

# Spring Update

Apr - Jun 2011

## Welcome to Spring

Eloise Orrell

Welcome to Spring Quarter! As I look out my window I see **sunshine!** So I hope we are officially done with winter and into sustainable good weather. Speaking of sustainable, next week is the third week of the quarter so if you are due to **complete your SLO reflections** please do. A piece of good news is that this summer we will be initiating a **new software called TracDat**, specially designed for SLOs and Program Review. It will be user friendly and allow for easy access to past assessments and reflections. Training will begin in Fall quarter.

The **accreditation site visit** will also occur in Fall quarter so we are in the last stages of producing a draft of the self-study. Please take a look at the draft documents on the Accreditation website and we welcome feedback. You can direct your feedback or suggestions to the following Standard Tri-chairs:

<b>Standard I</b>	<b>Matais Pouncil</b>
<b>Standard II</b>	<b>Eloise Orrell</b>
<b>Standard III</b>	<b>Shirley Treanor</b>
<b>Standard IV</b>	<b>John Mummert</b>

This will be the last newsletter of my short tenure as your Interim Vice President of Instruction and Institutional Research before I go off into retirement July 1. Needless to say the past year and a half has been challenging for everyone with more budget challenges on the horizon. However, from my **26 years of working with Foothill** faculty, staff and administrators there is one thing I am certain of and that is that the culture and people of Foothill College face challenges and uncertainty with tenacity and spirit.

I am confident Foothill will weather the current budgetary storm while maintaining focused **commitment to student success**. I will be forever proud of being a part of an educational environment where students are the primary focus of the campus community. Foothill people always go that extra step to help students succeed. I've witnessed this daily during my time here. I will be leaving you in good



hands with your **new Vice President of Instruction and Institutional Research, Dr. Kimberlee Messina**. Recently I've had the opportunity to work with Kimberlee and can assure you she is a wonderful addition to the Foothill community. If you haven't had an opportunity to read Judy Miner's introduction I have inserted it here along with a picture of Kimberlee.

Dear Colleagues:

I am delighted to report that Dr. Kimberlee Messina will join Foothill College on May 23, 2011 as our Vice President of Instruction and Institutional Research!

Kimberlee is currently the Dean of Instruction for Science, Technology, Engineering, and Mathematics at Santa Rosa Junior College. She has served in that position since 2007 and was a full-time instructor of Spanish from 1997 to 2007. From 1993 to 1997, she taught part-time at Santa Rosa and UC Davis. She also served two terms as the Santa Rosa Academic Senate President.

Kimberlee studied in Brazil as a high school exchange student and has traveled extensively throughout Peru, Mexico, and Spain. She has utilized her fluency in Spanish to successfully engage English language learners and has mentored numerous students including one who is now a tenured faculty member at Santa Rosa.

Kimberlee is greatly looking forward to joining us in time to participate in our year-end celebrations of student accomplishments. She has graciously

## Welcome to Spring, continued



volunteered to attend a number of meetings prior to her official start date so she will be that much readier to tackle the responsibilities of a new position at a new college.

I am confident that you will find Kimberlee to be an outstanding addition to our

community. She has a proven track record of student centeredness, openness to diverse perspectives, and team building. Please join me in extending a very warm welcome to Kimberlee Messina! -Judy Miner

Please drop by the **Office of Instruction May 23rd** to welcome Kimberlee.

I also want to take this opportunity to thank the Office of Instruction Team for their amazing work and wonderful support. A huge thank you to **Darya Gilani, Cori Nunez, Elaine Kuo, Andrew LaManque, Bernie Day, Teresa Cruz, Carolyn Holcroft, Gillian Schultz and Falk Cammin**. Without their help I might not have made it to retirement. (I still have a couple of months, keep your fingers crossed)

Have a wonderful quarter filled with sunshine.

Eloise ■

## Student Learning Outcomes Update

Gillian Schultz

Hello Colleagues, thank you so much for all of your enthusiasm and participation in the **Learning Outcomes Process**. For the last two quarters, Carolyn and I have had some very enriching and productive discussions with faculty from many divisions about the writing, assessing and reflecting on course-level Student Learning outcomes.

You may remember that at the start of the academic year, we established initiatives for 2010-2011 to help Foothill College move along in its Learning Outcomes process. Among these initiatives, we set out to:

- Assist faculty in their development of two to three Program Level–Student Learning Outcomes (PLSLOs) for all degree programs at Foothill College, and
- Assist faculty in developing a meaningful system of assessment and reflection of PLSLOs.

Overall, we had awesome participation in the development of the PLSLOs in Fall Quarter, but now we have to think of how programs are going to carry out their cycles of assessment and reflection of their PLSLOs. We have developed a handout entitled **Program Assessment Planning** that will help you map your courses to your PLSLOs and plan when and how you will carry out your assessments and reflections. In the handout, you will also find a list of possible assessment methods that you might want to try.

Please note that there are a **couple of differences** between the processes of course level student learning outcomes (CLSLOs) and program level student learning outcomes (PLSLOs). While we

assess CLSLOs at least once annually, PLSLOs may be assessed on different time frames (for example in a two-year degree program, we would want to carry out our final assessments as students are completing their degrees every two years). Another difference is that ideally PLSLOs will be assessed across courses in a program at different times (as opposed to only within one course).

We are suggesting that faculty consider a cycle of assessment that includes baseline, intermediate and program completion assessments so that faculty can evaluate **where students are starting from, how they are progressing** (in case adjustments are needed) **and at the end of their program**. In addition, PLSLO assessment artifacts should be assessed by multiple discipline faculty using the same rubric. **The deadline for completion of your PLSLO plan is Friday May 27 by 5 pm**. Plans should be submitted to Eloise Orrell (orrelleloise@foothill.edu) in the office of Institutional Research and Instruction. Please cc Darya Gilani (gilanidarya@foothill.edu) and Carolyn Holcroft (holcroftcarolyn@foothill.edu).

If you are in need of help with the process of PLSLO planning, Carolyn and/or I would be delighted to help you in a department meeting or **we have an upcoming workshop on April 22 from 12-1 pm in the President's Conference Room**. Please email or call us: Carolyn Holcroft (holcroftcarolyn@foothill.edu) or Gillian Schultz (schultzgillian@fhda.edu). ■

**Did you know... Nine Foothill student proposals selected for the 4th Annual Community College Honors Research Symposium at Stanford University!**

## Curriculum Update

by Carolyn Holcroft

The College Curriculum Committee has already accomplished a great deal this academic year and we have yet another busy quarter ahead. First and foremost, we're continuing to work on **development and implementation of transfer degrees** not only to meet state mandate, but also to better meet the needs of our students. Before the end of spring quarter we will submit applications for **at least two transfer degrees**, one in psychology and the other in sociology. Intersegmental faculty have also developed a **transfer model curriculum (TMC) for mathematics**, and Foothill math faculty are considering whether our students would benefit from this transfer degree as well. Many of you have been actively participating in the C-ID project and this is greatly appreciated! The entire curriculum team encourages your continued involvement and we expect TMCs in many more disciplines to be finalized in the coming months.

As faculty consider TMCs we must **determine whether a particular transfer degree would truly serve our students**. If so, we are additionally obliged to consider whether we should simply add the transfer degree to our existing curriculum or whether in some cases it might be appropriate to offer a transfer degree instead of the Foothill A.A. (or A.S.) degree currently in place. In these deliberations it is helpful to consider similarities and differences between the two types of degrees. For example, is our associate's degree primarily meant to prepare students to enter the workforce immediately while the transfer degree is really only meant to prepare students to continue their studies at a four-year institution? Does our original associate's degree offer a greater variety of elective choices that meet student demand, while the TMC is streamlined yet more restrictive? **If there really is great overlap in the intended outcomes** and curriculum options, then perhaps it would indeed be prudent to implement a transfer degree and phase out the original A.A. degree.

Finally, it is increasingly apparent that **general education requirements carry significant importance** in these discussions. The Transfer Degree Law specifies that students must complete either the IGETC GE pattern or the CSU-GE pattern in order

to earn a transfer degree and that local colleges cannot impose any additional general education requirements beyond this. A quick perusal of **IGETC, CSU-GE and the Foothill GE pattern** reveals that the Foothill pattern is more cumbersome from a student perspective and this may have intended or unintended consequences in areas such as enrollment and types and/or numbers of degrees awarded. As faculty it would behoove us to reacquaint ourselves with the differences between the three GE patterns, **engage in dialog about the overall philosophy of general education**, and evaluate the advantages and disadvantages of our local GE requirements versus those of the IGETC or CSU-GE patterns. The discussions will be not only interesting but potentially of significant consequence, and all faculty are encouraged to maintain strong communication with their CCC reps or even consider attending a meeting or two themselves.



As always, please remember that there is always a current list of curriculum topics on the CCC web page at <http://www.foothill.edu/staff/irs/Curriculum/topics.php>. Thanks very much for your interest and engagement! ■

## Articulation & Honors Update

by Bernie Day

Foothill honors students reigned again as many were selected to present their honors course research at this year's **Community College Honors Research Symposium**. 175 proposals from 25 California community colleges were submitted, vying for eighty presentation slots at this year's symposium. Of the twenty-five proposals submitted by Foothill students, nine were selected for presentation. All of the proposals submitted required a significant investment of time by students and honors faculty mentors. We commend the efforts of all contributors.

Special thanks to honors faculty Konnilyn Feig, Scott Lankford, Eta Lin, and Keith Lee and others for mentoring honors students with their projects.

Join us! All faculty and students are welcome to attend the **Stanford Honors Research Symposium**.

Did you know that the official repository for UC/CSU articulation data, ASSIST.org received nearly 245,000 requests for Foothill College course articulation information in 2010?

## Articulation & Honors Update continued

Join us and support our student presenters. **Saturday, May 7.** Register online at <http://www.losmedanos.edu/honors/research/>

The Honors Institute also certified the largest number of honors students for the **UCLA Transfer Alliance Program** in it's program history last month. Seventy-one students completed at least seven honors courses (min 22.5 units) with a minimum 3.3 GPA, qualifying them for preferred admission at UCLA, the nation's most popular university.

### 2010 Facts

80% of the Foothill Honors Scholars were admitted to UCLA for fall 2010, compared to 14% of non-honors Foothill students.

In general, honors TAP students are three times more likely to be admitted than non-TAP students. ■

## New Courses Seeking UC Approval

**The deadline to submit new courses for UC approval effective 2011-2012 is June 1, 211. Please contact Articulation/Curriculum Officer Bernie Day for more information.**

### New Foothill Course Approvals for IGETC and CSU GE 2011-2012

Congratulations! the following courses were approved for IGETC and/or CSU GE:

Course		IGETC Area	CSU Area
ANTH 12	Applied Anthropology	4A	D1
ANTH 20	Native Peoples of California	4A/4C	D1/D3
ANTH 21	The Aztec, Maya, and Their Predecessors	4A	D1
BTEC 10	Biotechnology: General Principles	5B	B2 and B
BTEC 51A	Cell Biology for Biotechnology	N/A	B2
BTEC 51AL		N/A	B3
CHIN 14A	Advanced Conversation I	N/A	C2
CHIN 14B	Advanced Conversation II	N/A	C2
CHIN 14C	Advanced Conversation III	N/A	C2
CHIN 13C	Intermediate Conversation III	N/A	C2
CHIN 6	Intermediate Chinese	3B	Had prior approval
CHLD 1		N/A	D7
CHLD 2		N/A	D7
ECON 18	Contemporary Economic Issues	4B	D2
ENGL 42S	Integrated Reading and Composition	N/A	A2
ENGL 42T	Integrated Reading and Composition	N/A	A2
MATH 48A	Precalculus I	2A	B4
MATH 48B	Precalculus II	2A	B4
MATH 48C	Precalculus III	2A	B4
PHYS 5A	General Physics (Calculus)	5A	B1/B3
PHYS 5B	General Physics (Calculus)	5A	B1/B3
PHYS 5C	General Physics (Calculus)	5A	B1/B3
PHOT 11H	Honors Contemporary issues In Phot.	3A	C1
THTR 26	Introduction to Fashion History & Costume	3A	C1

Please contact Bernie Day for questions regarding articulation and/or securing approval for IGETC and CSU GE.