociology of Aging 3  
MATH 1AH Calculus I Honors 5  
MATH 1AHP Calculus I Honors Seminar 1  
MDIA 6 Film & New Media Genres 4  
MUS 11D History of Electronic Music, 1867 - 1970 4  
MUS 11E History of Electronic Music, 1970-Present 4  
PHED 13 Beginning Water Polo 1  
PHED 31D Tournament Futsal-Indoor Soccer 1  
PHOT 20 Introduction to Color Photography 4  
PHOT 22 Photojournalism 4  
THTR 27 Lighting Design & Technology 4  
THTR 31 Introduction to Theatre and Production Management 4  
THTR 42 Introduction to Scene Design 4

**CSU GE and IGETC (Transfer GE) Review Opens Dec. 1!**

December 1 is the deadline to submit courses for consideration and inclusion on the California State University General Education/Breadth (CSU GE) and CSU/UC Intersegmental General Education Transfer Curriculum (IGETC) GE certification patterns. The criteria for inclusion on each of these GE patterns is available at the following links:

CSU GE: <http://www.calstate.edu/app/general-ed-transfer.shtml>

IGETC: <http://icas-ca.org/igetc>

Please contact Bernie Day [daybernie@fhda.edu](mailto:daybernie@fhda.edu) with any questions or if you would like to propose courses for approval.

## Did you know?

Many independent and out-of-state colleges and universities accept either the CSU GE or IGETC GE patterns as an alternative to their local GE requirements. More information is available at

[https://secure.californiacolleges.edu/college\\_planning/california\\_independent\\_college\\_s/Admission\\_Requirements/Transfer\\_Admission.aspx](https://secure.californiacolleges.edu/college_planning/california_independent_college_s/Admission_Requirements/Transfer_Admission.aspx)

## Associate Degree for Transfer (ADT) News

Foothill currently has thirteen approved associate degrees for transfer and seven pending at the CCCC. The Transfer Model Curriculum for additional ADTs are expected this month. Faculty in Environmental Horticulture, Nutrition, Child Development, Chemistry, Health, Biology, and Engineering should stay tuned for updates regarding how to develop associate degrees for transfer in their disciplines.

In addition, Foothill faculty are invited to attend a convening on Saturday, October 25 to explore developing an Area of Emphasis interdisciplinary Transfer Model program in **Global Studies/International Relations/Ethnic Studies**. Faculty are invited to register for this meeting at <http://asccc.org/content/2014-fall-area-emphasis-dig-north> Faculty who currently teach in the following disciplines are particularly welcome:

African American Studies  
Asian American Studies  
Chicano/Latino Studies  
Native American Studies  
Women's Studies

## Transfer is Becoming Increasingly More Difficult

Admission to a UC has never been more competitive! Take a look at the average GPA and admission rate for admission to the University of California for fall 2013.

### Average GPA and Admission Rate for Transfer Students by UC Campus for 2013

UC Campus	Berkeley	Davis	Irvine	UCLA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Average GPA	3.75	3.48	3.51	3.71	3.24	3.25	3.64	3.54	3.35
Admission rate	23%	62%	49%	29%	43%	63%	55%	50%	56%

### Average GPA for Transfer Admission in Selective Programs

#### UCLA

- A. Engineering: 3.88
- B. Pre-Business Economics:  
3.93
- C. Communication: 3.92
- D. Economics: 3.86
- E. History: 3.77
- F. International Studies: 3.87
- G. Psychology: 3.82

- H. Bioengineering: 3.93
- I. Computer Science: 3.98
- J. Various Engineering: 3.91+

#### UC Berkeley

- A. Engineering: 3.91
- B. Chemistry: 3.86
- C. Haas: 3.85

### Western Undergraduate Exchange: A Terrific Option for Students!



With competition for admission to UC and CSU becoming fiercer than ever, students have an option to attend one of 140 colleges and universities spanning the western United States (from the Dakotas to Hawaii) at substantially reduced fees. The Western Undergraduate Exchange (WUE) permits CA residents to attend colleges and universities for 150% of the resident fee. The minimum GPA required for participation may vary depending upon the institution.

Here is a sampling of student savings at some WUE institutions:

#### **University of Alaska**

Resident tuition: \$5040

Non-resident tuition: \$18000

WUE rate: \$7560

SAVINGS: \$1040

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**University of Arizona**

Resident tuition: \$9388

Non-resident tuition: \$26070

WUE rate: \$14082

SAVINGS: \$11988

**Colorado State University**

Resident tuition: \$9414

Non-resident tuition: \$23347

WUE rate: \$14121

SAVINGS: \$9226

**University of Hawaii**

Resident tuition: \$9144

Non-resident tuition: \$26712

WUE rate: \$13716

SAVINGS: \$12996

**University of Nevada, Reno**

Resident tuition: \$5745

Non-resident tuition: \$19655

Please share information about WUE options with your students. For more information, access <http://wiche.edu/wue> or contact [daybernie@foothill.edu](mailto:daybernie@foothill.edu) .

NOTE: FHDA Chancellor **Linda Thor** serves on the **Western Interstate Commission on Higher Education Board of Commissioners**, which oversees **WUE**.

## Honors Institute Update

### **Attend the Honors Faculty Roundtable October 25, 2014!**

The **Bay Area Honors Consortium** will hold its annual *Faculty Roundtable* at the spectacular Mills College campus on Saturday, October 25, 2014. This popular event brings together community college honors faculty (or prospective honors faculty) from across California to discuss honors pedagogy, share curriculum, examine honors student issues and more. Join us for a stimulating day of innovation, camaraderie and conviviality. Registration scholarships are available through the Honors Institute. Registration includes lunch and snacks.

Online registration is available at:

<http://www.losmedanos.edu/honors/roundtable.asp>

Walk-in registration is also available.

Please consider joining us! For more information, contact [daybernie@fhda.edu](mailto:daybernie@fhda.edu) .

### **First Honors Seminar Approved for UC Transferability!**

Although Foothill College has been offering honors seminars since the 1950's, we received UC approval for our first 1-unit honors seminar last month. Congratulations to math faculty **Zach Cembellin** and **Jeff Anderson** for their outstanding work in designing the course outline for MATH 1AH and MATH 1AHP. Other faculty interested in pursuing UC transferability for our trademark 1-unit honors seminars are welcome to contact [daybernie@fhda.edu](mailto:daybernie@fhda.edu) for assistance.

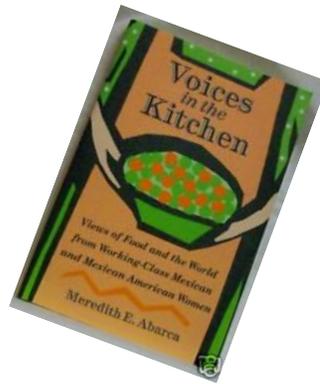
## Our Amazing Former Students. Where Are They Now?

In each newsletter, we attempt to provide the “rest of the story” regarding one or more former students. For this issue, we update you on **Kee Hoon Young** and **Meredith Abarca**.



**Kee Hoon Chung**

**Kee Hoon** attended Foothill as an international student and quickly immersed himself in the honors program, as well as serving as the ASFC president. After a disastrous first attempt at another college, Kee Hoon applied to Foothill. "I was kind of stuck with no place to go, and then I remember someone telling my sister that there's a college called Foothill in California, and, if you do really well, you can go to Stanford," he said. That is exactly what he did! Kee Hoon transferred to Stanford, where he earned his B.A. in International Relations. While at Stanford, Kee Hoon excelled. "I had a mindset that I should do really well, because if I don't do well, it might affect future community college students who apply to Stanford," he said. After graduation from Stanford in 2009, Kee Hoon attended Johns Hopkins University, where he received his Master's degree in Energy, Environment and Natural Resources. He subsequently accepted the position as Strategist at the Center for Strategic Planning at Kyung Hee University in Seoul, Korea.



**Dr. Meredith Abarca**

While at Foothill, **Meredith Abarca** earned the outstanding Award for English in 1987, 1988 and 1989. Following her time at Foothill College, Meredith Abarca transferred to UC Davis, where she earned a BA in English/American Literature from the University of California at Santa Cruz and a Ph.D. in Comparative Literature from the University of California at Davis. She later accepted a faculty position at the University of Texas, El Paso, and now teaches courses in Chicana/o Literature, Mexican-American Folklore, Introduction to 20th- Century U.S. Literature and special topics courses in the areas of literature and film of the Americas and Women Philosophers in the Kitchen. Some of her publications include:

- Los Chilaquiles de mi 'amá: The Language of Everyday Cooking.
- Rethinking Chicana/o Literature Through Food: Postnational Appetites
- Voices in the Kitchen: Views of Food and the World from Working-Class Mexican and Mexican American Women.
- Without Cooking, There is no Community: Women Feeding El Paso.
- In Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food.
- California Cuisine. *For Encyclopedia Latina: History, Culture, Society*
- Never is a Tortilla, Just a Tortilla: Culinary Metaphors in Latina/o Literature.

*Voices in the Kitchen: Latina Culinary Chats.* A book length study of culinary philosophies gathered from working-class Mexican women and Chicana/ Mexican fiction writers.