



FOOTHILL COLLEGE

Evidence Appendix

ACCJC Follow-Up Report 2010

October 15, 2010

ACCJC Follow Up Report, October 2010
Evidence Appendix

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LEARNING OUTCOMES

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Institutional Learning Outcomes

What are Institutional Learning Outcomes?

Institutional Learning outcomes encompass the whole student experience. Foothill has defined four core competencies (4-Cs) as its Institutional Learning Outcomes.

Communication

Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

- **Communication Rubric** (draft) [View](#) or [Download \(pdf, 58KB\)](#)

Computation

Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

- **Computation Rubric** [View](#) or [Download \(pdf, 52KB\)](#)

Creative, Critical, and Analytical Thinking

Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

- **Critical Thinking Rubric** [View](#) or [Download \(pdf, 58KB\)](#)

Community/Global Consciousness and Responsibility

Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

- **Global Consciousness & Citizenship Rubric** [View](#) or [Download \(pdf, 50KB\)](#)

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Communication Rubric

Effective communication demonstrates analytical reading and writing skills including evaluation, synthesis, and research; delivers focused and coherent presentations; demonstrates active, discerning listening and speaking skills in lectures and discussions.

Demonstrating mastery in communication skills, the student will acquire, practice, apply, and become proficient in many of the core competencies in each category listed below:

Input

- ☐ Engages actively in both verbal and nonverbal communication
- ☐ Comprehends incoming messages
- ☐ Interprets nonverbal and kinetic cues correctly
- ☐ Demonstrates mastery in accessing multiple sources of information and organizing that information into useful patterns
- ☐ Organizes essential information (or maybe differentiates between essential and non essential information)
- ☐ Reflects on assessments to change behavior or improve outcomes
- ☐ Identifies essential information, content and ideas
- ☐ Recognizes the relationships among content, skills, and ideas
- ☐ Draws reasonable inferences from evidence presented in a text, lecture, or situation
- ☐ Paraphrases ideas or concepts in his/her own words
- ☐ Summarizes given information objectively and completely
- ☐ Synthesizes information from a variety of sources
- ☐ Following directions to achieve a goal
- ☐ Uses appropriate vocabulary to achieve a goal
- ☐ Demonstrates sensitivity to different modes of communication
- ☐ Recognizes cultural differences in communication and nonverbal cues
- ☐ Demonstrates efficiency in accessing visual media, technology, and/or equipment relevant to the discipline

Output

- ☐ Communicates information in a clear and organized manner
- ☐ Communicates to a variety of audiences
- ☐ Applies essential information to a variety of situations
- ☐ Applies learned knowledge to new situations
- ☐ Organizes ideas in meaningful ways
- ☐ Provides relevant examples to support a point of view
- ☐ Frames clear, appropriate, relevant, and specific questions
- ☐ Conveys relationships among ideas, concepts, and skills
- ☐ Creates a logical argument
- ☐ Paraphrases texts or directions with accuracy
- ☐ Summarizes texts or directions objectively
- ☐ Synthesizes a variety of material accurately
- ☐ Demonstrates mastery of mechanics of communication in a discipline (ex: spelling, documentation, vocabulary)
- ☐ Demonstrates mastery of interpersonal skills
- ☐ Uses a variety of technologies to learn and to communicate (chat room, class website, online course)
- ☐ Using appropriate conventions for communication technology (visual media and tables)

Computation Rubric

Assignments that develop computational skills require students to have complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), be able to apply mathematical concepts and reasoning, and analyze and use numerical data in the context of the discipline. Computational assignments can be assessed using the following rubric. Circle each criterion that is evinced in the assignment. If there is a computational criterion that you believe is missing, please add it at the end of each section.

Processing

- P1. Creates tables, pictures, diagrams, graphs, schematics, or a plan to show the structure, pattern, process, or organization of numerical information
- P2. Develops a logical solution pathway, course of action, statement, strategy, mathematical expression, set of instructions, operations, functions, or procedures
- P3. Creates an abstract representation of related unknown quantities, such as a symbol, metaphor, equation, or expression
- P4. Uses appropriate units, dimensions, terms, or discipline-specific symbols
- P5. Interprets discipline-specific information, such as terminology, abbreviations, formulas, notations, statistical methods, constants, rules, processes, or relationships
- P6. Analyzes expressions, equations, productive patterns, arrangements, or key words within provided information
- P7. Selects, removes, adds, organizes, or changes information in order to find the desired result
- P8. _____
- P9. _____

Calculating

- C1. Applies rules, formulas, laws, theories, or models common to the discipline
- C2. Uses appropriate tools and technologies, such as rulers, scales, visual aids, computer or drafting programs, sensory tools, tables, spreadsheets, or the body and senses
- C3. Measures or calculates distance, weight, volume, area, scale, pattern, time, space, or other discipline-specific quantities
- C4. Uses proportional reasoning by exact calculation or estimations using scale, proportions, fractions, and relationships
- C5. Verifies the reasonableness of the results in the context of the discipline and/or validates the results by using them in another problem
- C6. Uses estimating, predicting, or trial and error
- C7. Constructs intermediate steps and/or contributes additional information when not stipulated as parts in the problem
- C8. Articulates assumptions or simplifications
- C9. _____
- C10. _____



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Critical Thinking Rubric

Assignments and assessments that develop critical thinking skills require problem solving of some kind. This means that the student is required to answer an open-ended question, make an argument or interpretation, take a position on an issue, make a reasoned evaluation or a recommendation, produce an original work that satisfies specific requirements, etc. To help create assignments that prompt critical thinking, instructors can use the rubric below to plan the specific critical thinking skills they want their students to perform. Instructors are encouraged to design assignments that test at least three (3) criteria in each of the four categories below. The rubric can then be used to assess the student artifact—as Excellent, Good, Minimally Competent, and Deficient—according to the number of criteria demonstrated divided by the number of criteria required by the assignment.

1. Knowledge

- ☐ Demonstrates understanding of the terms, concepts, and principles of the subject matter.
- ☐ Demonstrates understanding of the assigned material.
- ☐ Documents texts and resources appropriately (avoiding plagiarism).
- ☐ Communicates in language appropriate to college contexts; or, if appropriate, communicates effectively in the language (or equivalent means) of the discipline.
- ☐ Exhibits insight and independent thinking/original ideas.
- ☐ Applies theoretic concepts/schema to varied contexts.
- ___ Subtotal

2. Reasoning

- ☐ Uses analytic and inquiry methods appropriate to the discipline.
- ☐ Makes a coherent argument or adheres to a controlling idea/thesis.
- ☐ Makes/Identifies salient points and arguments, such as pro/con, reasons/claims, comparison/contrast, cause/effect, etc.
- ☐ Organizes information/ideas into appropriate and coherent patterns.
- ☐ Interprets evidence, statements, graphics, questions, etc., in fair/accurate ways.
- ☐ Supports stance/position with relevant reasons and ample evidence.
- ___ Subtotal

3. Questioning

- ☐ Asks/Answers important questions.
- ☐ Raises/Identifies debatable issues.
- ☐ Critiques key questionable assumptions.
- ☐ Recognizes ambiguity and, where possible, provides clarity.
- ☐ Acknowledges/Clarifies relevant contrary opinions, competing interpretations, or alternative points of view and, where appropriate, accepts multiplicity (rather than black and white thinking).
- ☐ Evaluates validity and credibility of sources and material used for support or as evidence.
- ___ Subtotal

4. Consequence

- ☐ Addresses an appropriate audience.
- ☐ Generates warranted, judicious, non-fallacious conclusions or evaluations.
- ☐ Hypothesizes important implications and consequences.
- ☐ Synthesizes/Reconciles ideas, opinions, and information from various sources.
- ☐ Assesses/Solves a problem within the discipline or posed by the assignment.
- ☐ Applies knowledge and skills of the discipline to increased social awareness or self-perception.
- ___ Subtotal

___ Criteria Demonstrated

___ Criteria Required by the Assignment

Note: In their application of this rubric, faculty readers without discipline-specific expertise cannot ascertain the accuracy of the factual content and foundational material of each student artifact.



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Global Consciousness and Citizenship Rubric

Assignments and assessments that develop social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Courses in the Global Consciousness and Citizenship area provide students with opportunities to acquire, practice, apply, and become proficient in at least three of the core competencies in each category listed below.

Awareness of Self and The Other

- ☐ Recognize our common humanity
- ☐ Insist upon civility especially in challenging contexts
- ☐ Develop a sense of responsibility beyond the self
- ☐ Recognize the importance of others' experiences
- ☐ Translate awareness to action
- ☐ Value different ways of seeing and doing
- ☐ Develop empathy
- ☐ Display self-awareness
- ☐ Understand self in relation to others
- ☐ Participate in and contributes to the community at a range of levels
- ☐ Think globally act locally
- ☐ Acknowledge the global environment and act in relation to it
- ☐ Recognize major currents of global change and issues (economics, peace, poverty, climate, policy, immigration)

Demonstration: Awareness Applied

- ☐ Demonstrate the ability to work effectively in international settings
- ☐ Show awareness and adaptability to diverse cultures
- ☐ Able to modify one's own perceptions of the world depending on the context or situation
- ☐ Explain inter-relatedness
- ☐ Expresses compassion
- ☐ Adapt to changing environments
- ☐ Demonstrate communication across cultural and linguistic boundaries.
- ☐ Promote a tolerance for ambiguity
- ☐ Desire to understand the unfamiliar
- ☐ Engage actively with different ideas and cultures
- ☐ Demonstrate cooperation in a variety of settings
- ☐ Welcome opportunities to discover the other

Bugs? Errors? Comments?

Student Learning Outcome Administration System

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Summary Report

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Summary Totals for Student Learning Outcomes for 2009-2010.

A total of: 756 of 2490 (30.36%) Course IDs have Student Learning Outcomes defined.

- Total Course IDs with SLO #1 defined: 756 (30.36%)
- Total Course IDs with SLO #2 defined: 749 (30.08%)
- Total Course IDs with SLO #3 defined: 166 (6.67%)
- Total Course IDs with SLO #4 defined: 55 (2.21%)
- Total Course IDs with SLO #5 defined: 13 (0.52%)
- Total Course IDs with SLO #6 defined: 4 (0.16%)
- Total Course IDs with SLO #7 defined: 2 (0.08%)
- Total Course IDs with SLO #8 defined: 1 (0.04%)
- Total Course IDs with SLO #9 defined: 1 (0.04%)
- Total Course IDs with SLO #10 defined: 1 (0.04%)

A total of: 433 of 2490 (17.39%) have Institutional Learning Outcomes (ILO) defined.

- Total Course IDs with ILO #1 defined: 96 (3.86%)
- Total Course IDs with ILO #2 defined: 219 (8.8%)
- Total Course IDs with ILO #3 defined: 45 (1.81%)
- Total Course IDs with ILO #4 defined: 73 (2.93%)

A total of: 661 of 2490 (26.55%) have Strategies defined.

A total of: 600 of 2490 (24.1%) have Reflections defined.

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Summary Report

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Summary Totals for Student Learning Outcomes for 2008-2009.

A total of: 2070 of 2490 (83.13%) Course IDs have Student Learning Outcomes defined.

- Total Course IDs with SLO #1 defined: 2070 (83.13%)
- Total Course IDs with SLO #2 defined: 2065 (82.93%)
- Total Course IDs with SLO #3 defined: 456 (18.31%)
- Total Course IDs with SLO #4 defined: 223 (8.96%)
- Total Course IDs with SLO #5 defined: 106 (4.26%)
- Total Course IDs with SLO #6 defined: 68 (2.73%)
- Total Course IDs with SLO #7 defined: 50 (2.01%)
- Total Course IDs with SLO #8 defined: 29 (1.16%)
- Total Course IDs with SLO #9 defined: 16 (0.64%)
- Total Course IDs with SLO #10 defined: 7 (0.28%)

A total of: 433 of 2490 (17.39%) have Institutional Learning Outcomes (ILO) defined.

- Total Course IDs with ILO #1 defined: 96 (3.86%)
- Total Course IDs with ILO #2 defined: 219 (8.8%)
- Total Course IDs with ILO #3 defined: 45 (1.81%)
- Total Course IDs with ILO #4 defined: 73 (2.93%)

A total of: 1259 of 2490 (50.56%) have Strategies defined.

A total of: 350 of 2490 (14.06%) have Reflections defined.

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Nature's Will

Jack London's "To Build a Fire" portrays the story of a man's struggle against the forces of nature. The story's Naturalistic approach demonstrates how, despite mankind's incredible will to live, mankind is helpless before the will and power of nature.

London portrays a main character that, as he states, "was without imagination" (1763). He claims that he was "quick and alert in the things of life, but only in the things, and not in the significances" (London 1763). Besides this character being perfect for a story about survival in the wild, it is a perfect character to explain that in the wild, where your life is the only thing that matters, there is no need for an imagination, just survival skills. If the main character had a much more vivid imagination he would be distracted from his task at hand. He would be less inclined to ponder about ways to survive against nature. The main character's bland outlook on his surroundings enables him to perceive everything the way Mother Nature intended it to be perceived. Nature is not testing him like a subject, nor is it toying with him, but rather just running its course, ignorant of the human wallowing among it.

The main character's lack of imagination is well reflected in his dog. The dog acts as a foil for the main character, since both characters only ever consider that it is cold, they need a fire, and that they must survive. The reason London uses the foil is to explain that nature does not choose to kill certain creatures among it, but rather that some creatures are suited for different aspects of nature. London states that the man "felt a great surge of envy as he regarded the creature that was warm and secure in its natural covering" (1769). The man feels cheated that the dog and he are in the same situation, yet the dog does not have to worry as much about his survival. The man is angry that he must try twice as hard to survive just because nature decided it would be that way.

The man does not realize that his thinking capabilities start to diminish while he is traveling through the cold, hindering him even more. Although the man has an iron will, there is only so much a human can take. London explains that every "once in a while the thought reiterated itself that it was very cold and that he had never experienced such cold" (1765). Several more time throughout the story the man reminds himself of how cold the weather is that he is staggering through. The man can only remember how cold the weather is because he losing track of his senses. When the weather is as cold as it is, it penetrates one's mind so deep and one can only focus on the temperature. There is nothing for the man to do but walk, therefore his mind occupies its time with the one strongest defining element of his situation: that it is cold. Also, the man continually remembers "the old-timer on Sulphur Creek" (1769) and how he should have listened to him because all he can do it regret. He is under such physical and mental stress that his mind cannot do anything but relay the same thoughts over and over again.

As the man starts to freeze and run towards the camp, he begins to feel like he is flying. London writes that "he seemed to himself to skin along above the surface, and to have no connection with the earth" (1771). Besides this being a foreshadow of his impending death, as the action of lifting off the ground is also associated with rising to heaven when one is dead, it symbolizes how separated mankind is from the will of nature.

The man runs as hard and fast as he can, but that means nothing to Mother Nature. The man detects the separation between himself and nature only when he is about to die. It probably had never occurred to the man before that he means nothing to nature. Nature will run its course as it wants to. Only when he is dying does the man realize that he is a victim of nature's supreme will.

As the man finally gives up on running he thinks to himself that "freezing was not so bad as people thought. There were lots worse ways to die" (London 1772). The man's detachment from nature mirrors his detachment from his own emotions. He appears brave and tough, accepting that he is about to die, but the truth is that he is ignoring the fact that he is about to die. He ignores it by telling himself that this is not such a bad way to die, but the truth is that he is going to die. At this point in time, the only one who really cares that he is dying is him. Nature is a force above that of humans and does not alter due to the actions of humans.

After the man dies, the dog tries to get his attention, completely unaware that the man is dead. Afterwards the dog leaves "in the direction of the camp it knew, where were the other food-providers and fire-providers" (London 1773). The dog acts as a representation of nature. The dog does not show any emotional remorse for the dead man. The dog does not think about the man after he leaves. The dog remains detached from the man, just further looking for food and fire. Nature remains detached from the man, as it always was. Now that the man is dead, nature will continue as it did before.

London demonstrates in a naturalistic style that nature will run its course regardless of the happenings and feelings of the creatures among it. Realistically, humans do have an impact of nature, but nature does not display any vengeful and defensive actions towards humans' actions. Rather, nature just continues as best as it can around it. Regardless of man's attempts to overpower nature, nature is still a power beyond that of mankind's.



Please fill out this form with your group after using the appropriate rubric to assess your student artifact.

• Date: 3/12/10

• Group Members:

| | | | |
|---------------------------------|-------------------------|--------------------------|------------------------------|
| Name: <u>Ben Stefanik</u> | Department: <u>Psyc</u> | Name: <u>Daniel Peck</u> | Department: <u>Research</u> |
| Name: <u>Gillian Schultz</u> | Department: <u>Psyc</u> | Name: <u>Kurt Heng</u> | Department: <u>Marketing</u> |
| Name: <u>Young Hee Park Lee</u> | Department: <u>Math</u> | Name: _____ | Department: _____ |
| Name: <u>Eloise Orrell</u> | Department: <u>IVPI</u> | Name: _____ | Department: _____ |
| Name: <u>Kay Jones</u> | Department: <u>Lib</u> | Name: _____ | Department: _____ |

• Institutional Learning Outcome being assessed (check one):

☐ Communication | ☐ Computation | ☒ Consciousness/Citizenship | ☐ Critical Thinking

• Artifact Number (upper right corner of student work): W10-3 Discipline: English

• Rating of Descriptors met (example: 11 of 14): _____

• ILO Status Assessed as (check one):

☐ Not Applicable | ☐ Emerging | ☐ Competent | ☐ Mastery

• Summary of Discussion:

| |
|---|
| * Adjust point total of competency -> range is too narrow |
| * Consider how point totals are used or if they should be used at all |
| * How are artifacts selected? It seems as a sum of multiple assignments an instructor could cover this but any one assignment likely will not |
| * Concentrate on <u>how</u> to incorporate these metrics in the classroom |
| * |
| |
| |
| |

Music 8: Music of Multicultural America

“Personal Reflection Essay: Autobiography”

Assignment Directions

Write a 1000-word autobiographical essay that correlates your family background with the evolution of your personal tastes in music. Divide your essay into clear periods of your life corresponding to the timeframe provided below:

Prior to your birth: What was happening in your family in the approximately 25 years before you were born? Where were they living, what was going on in ‘their world,’ and what kinds of music were your parents and/or grandparents listening to?

Ages 0-5: What musical experiences did you have as a child? Describe any lullabies, children’s or folk songs you remember. To what extent, if any, did ethnicity and race shape these experiences? Were there any other significant experiences in your life at this time that have a connection with music?

Ages 6-12: What music did you hear during this period? Describe any musical experiences that were important to you (such as activities in school, studying an instrument, hearing music at family gatherings or from older siblings, etc.)

Ages 13-21: This is typically a critical period in which your musical tastes are shaped for the rest of your life. What music were you listening to during this period and what do you think shaped your preferences? Did your preferences change over this period and if so, how and why?

If you are older than 21, what musical experiences have you had since you turned 21 and have your musical tastes changed? How and why?

Now reflect upon your cumulative experience: How old are you now? To what extent and in what ways do you believe the environment in which you grew up shaped your current musical likes and dislikes? How do you think this compares and contrasts with other students who are similar to you in terms of age, ethnicity, gender, and so forth?

Personal Reflection Essay: Autobiography

My Musical History

Music has always been a part of my life. From my earliest memories, I recall hearing my mother sing to me. She was a teenager during World War II and many of the popular songs during that era reflected the war. Most were upbeat songs with catchy tunes. The lyrics to one of those songs went like this:

Don't sit under the apple tree with anyone else but me,

Anyone else but me, anyone else but me,

No, no, no! Don't sit under the apple tree with anyone else but me

'Til I come marching home

My mother taught me this song and I sang it as I moved through my play world, from room to room. I had a talent at a young age for remembering songs and since melody dominated over any other part of music in those days, the love of melody became ingrained in my very soul. It is a classic!

Before I was born, my parents met each other at a dance for the first time, when swing and big band music was the hottest music for young people like my parents. Every town had a dance going on. I listened to this music on a phonograph and watched my parents dance in the living room from the time I was a toddler. Sometimes my dad would pull out his father's trumpet and attempt to play it, and although he had a musical ear like my grandfather, he was hardly trained on this instrument. It drove my mother and I crazy, and until I discovered jazz as a young adult, I did not appreciate music from aerophones. When my grandfather played the instrument with his town band, an international brotherhood of immigrants including French, Italians, and Scandinavians, like himself came together and understood each other in the common language of music.

From the 1st grade until I was around age twelve, I attended a Lutheran church near our home. This was the time I was exposed to classical music as I listened to the organist play Bach. During the service, our pastor would chant and the congregation would respond in a responsorial performance. I began making up my own chants and matching them with made up foreign tongues, not using English because I had to fit words to my melodies. It was much easier to construct my lyrics this way than to force a rhyme. Fascinating!

One day, my dad decided my older brother should have some musical training, so he enlisted him in accordion lessons. Lawrence Welk was a favorite of my dad, so my brother happily went along with my dad's ideal, and was a very good student. He had even won some contests. I was not a fan, however, and found the accordion instrument monstrous, bordering on archaic. I wanted to take music lessons as well, but I loved the piano. Although, my parents considered piano lessons for me, they had used the excuse that a piano would not fit in our tiny house. I found myself being talked into accordion lessons which may have lasted a month, and then I was finished with the instrument forever.

During my early elementary years, I discovered Shirley Temple through television. When I watched her movies, I memorized her songs and followed along with her song and dance numbers. I remember my mom trying to show off my performance of Shirley's song, "On the Good ship Lollipop" and I reluctantly performed for my uncle behind a partition. I loved musicals, and I wanted to be a part of a real vocal performance. During the last month of the sixth grade, I found that opportunity in an audition for the choir of the junior high school I would attend the following year. I was accepted and our choir performed many of the songs from my favorite musicals, including the sound of music.

One night, on February 9th, 1964, my father was watching the Ed Sullivan show. Four mop-haired young men walked out onto the stage and sang I Want to Hold Your Hand, and a few of their other hit songs. Their name was the Beatles and I was hooked on this new sound. This rock and roll band not only had the qualities of a classic rock band, they were great harmonic vocalists. During the show, my dad commented how ridiculous they looked with their funny haircuts, while I thought my parents looked ridiculous when they danced the twist to Chubby Checker's album. In my parents eyes, the new rock and roll bands were like aliens invading the planet earth and the generation gap widened just a little bit more.

I was in awe of the music that exploded like great, beautiful fireworks onto my generation. By the time I was in high school, the British invasion was well underway with the Rolling Stones and other groups from England making their debut in America. Then came the hippie movement. The Haight -Ashbury district of San Francisco became its heart and soul, while a new music scene evolved from it. The Jefferson Airplane and the Grateful Dead became icons of that era. My older brother escaped to San Francisco to attend many of their concerts. He met Janis Joplin at a party when she was with Big Brother and the Holding Company. OK, that is cool! At this time, I was still in my own little world of classical music and light opera, but the music soon drew me into loving the varied and talented musicians of that time.

I began to listen to Peter, Paul, and Mary, Buffalo Springfield, Linda Ronstadt, Joni Mitchell, Jimmy Hendrix, Joan Baez, The Doobie Brothers, Crosby, Stills and Nash and Neil Young. I also began listening to a local radio station out of Gilroy that broadcast bluegrass music. Emmylou Harris popularized bluegrass and soon various nightclubs were playing live bluegrass throughout the Bay Area. This was indeed an exciting time for music with an abundance of unique artists to satisfy my love of melody. There were many ballads, or stories written into the lyrics and poetry, and because I love literature and poetry, that appealed to me with many artists of that time, including Joni Mitchell and Gordon Lightfoot. There were political messages in the lyrics as well. Joan Baez was a famous artist who expressed her beliefs in her music. I suppose my favored musical genre of that time was folk music, because of the lyrics and melody.

My musical preferences had not changed during the ages of thirteen through twenty-one, it had only expanded. I still love classical music and light opera, so you could say that I added to my list of musical preferences. Now that I am fifty-six years old I can say that I have witnessed many eras of musical history, and have seen many styles of music created, but they still could be classified into a main category. My preferences remain to be classical, folk, classic rock, and since age twenty-one, I have added jazz to my list, along with various international artists. I also enjoy listening to old standards, especially those songs of the thirties through the fifties, being influenced by my early years. Am I like my fellow students, who are similar to me? I believe I am, if they are from the Bay Area. If they are from San Antonio, Texas, where I have lived for the past three years, they are very different from me in musical preferences. Many people from Southwest Texas love country music, and while I like some country music, it is not my first choice. My mother was a lover of country music, growing up on a farm in South Dakota. I heard the music and I can even sing it, but my heart and soul lies in folk music, not country, when during the late sixties, many folk artists were popular.



Please fill out this form with your group after using the appropriate rubric to assess your student artifact.

• Date: 4/16/10

• Group Members:

| | | | |
|------------------------------|-------------------------|------------------------------|---------------------------|
| Name: <u>David Sauter</u> | Department: <u>Hort</u> | Name: <u>Ken Horowitz</u> | Department: <u>DHms</u> |
| Name: <u>Quivan Schultz</u> | Department: <u>Bio</u> | Name: <u>Kathleen Austin</u> | Department: <u>EdTech</u> |
| Name: <u>Karen Erickson</u> | Department: <u>BIO</u> | Name: _____ | Department: _____ |
| Name: <u>Lisa Schultheis</u> | Department: <u>BIO</u> | Name: _____ | Department: _____ |
| Name: <u>Martin Melia</u> | Department: <u>BIO</u> | Name: _____ | Department: _____ |

• Institutional Learning Outcome being assessed (check one):

☐ Communication | ☐ Computation | ☐ Consciousness/Citizenship | ☒ Critical Thinking

• Artifact Number (upper right corner of student work): S10-5 Discipline: MUSIC

• Rating of Descriptors met (example: 11 of 14): _____

• ILO Status Assessed as (check one):

☐ Not Applicable | ☐ Emerging | ☐ Competent | ☐ Mastery

• Summary of Discussion:

Most of us agreed on 4 pts under Knowledge. 4
Reasoning - we agreed on 3
Questioning - Where we had the most disagreement
Consequence.
① Knowledge, Reasoning strongest
Consequence
May not fit assignment as CT assessment



• Reflection/Worthy of Note Comments

Becomes a ^{report} evaluation of assignment
again

• Suggestions of Ways to Incorporate More Rubric Descriptors in the Project Assignment

Sign Off by Team:

| | | | |
|--------------------------|----------------------------|-----------------------------|------------------------|
| Name: <u>Yan/Chen</u> | Department: <u>BIOL</u> | Name: <u>Radha P. Kelly</u> | Department: <u>BIO</u> |
| Name: <u>M. V.</u> | Department: <u>Biol</u> | Name: _____ | Department: _____ |
| Name: <u>S. Aquilino</u> | Department: <u>Biol</u> | Name: <u>un</u> | Department: _____ |
| Name: <u>DMP SV</u> | Department: <u>BIO</u> | Name: _____ | Department: _____ |
| Name: <u>Yan/Chen</u> | Department: <u>Dms/Bio</u> | Name: _____ | Department: _____ |

Ken Anway DH

Probably be helpful if instructor identified ILO assignment meets,



Please fill out this form with your group after using the appropriate rubric to assess your student artifact.

• Date: 5/14/10

• Group Members:

| | | | |
|-------------------------------|--------------------------|---------------------------|------------------------|
| Name: <u>Kim Walterbeck</u> | Department: <u>ENG</u> | Name: <u>Linda Lane</u> | Department: <u>ENG</u> |
| Name: <u>Charlotte Thurn</u> | Department: <u>LIB</u> | Name: <u>Ali Khajon</u> | Department: <u>ESL</u> |
| Name: <u>Natalia Menerdez</u> | Department: <u>ENG</u> | Name: <u>April Flores</u> | Department: <u>ESL</u> |
| Name: <u>Steve Williams</u> | Department: <u>ENG</u> | Name: <u>Raf Monari</u> | Department: <u>ESL</u> |
| Name: <u>Ikuo Torita</u> | Department: <u>JAPAN</u> | Name: <u>Pam Wilkes</u> | Department: <u>LIB</u> |
| <u>Scott Goldstone</u> | <u>ENG</u> | | |

• Institutional Learning Outcome being assessed (check one):

☐ Communication | ☐ Computation | ☒ Consciousness/Citizenship | ☐ Critical Thinking

• Artifact Number (upper right corner of student work): _____ Discipline: music (8)

• Rating of Descriptors met (example: 11 of 14): _____ X N/A

• ILO Status Assessed as (check one):

☐ Not Applicable | ☐ Emerging | ☐ Competent | ☐ Mastery X N/A

• Summary of Discussion:

In what ways does the music 8 artefact reflect?

Because the assignment is a self-reflection, many of the global categories are not applicable.

Thus, the rubric will still need to coincide with the nature of the artefact.

Subjective language is quite subjective ("creativity", "humanity") which may not lead to reliable or consistent results

Assignment should not directly draw out key competencies in the rubric.

Foothill College Student Accreditation Survey

Thank you for completing the Foothill College 2004 Accreditation Survey. Accreditation involves college students, faculty, and staff examining how well we are doing in meeting student needs for a quality educational experience. **Your input is critical.** Please tell us how we are doing and where we could do better.

Section 1: Tell us about yourself

1. **Age:** ☐ 18 or younger ☐ 19 – 24 ☐ 25 – 29 ☐ 30 – 34
 ☐ 35 – 39 ☐ 40 – 49 ☐ 50 – 59 ☐ 60 or over

2. **Gender:** ☐ Male ☐ Female

3. **Ethnicity (Choose One):** ☐ Asian ☐ Black ☐ Filipino ☐ Hispanic
 ☐ Native American ☐ Pacific Islander ☐ White ☐ Other ☐ Decline to State

4. **Highest Degree You Have Now:**
 ☐ No High School Degree ☐ High School Degree/GED ☐ AA/AS Degree
 ☐ Bachelor's Degree ☐ Masters/Doctorate

5. **Citizenship:** ☐ International ☐ Permanent Resident ☐ US Citizen

6. **Number of Quarters Attended Foothill:** ☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 or more

Section 2: Tell us about your learning outcomes.

| Do you agree or disagree that Foothill classes and services have improved your knowledge, skills, and abilities in the following learning areas? | | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know/ Doesn't Apply |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| Communication | | | | | | |
| 1. | Reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Public Speaking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Working in a group or team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Using library resources for a research project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computation | | | | | | |
| 6. | Mathematical skills essential to my program/interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | Develops logical strategies and solutions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critical Thinking | | | | | | |
| 7. | Problem solving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | Knowledge related to my academic field of interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. | Creativity and artistic expression | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | Learning on my own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | Basic computer skills (e.g. word processing, spreadsheets, internet research) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Community and Global Consciousness | | | | | |
| 12. | Understanding people from different cultures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | Value different ways of seeing and doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | Sense of responsibility beyond self | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 3: Tell us about these other experiences

| Do you agree or disagree that the College has provided the resources that meet your needs as a student in the following areas? | | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know/ Doesn't Apply |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| 12. | Computers with Internet and word processing programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | Food services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | Bookstore | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | Student activities and campus life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. | Clean campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. | Safe and secure campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. | Parking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. | Clear and efficient process for registration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. | Access for students with disabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. | Health services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. | Library books, periodicals, and other materials and resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. | Laboratory equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. | Places to study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. | Tutoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. | Help in getting financial assistance to pay for college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. | Help in selecting classes and developing an educational plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 28. | Providing services and instruction online | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

29. Would you recommend Foothill College to your family and friends? Please list the most important reasons for your answer:

30. Please include suggestions or examples for improvement on items that you disagreed or strongly disagreed with above.

Foothill College Institutional Assessment Schedule

| | Fall Quarter | Winter Quarter | Spring Quarter |
|--|--|--|---|
| Assessment and Reflections Course Level SLO from previous quarter | Week 3 | Week 3 | Week 3 |
| Assessment and Reflections on Program Level Learning Outcomes | Week 12 | | |
| Assessment and Reflections on Institutional Learning Outcomes • Course Level | -Week 3 Course Reflections -One ILO artifact discussion/workshop | -Week 3 Course Reflections -ILO artifact discussion/workshop | -Week 3 Course Reflections -ILO artifact discussion/workshop |
| Assessment and Reflections on Institutional Learning Outcomes • Program Level | Week 12 | | |
| Certificate and Degree Outcomes | Week 12 by Program Review | | ARCC Report /College Wide |
| Assessment and Reflections Program Level SAO from previous quarter | Week 4 | Week 4 | Week 4 |
| Service Area Outcomes (SAOs) | Week 6 | Week 6 | Week 6 |
| Administrative Unit Outcomes AUOs | | | Week 6 |
| Planning and Resource Allocation Process | | | Week 8 |

LEARNING OUTCOMES

Schedule & Course Information

[Class Schedule](#)
[Currently Available Classes](#)
[Course Catalog](#)
[Green Sheets](#)
[Online Classes](#)
[Dates & Deadlines](#)
[Final Exam Schedule](#)

Learning Outcomes Initiatives

[Student Learning Outcomes](#)
[Service Area Outcomes](#)
[Administrative Area Outcomes](#)
[Program Learning Outcomes](#)
[Institutional Learning Outcomes](#)

Academics

[Academics](#)
[Admissions & Registration](#)

Student Learning Outcomes

The Student Learning Outcomes and Assessment initiative at Foothill College is chaired by the Academic Senate and the Senate's Curriculum Committee. Faculty use a team approach toward developing student learning outcomes and assessments for their courses and the programs at the college. Along with the Curriculum Committee, the Student Learning Outcomes Coordinator led the effort to develop the institutional/degree level student learning outcomes.

What are Student Learning Outcomes?

Student Learning Outcomes are explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end (or as a result) of his or her engagement in a particular lesson, course, program, or collegiate experience.

Student Learning Outcomes address the learning from the student's point of view: "At the end of this course, the student will be able to..."

Select the **Department or Course ID** for the Student Learning Outcome(s) you wish to view.

Departments:

Service Area Outcomes

[Service Area Outcomes](#) include structured events that occur outside of the classroom, complement the academic programs, and enhance the overall educational experience of students.

Select Area

View Service Area Outcome

Administrative Outcomes

[Administrative Outcomes](#) complement the academic programs and enhance, maintain and support the educational experience of students.

Select Area

View Administrative Area Outcome

Program Learning Outcomes

Program learning outcomes are statements that describe what learners will know and be able to do when they graduate from a program.

No Programs listed at this time.
Please check back later.

Institutional Learning Outcomes

[Institutional Learning outcomes](#) encompass the whole student experience.

Select Department

or

Course ID:

Example ACTG 1A or MATH 2B

Academic Year:

2008-2009

Search for Learning Outcome

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Rubrics Files for 2009-2010

| Course ID | Course Title | Download Document |
|-------------|---|--|
| ACTG | | |
| ACTG 64A | COMPUTERIZED ACCOUNTING PRACTICE | QuickBooks_Rubric.doc |
| ACTG 64B | COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL | Excel_Rubric.doc |
| ADVT | | |
| ADVT 57 | PRINCIPLES OF ADVERTISING | ADVT 57 Rubric.doc |
| ANTH | | |
| ANTH 1 | INTRODUCTION TO PHYSICAL ANTHROPOLOGY | Anth.rubric.critthink.doc |
| ANTH 1L | PHYSICAL ANTHROPOLOGY LABORATORY | Anth.rubric.critthink.doc |
| ANTH 2A | CULTURAL ANTHROPOLOGY | Anth.rubric.critthink.doc |
| ANTH 2B | PATTERNS OF CULTURE | Anth.rubric.critthink.doc |
| ANTH 3 | PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS | Anth.rubric.critthink.doc |
| ANTH 36 | SPECIAL PROJECTS IN ANTHROPOLOGY | Anth.rubric.critthink.doc |
| ART | | |
| ART 4A | INTRODUCTION TO DRAWING | studioartCommunicationRubric.doc |
| ART 4D | FIGURE DRAWING | synthesisevaluationrubric.doc |
| ART 72 | STUDIO ART PORTFOLIO PREPARATION | synthesisevaluationrubric.doc |
| ASTR | | |
| ASTR 10B | GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY | Astr-10B_Assessment.pdf |
| BUSI | | |
| BUSI 18 | BUSINESS LAW I | Busi 18 Rubric.doc |
| BUSI 22 | PRINCIPLES OF BUSINESS | Business 22 Rubric.doc |
| BUSI 53 | SURVEY OF INTERNATIONAL BUSINESS | Business 53 Rubric 04_03_09.doc |
| BUSI 57 | PRINCIPLES OF ADVERTISING | ADVT 57 Rubric.doc |

| | | |
|-------------|--|---|
| BUSI 59 | PRINCIPLES OF MARKETING | Business 59 Rubric 04_03_09.doc |
| BUSI 61 | INVESTMENT FUNDAMENTALS | Business 61 Rubric 04_04_09.doc |
| BUSI 95 | ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT | Business 95 Rubric.doc |
| CAST | | |
| CAST 104A | MICROSOFT WORD I | CAST104A_Word_2007_Green_Sheet.doc |
| CAST 104A | MICROSOFT WORD I | Windows_SharePoint_Services_2.pdf |
| CAST 104A | MICROSOFT WORD I | MS_Learning-Certification.pdf |
| CAST 107D | EXCEL: BASICS | MS_Learning-Certification.pdf |
| CAST 107D | EXCEL: BASICS | CAST107D_Excel_2007_GreenSheet.doc |
| CAST 107D | EXCEL: BASICS | Windows_SharePoint_Services_2.pdf |
| CHEM | | |
| CHEM 12A | ORGANIC CHEMISTRY | Chemistry 12A SLO-02.pdf |
| CHEM 12B | ORGANIC CHEMISTRY | Chemistry 12B SLO-03.pdf |
| CHEM 12C | ORGANIC CHEMISTRY | 12CSLO2.pdf |
| CHEM 12C | ORGANIC CHEMISTRY | 12CSLO1.pdf |
| CHEM 1B | GENERAL CHEMISTRY | SLO_3.pdf |
| CHEM 30A | SURVEY OF INORGANIC & ORGANIC CHEMISTRY | SLO2.Assessment.Rubric.doc |
| CHEM 30B | SURVEY OF ORGANIC & BIOCHEMISTRY | attachment_3.doc |
| CHLD | | |
| CHLD 11 | AFFIRMING DIVERSITY IN EDUCATION | Rubric_SLO___2_CD_11.doc |
| CHLD 11 | AFFIRMING DIVERSITY IN EDUCATION | Rubric_SLO___3_CD11.xls |
| CHLD 50 | SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT | Rubric_SLO___2_CD_50.doc |
| CHLD 50 | SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT | Rubric_SLO___1_CD_50.doc |
| CHLD 55 | CHILD GROWTH & DEVELOPMENT | Rubric_CHLD55.doc |
| CHLD 59 | WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICUM | Rubric_for_Curriculum_Project.xls |
| CHLD 68 | TOPICS/PROJECTS IN CHILD DEVELOPMENT | Rubric_68.doc |
| CHLD 73 | MUSIC & MOVEMENT IN THE EARLY YEARS | Rubric_for_Music_Center_Project.xls |
| CIS | | |
| CIS 52A | INTRODUCTION TO DATA MANAGEMENT SYSTEMS | CIS52A Rubric.doc |
| CIS 52B | ORACLE SQL | CIS52B Rubric.doc |
| CIS 52F | ORACLE DATABASE ADMINISTRATION II | CIS52F Rubric.doc |
| CIS 52N | PHP & MYSQL | CIS52N Rubric.doc |
| CIS 52P | PHP PROGRAMMING | CIS52P Rubric 2.doc |

COIN

| | | |
|---------|---|--------------------------------------|
| COIN 67 | RUBY ON RAILS - WEB APPLICATION DEVELOPMENT | COIN 67 Rubric 2.doc |
|---------|---|--------------------------------------|

D H

| | | |
|---------|---------------------------------------|---|
| D H 50 | ORIENTATION TO DENTAL HYGIENE | OSCE11_12PE_.doc |
| D H 61B | INTRODUCTION TO CLINIC | Eval_RubicPatient_Comp_Research.doc |
| D H 64 | ETHICS, LAW & DENTAL OFFICE PRACTICES | 09faculty_port_eval.doc |

ENGL

| | | |
|---------|----------------------|-------------------------------------|
| ENGL 1C | ADVANCED COMPOSITION | English 1 C SLO.doc |
|---------|----------------------|-------------------------------------|

ESL

| | | |
|---------|----------------------------------|---|
| ESL 176 | APPLIED GRAMMAR & EDITING SKILLS | Correction_Reference_List.doc |
| ESL 176 | APPLIED GRAMMAR & EDITING SKILLS | Mistake_Tally_Sheet970.doc |

GEOG

| | | |
|---------|--|-----------------------------------|
| GEOG 1 | PHYSICAL GEOGRAPHY | GEOG01_Rubric.doc |
| GEOG 10 | WORLD REGIONAL GEOGRAPHY | GEOG10_Rubric.doc |
| GEOG 12 | INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) | GEOG12_Rubric.doc |
| GEOG 2 | HUMAN GEOGRAPHY | GEOG02_Rubric.doc |
| GEOG 5 | INTRODUCTION TO ECONOMIC GEOGRAPHY | GEOG05_Rubric.doc |

HIST

| | | |
|----------|--|--|
| HIST 16 | INTRODUCTION TO ANCIENT ROME | rubric16H_16.doc |
| HIST 16H | HONORS INTRODUCTION TO ANCIENT ROME | rubric16H_16.doc |
| HIST 20 | HISTORY OF RUSSIA & THE SOVIET UNION | Bolshevik_Rev_Rubric.doc |
| HIST 4A | HISTORY OF WESTERN CIVILIZATION I | rubric16H_16h4a.doc |
| HIST 4B | HISTORY OF WESTERN CIVILIZATION II | Movement_Rubric.doc |
| HIST 4B | HISTORY OF WESTERN CIVILIZATION II | Russia Rubric.doc |
| HIST 4C | HISTORY OF WESTERN CIVILIZATION III | rubric4CH.doc |
| HIST 4CH | HONORS HISTORY OF WESTERN CIVILIZATION | rubric4CH.doc |
| HIST 9 | HISTORY OF CONTEMPORARY EUROPE | rubric9H_9.doc |
| HIST 9H | HONORS HISTORY OF CONTEMPORARY EUROPE | rubric9H_9.doc |

MATH

| | | |
|---------|-----------------------|--|
| MATH 10 | ELEMENTARY STATISTICS | Math_10_SLO_2010.pdf |
| MATH 10 | ELEMENTARY STATISTICS | SLO_Math10_Feb6_2009.pdf |

| | | |
|-------------|--|--|
| MATH 1A | CALCULUS | M1A..pdf |
| MATH 1B | CALCULUS | M1B.pdf |
| MATH 1C | CALCULUS | Math 1C SLOs and Questions.pdf |
| MATH 1D | CALCULUS | Math1D-SLOs.pdf |
| MATH 1D | CALCULUS | MATH1D-SLO-April-14-2009.pdf |
| MATH 220 | ELEMENTARY ALGEBRA | Math_220_SLO.pdf |
| MATH 220 | ELEMENTARY ALGEBRA | SLO-220.pdf |
| MATH 49 | PRECALCULUS | Engr-49_like.pdf |
| MATH 49 | PRECALCULUS | MATH_49_SLO.pdf |
| MATH 51 | TRIGONOMETRY | Math51_SLO.pdf |
| PHOT | | |
| PHOT 10 | HISTORY OF PHOTOGRAPHY | RubricPhoto10.pdf |
| PHOT 10H | HONORS HISTORY OF PHOTOGRAPHY | HistoryRubric.pdf |
| PHOT 13 | EXPERIMENTAL PHOTOGRAPHY | FHphotographyRubric.pdf |
| PHOT 5 | INTRODUCTION TO PHOTOGRAPHY | Photo5ScoringGuide.pdf |
| PHOT 57A | PHOTOGRAPHIC PORTFOLIO DEVELOPMENT | FHphotographyRubric.pdf |
| PHOT 57B | PROFESSIONAL PRACTICES IN PHOTOGRAPHY | FHphotographyRubric.pdf |
| PHT | | |
| PHT 52B | ASEPTIC TECHNIQUE & IV PREPARATION | LAB 1.doc |
| PHT 60A | RETAIL CLINICAL | Clinical Preceptor Assessment.doc |
| PHT 60B | RETAIL CLINICAL | Clinical Preceptor Assessment.doc |
| POLI | | |
| POLI 15 | INTERNATIONAL RELATIONS/WORLD POLITICS | WoolcookPoliRubric.doc |
| SOC | | |
| SOC 20 | MAJOR SOCIAL PROBLEMS | MillsRubric.doc |
| WMN | | |
| WMN 11 | WOMEN IN GLOBAL PERSPECTIVE | FamilyReligion_Rubric.doc |
| WMN 11 | WOMEN IN GLOBAL PERSPECTIVE | Bodypoliticsubordinationrubric.doc |
| WMN 5 | INTRODUCTION TO WOMEN'S STUDIES | Bodypoliticsubordinationrubric.doc |
| WMN 5 | INTRODUCTION TO WOMEN'S STUDIES | FamilyReligion_Rubric.doc |

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Student Learning Outcome Administration System
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15 of 15 Course IDs for **ACTG** in the Business and Social Sciences Division have SLOs Defined.

2009-2010

| Course ID | Title | Reflections | | | | | | | | | |
|-----------|---|-------------------------|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ACTG 1A | FINANCIAL ACCOUNTING I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 1B | FINANCIAL ACCOUNTING II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 1C | MANAGERIAL ACCOUNTING | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 51A | INTERMEDIATE ACCOUNTING I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 51B | INTERMEDIATE ACCOUNTING II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 51C | INTERMEDIATE ACCOUNTING III | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 60 | ACCOUNTING FOR SMALL BUSINESS | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 64A | COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 64B | COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 65 | PAYROLL & BUSINESS TAX ACCOUNTING | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 66 | COST ACCOUNTING | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Third Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 67 | TAX ACCOUNTING | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - |
| ACTG 68A | ADVANCED TAX ACCOUNTING I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 68B | ADVANCED TAX ACCOUNTING II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | ✓ | ✓ |
| | <i>Second Reflection set</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ACTG 68C | ADVANCED TAX ACCOUNTING III | No Reflections on file. | | | | | | | | | |

1 of 1 Course IDs for **ADVT** in the Business and Social Sciences Division have SLOs Defined.

2009-2010

| Course ID | Title | Reflections |
|-----------|-------|-------------|
|-----------|-------|-------------|

[Bugs? Errors? Comments?](#)

Student Learning Outcome Administration System

[Return to Options](#)

Resource Report by Department

[View More Reports](#)

15 of 15 Course IDs for **ACTG** in the Business and Social Sciences Division have SLOs Defined.

2009-2010

| Course ID | Title | Reflections |
|-----------|-------------------------|---|
| ACTG 1A | FINANCIAL ACCOUNTING I | <p>SLO: #1 Relections</p> <p>Resources: As we approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as discounted notes receivables, dishonored notes, bank reconciliation preparations, etc.</p> <p>We need to have financial resources to</p> <ol style="list-style-type: none"> 1) hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom. T 2) hire online tutors, who are especially in need in online classes. Online students do not have the advantage of face-to-face instructions. They often cannot come to campus due to distance or lack of time; yet they need as much help, if not more, as students who are enrolled in traditional accounting classes. <p>Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.</p> <p>SLO: #2 Relections</p> <p>Resources: Same as for SLO #1</p> |
| ACTG 1B | FINANCIAL ACCOUNTING II | <p>SLO: #1 Relections</p> <p>Resources: We need to have financial resources to</p> <ol style="list-style-type: none"> 1) develop in-house expertise in pedagogy for both traditional and online learning. 2) develop a practicum that connects the classroom with practical accounting in the work-place. <p>Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.</p> <p>SLO: #2 Relections</p> <p>Resources: Same as SLO #1.</p> |
| ACTG 1C | MANAGERIAL ACCOUNTING | <p>SLO: #1 Relections</p> <p>Resources: As we approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as present value techniques and relevant cost methods. We need to have financial resources to</p> <ol style="list-style-type: none"> 1) hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce |

what they have learned in the classroom. T

2) hire online tutors, who are especially in need in online classes. Online students do not have the advantage of face-to-face instructions. They often cannot come to campus due to distance or lack of time; yet they need as much help, if not more, as students who are enrolled in traditional accounting classes.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

SLO: #2 Relections

Resources: Same as SLO #1

ACTG 51A INTERMEDIATE ACCOUNTING I

SLO: #1 Relections

Resources: We need to have financial resources to

- 1) develop in-house expertise in pedagogy for both traditional and online learning.
- 2) develop a practicum that connects the classroom with practical accounting in the work-place.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

SLO: #2 Relections

Resources: Same as SLO #1

ACTG 51B INTERMEDIATE ACCOUNTING II

SLO: #1 Relections

Resources: We need to have financial resources to

- 1) develop in-house expertise in pedagogy for both traditional and online learning.
- 2) develop a practicum that connects the classroom with practical accounting in the work-place.

Additionally, the implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

SLO: #2 Relections

Resources: Same as for SLO #1

ACTG 51C INTERMEDIATE ACCOUNTING III

SLO: #1 Relections

Resources: The implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

SLO: #2 Relections

Resources: The implementation of Student Learning Outcomes (SLOS) requires continuing development of valid and reliable assessments, otherwise SLOS will become a purely bureaucratic exercise. To correctly align assessment items to learning objective, and SLOS at the various institutional levels (department, division, college), an assessment developer for the department is needed.

ACTG 60 ACCOUNTING FOR SMALL BUSINESS

SLO: #2 Relections

Resources: Same as for SLO #1

ACTG 64A COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS

SLO: #2 Relections

Resources: Same as for SLO # 1 Above

ACTG 64B COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL

INSTITUTIONAL LEARNING OUTCOMES

Instruction and Research

[Home](#)
[Contact Us](#)

Learning Outcomes History and Resources

[Home](#)
[History of Learning Outcomes](#)
[Program Planning and Program](#)
[Learning Outcomes \(PLOs\)](#)
[Institutional Learning Outcomes](#)
[\(ILOs\)](#)

Instructions for the C3MS System: SLOAC Input

THE LINK to the SLO Documentation Site: <http://www.foothill.edu/cms/>

Using this feature you can develop, assess, reflect upon, and document the complete SLOA cycle by answering a series of familiar questions!

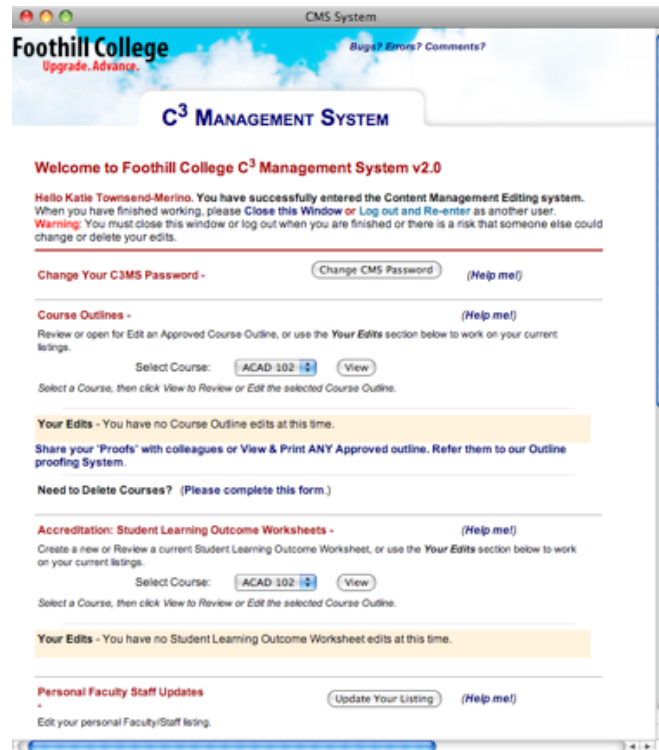
Note that we have tested this process, but acknowledge that your creativity and diligence will probably uncover some bugs or issues we haven't yet thought of. We are relying on you to let us know your questions, concerns or "punch lists" for this site so we can make it work for you. The site itself is a learning outcome cycle, dependent on your assessment, reflection, and comments for its continual improvement.

Send your comments to Darya Gilani at gilanidarya@foothill.edu so that she may compile them for the web designer.

Here's how it works:

- Go to the C3MS link located on the Staff Resources page of the Foothill website.
- Click on C3MS or on this link <http://www.foothill.edu/cms/>
- Click on **Course Outline Editor**
- Use the login ID and password assigned to you as editor of this course outline.
At this time, you may ONLY post SLOs for the courses assigned to you as a course outline editor. If you need verify your login ID or change your editor assignment, contact Cori Nunez at nunezcori@foothill.edu or x7439
- Scroll down the page and find **Accreditation: Student Learning Outcomes Worksheets**
- You will see listed all of the courses you may edit. You can also click on **Help Me!** to read about SLO design and development.

Here's what the page will look like. Note that the Accreditation/SLO section is mid-page.



Here's something to think about not only as you begin input, but also when you return to write your reflection. You will most likely have two parallel processes going on with any given course:

1. First time writing of the SLOs
2. And revision, reflection or addition of SLOs to existing records

Your process will work a little differently depending if your working on the new process or the revision/reflection/addition process. Keep that in mind.

- To continue---Click **View** on the course you are working on for the SLO process. Or if you see a list, click on the button of the course you'd like to work on.
- You can click on **Edit or Update** to add an assessment strategy or reflection. You can also click on the **View Status** button to remind yourself of what you still need to do to complete the process.

*Note that the first time you open that course, you will follow the directions there. However, as you revisit the entry (record) of this course, you will receive an ALERT message that a duplicate record exists and you will click on **Review Current**.*

This ALERT merely reminds you that you have an SLOAC in process, needing perhaps the addition of the Reflection section or a re-envisioning of the SLO itself. Remember that the SLOA cycle is a recursive process of reflection based on assessment data.

Once you click on Review Current, you will see not only the catalog description of the course, but also four buttons.

- Click on the button for the step in the SLOA process you are working on. Let's take the buttons one at a time.
- **Click on the Edit Outcomes** button. Here's what you'll see.

The screenshot shows the 'Student Learning Outcomes Editor' interface in the C3 Management System. At the top, it says 'Foothill College Upgrade. Advance.' and 'C³ MANAGEMENT SYSTEM'. Below this, there's a 'Return to Options' button. A message states: 'No changes were recorded in the CMS Student Learning Outcome Submissions database.' The course is 'ACAD 102 PUNCTUATION IMPROVEMENT' for the year '2008-2009'. There's a '(Help me!)' link. Two text boxes for 'SLO #1 - (Required)' and 'SLO #2 - (Required)' are present. Below them is an 'Add New SLO -' section with an 'Add SLO' button and instructions: 'A minimum of 2 are required. Up to 10 SLO's may be entered. Once you have completed all of the SLO definitions for this course, click on the Continue button to move forward to the Assessment Strategy section.' A status table shows the user 'townsendmerinokatie@foothill.edu' as the editor, with creation and last modification dates of 2009-03-31. At the bottom, there's a green 'Check In' button with the instruction 'Click Check in to accept the current SLO definitions.' and a 'View Status' button. Another 'Return to Options' button is at the very bottom.

- In this section, you will post your SLOs. Type your SLO in the box provided. You will need to write a minimum of two SLOs per course. You may include more. You can click **Add SLO** to get another box.
- When you've written the SLOs, click on **Check In**. This will "publish" your SLOs. *The published list of SLOs is the only section open to the public.*

Now you can continue on to enter your assessment strategies for each SLO or you can, as Scarlett said, "think about that tomorrow."

- **Click on the Edit Strategies** button. This is what this section looks like.

The screenshot shows the 'Student Learning Outcome Strategy Editor' interface. At the top, there's a header for 'Foothill College' with the tagline 'Upgrade. Advance.' and a 'CMS System' label. Below this is the 'C³ MANAGEMENT SYSTEM' title. The main section is titled 'Student Learning Outcome Strategy Editor' with a 'Return to Options' button. It displays a table with columns for 'HORT 10', 'ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE', and '2008-2009'. The table content describes environmental horticulture. Below the table, there's a prompt: 'Please describe the assessment strategy for each defined SLO you will be assessing. (Help me!)'. A section for 'SLO #1 -' shows 'This is the first SLO.' and a 'Strategy' field with a 'Create Strategy' button. At the bottom, it says 'Edited by: sautendavid@foothill.edu' and 'Date Created: 2009-03-31'. There's a 'Check in Strategy' button and a note: 'Note: If you do not check in the record, your changes will not be saved.' A 'View Status' button is also present. The footer contains the college's website, address, and phone number.

These are assessment strategies. You can, as always, click on [Help Me!](#) for more information.

Here you can update or revise your assessment strategies as you wish. For each SLO you've written, you'll see an assessment strategy field to type in.

*Note that you do not have to upload any assessment data or instruments. However, we do invite you to upload a rubric you've developed (using the **Edit Rubrics** button) so that we may use them to assess our institutional outcomes.*

- When you've posted the assessment strategies, you may move on to the reflection section by clicking the **Continue** button and posting reflections on each SLO there.

OR

You can review your work to date by clicking on **View Status**.

- **Click on the Edit Reflections** button. Here's what you see.

The screenshot shows a web browser window titled 'CMS System' displaying the 'Foothill College' logo with the tagline 'Upgrade. Advance.' and a link for 'Bugs? Errors? Comments?'. Below the header is the 'C³ MANAGEMENT SYSTEM' title. The main section is the 'Student Learning Outcome Reflections Editor' with a 'Return to Options' button. It lists 'HORT 10' and 'ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE' for the '2008-2009' term. Under 'Student Learning Outcome', it says 'SLO #1 - Strategy-' and 'This is the first SLO. Create Strategy'. A section titled 'Reflection on your Assessment Results -' with a '(Help me!)' link asks for answers to questions 1-3. Question 1 asks for findings from data. Question 2 asks for changes to be made, with sub-sections A (Content of course), B (Teaching methods), and C (Assignments), each with a text input field.

Remember that you will most likely have those parallel processes of new SLO and some “in play” so when you’re presented with options (or stages in the SLOA cycle) which button you’re clicking will depend on if you’re beginning or editing a process.

- To begin the Reflection cycle, click on the **Create Reflection** button for each SLO.

*Note also that you will be offered a range of questions to reflect on. You may answer any or all of these questions and even though when you click on **View Status** of the Reflection section, you’ll see red arrows, you can still complete the process with just one green one.*

Now here’s the important thing: Once you have written two SLOs for each course, matched them to assessments, reflected on the data you’ve collected, and written a reflection, you’re done!

We wanted to have you click a **TA DA** button and have celebratory music playing, but we were told there was “not enough bandwidth.”



SO...you’ll note at the bottom of the Reflection page there’s a paragraph or two acknowledging all your hard work, but no **TA DA** button. Just imagine one and note that you can click **View Status** or **Return to Options** to write a new SLO or exit the window and return to Foothill World!

One final note about the **Edit Rubrics** button – the option you use for uploading your rubric. This is just an option and we appreciate your willingness to share.

END NOTES:

As always, note that the SLOA process is just that, a cycle of review and change, and the website reflects those options you have to revise, update, or enhance your SLOs.

These lengthy instructions are also a work in process. Please let Rosemary know at arcarosemary@foothill.edu where they seemed incongruous or flat out incorrect. We rely on your experiences to help us revise, update, and enhance the website!

Also let us know what [Help Me!](#) buttons you would like to see added. You can also watch for our workshops and training in SLO design, assessment, reflection, and teaching via the Office of Instruction website.

Thank you very much.

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| Date | Hours | Task | RA | |
|--------------------|-----------|----------------------------------|----------------|------------------|
| 15-Oct | 3 | Opening Days Planning | RA | Office of IIR |
| 16-Oct | 3 | District Open: Accreditation | RA | District |
| 17-Oct | 3 | College Open::Strategic Planning | RA | College |
| 23-Sep | 2 | Develop workshop | RA | Office of IIR |
| 29-Sep | 2 | Develop goals SLO | RA | VPI |
| 2-Oct | 3 | FRAMES goals | RA/FRAMES Team | |
| 17-Oct | 2 | SLO Consult | RA | Psych Services |
| 20-Oct | 2 | SLO Consult | RA | Coop Ed |
| 22-Oct | 2 | SLO Workshop | RA | CIS |
| 28-Oct | 3 | SLO DeAnza Consult | RA | DeAnza SLO |
| 25-Oct | 1 | SLO Workshop | RA | Counseling |
| 1-Nov | 1 | SLO Consult | RA | Student Services |
| 1-Nov | 1 | SLO Planning CMS Reporting | RA | Webmaster |
| 19-Jan | 1 | SLO Consult | RA | Math |
| 20-Jan | 2 | SLO Consult | RA | Poli Science |
| 20-Jan | 1 | SLO Website Concerns | RA | Webmaster |
| 21-Jan | 2 | SLO Consult | RA | Poli Science |
| 25-Jan | 2 | SLO Consult | RA | Poli Science |
| 28-Jan | 2 | SLO Planning CMS Reporting | RA | Office of IIR |
| 5-Feb | 2 | SLO Input | RA | Office of IIR |
| 8-Feb | 1 | SLO Consult | RA | Psychology |
| 8-Feb | 1 | SLO Planning | RA | Office of IIR |
| 9-Feb | 1 | SLO CMS Issues Review | RA | Curriculum |
| 11-Feb | 1 | SLO Planning | RA | Proj Coordinator |
| 17-Feb | 2 | SLO Consult | RA | Resp Therapy |
| 21-Feb | 3 | SLO Training Video Development | RA | |
| 23-Feb | 3 | Convocation Planning | RA | Design/O of IIR |
| 26-Feb | 2 | Accreditation Steering | RA | Accred Steering |
| 3-Mar | 1 | SLO Workshop Planning | RA | Counseling |
| 3-Mar | 1 | ILO Planning | RA | Office of IIR |
| 4-Mar | 1 | SLO Planning | RA | Office of IIR |
| 5-Mar | 4 | Accreditation Training | RA | Accred Steering |
| 10-Mar | 1 | SLO Consult | RA | Physics |
| 11-Mar | 2 | SLO Planning | RA | Office of IIR |
| 17-Mar | 2 | SLO Consult | RA | Speech |
| 23-Mar | 2 | SLO Planning | RA | Office of IIR |
| 1-Apr | 2 | SLO Planning | RA | Office of IIR |
| 6-Apr | 2 | FRAMES Workshop Planning | RA | Office of IIR |
| 16-Apr | 3 | FRAMES Workshop Division | RA/EO | BHS |
| 19-Apr | 1 | SLO Consult | RA | History |
| 26-Apr | 2 | SLO Planning | RA | Senate |
| 27-Apr | 2 | ILO Planning/CMS | RA, EO | Webmaster |
| 28-Apr | 2 | SLO Workshop Planning | RA, EO | Workforce/Appren |
| 7-May | 2 | SLO Workshop | RA, EO | Workforce/Appren |
| 14-May | 3 | ILO Planning | RA, EO | LA/LRC |
| 18-May | 3 | Pre-CCC GE/LO Planning | RA | Office of IIR |
| 18-May | 2 | CCC GE/LO | RA, EO | CCC |
| 25-May | 2 | Annual Report Planning | RA, EO | Office of IIR |
| 27-May | 2 | SLO Planning | RA, EO | Office of IIR |
| Total Hours | 96 | | | |

Assessment Time-Line to Sustainable Continuous Quality Improvement

| Assessment | Cycle 1 | Cycle 2 | Cycle 3 Fall 2012 | Cycle 4 |
|--------------|------------------|-----------|------------------------------|-----------|
| SLOs | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| SAOs | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| PLOs/Degrees | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| AUOs | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| | | | | |

PRESIDENT'S OFFICE

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Planning & Resource Council (PaRC)

Meetings are scheduled every 1st and 3rd Wednesday @ 1:30 p.m.
in the President's Conference Room

Chairs

Judy Miner, Foothill President
Dolores Davison, Academic Senate President
Leslye Noone, Classified Senate President

Members (Voting)

Student Government Representatives:

Ahmed Mostafa, ASFC President
Ashley Oropeza, ASFC Student Member
Shane Courtney, ASFC Student Member
Hanson Chan, ASFC Student Member

Operations Planning Committee Chairs

Sindy Olsen, Classified
Jay Patyk, Faculty
Phyllis Spragge, Interim Dean,
Biology & Health Sciences

Access into Action Committee Chairs

Chris White, Classified
Bernie Day, Faculty
Paul Starer, Administrator

Community of Scholars Committee Chairs

David Garrido, Classified
Pam Wilkes, Faculty
Mark Anderson, Administrator

Collaborative Decision-Making Committee Chairs

Maureen Chenowith, Classified
Karl Peter, Faculty
Laureen Balducci, Administrator

As a part of our shared governance process, all PaRC Meetings are open to any faculty, staff, or student that would like to attend.

Ex-Officio (Non-Voting)

Bargaining Unit Representatives

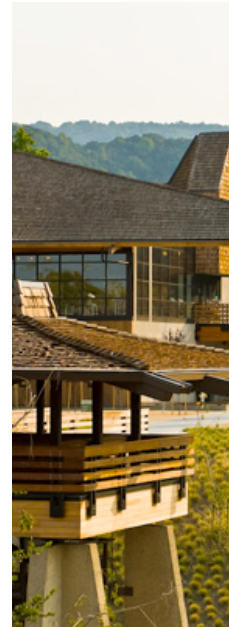
Karen Erickson, Faculty Association
Shelley Schreiber, ACE
Mateland Dunlap, CSEA
Jeff Mead, EO3
Judi McAlpin, Teamsters

President's Cabinet

Shirley Barker, Vice President
Instruction & Ed. Resources
Richard Galope, Vice President
Workforce Education
Rose Myers, Vice President
Student Development & Instruction
Eloise Orrell, Interim Vice President
Instruction & Institutional Research
Kurt Hueg, Assoc. Vice President
External Relations
Denise Swett, Assoc. Vice President
Middlefield Campus

Other Ex-Officio Members

Annette Stenger, President's Office
Mia Casey, President's Office
Daniel Peck, Institutional Research
Roberto Sias, Multicultural Staff
Association



Foothill Core Values:

Honesty
•
Integrity
•
Trust
•
Openness
•
Transparency
•
Forgiveness
•
Sustainability

| PaRC MEETING INFORMATION | | |
|--------------------------|---------------------------------|----------------------------------|
| Meeting Dates | Agenda | Minutes |
| October 7, 2009 | 10/07/09 Agenda | 10/07/09 Minutes |
| October 21, 2009 | 10/21/09 Agenda | 10/21/09 Minutes |
| November 4, 2009 | 11/04/09 Agenda | 11/04/09 Minutes |
| November 18, 2009 | 11/18/09 Agenda | 11/18/09 Minutes |
| December 2, 2009 | 12/02/09 Agenda | 12/02/09 Minutes |
| January 6, 2010 | 01/06/10 Agenda | 01/06/10 Minutes |
| January 20, 2010 | 01/20/10 Agenda | 01/20/10 Minutes |
| February 3, 2010 | 02/03/10 Agenda | 02/03/10 Minutes |

| | | |
|--|---|---|
| February 17, 2010 March 3, 2010 March 17, 2010 April 7, 2010 April 21, 2010 May 5, 2010 May 19, 2010 June 2, 2010 June 16, 2010 | 03/03/10 Agenda 03/12/10 Special Agenda 03/17/10 Agenda 04/07/10 Agenda 04/21/10 Agenda 05/05/10 Agenda 05/19/10 Agenda 06/02/10 Agenda 06/16/10 Agenda | 03/03/10 Minutes 03/12/10 Minutes 03/17/10 Minutes 04/07/10 Minutes 04/21/10 Minutes 05/05/10 Minutes 05/19/10 Minutes 06/02/10 Minutes 06/16/10 Minutes* <i>*Minutes pending approval</i> |
|--|---|---|

| Strategic Initiative Planning Committees | | | |
|---|---|---|--|
| <i>Building a Community of Scholars Committee</i> Co-Chairs: David Garrido, Classified Pam Wilkes, Faculty Mark Anderson, Administrator | <i>Promoting a Collaborative Decision-Making Environment Committee</i> Co-Chairs: Maureen Chenoweth, Classified Karl Peter, Faculty Laureen Balducci, Administrator | <i>Putting Access into Action Committee</i> Co-Chairs: Chris White, Classified Bernie Day, Faculty Paul Starer, Administrator | <i>Operations Budget Committee</i> Co-Chairs: Sindy Olsen, Classified Jay Patyk, Faculty Phyllis Spragge, Interim Dean Biology & Health Sciences |
| Members: Rhonda Goldstone, Classified Falk Cammin, Faculty Andex Wong, Student | Members: Lori Thomas, Classified Susie Huerta, Faculty Alexander Carel, Student | Members: Nhung Tran, Classified Don MacNeil, Faculty Tessa Morris, Student | Members: Judi McAlpin, Classified Ion Georgiou, Faculty Ryan Raffle, Student |
| Ex-Officio: Rose Myers, Vice President, Student Development & Instruction | Ex-Officio: Eloise Orrell, Interim Vice President, Instruction & Institutional Research | Ex-Officio: Richard Galope, Vice President, Workforce Education | Ex-Officio: Shirley Barker, Vice President, Instruction & Educational Resources |
| Visit the " Building a Community of Scholars " Web page for meeting information. | Visit the " Promoting a Collaborative Decision-Making Environment " Web page for meeting information. | Visit the " Putting Access into Action " Web page for meeting information. | Visit the " Operations Budget " Web page for meeting information. |

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August 31, 2010

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X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

| Operational Goals | Action Plan | Action Plan |
|--|---|---|
| Maintain current student numbers and sustain growth and productivity. | Must have adequate Funding to sustain current level. | |
| Maintain Full AVMA Accreditation: Self Study and Site Visit February 2010. | Faculty actively collaborates on Program Accreditation Self Study Document. | Faculty actively participates in preparation for and conduct of successful Accreditation Site Visit. |
| Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation. | Collaboratively re-work curriculum to better distribute the core material and "Essential Skills" and eliminate duplication of material. | Revise all Course Outlines of Record to update courses and redistribute course material to facilitate the most effective delivery. |
| Restructure the curriculum to better meet the needs of the working Unregistered Veterinary Assistant seeking licensing by the existing CA "Alternate Route" to Exam Eligibility. | Reconfigure several existing course to "modularize" and make more available to part time students. Put appropriate courses online and convert some to hybrid courses that would reduce the number of hours students would have to come to the campus. | Program Director works with faculty to modify the schedule of courses to accommodate the needs of the working unregistered veterinary technician. |
| Promote & Sponsor Continuing Education. | Work with anesthesiology specialist colleagues to develop an innovative weekend Anesthesia Workshop for graduate Veterinary Technicians. | Sponsor innovative Anesthesia Workshop at Foothill College. Identify and develop several vendor co-sponsors to fund the workshop. |
| Add a Community Service component to the Curriculum. | Meet with other Allied Health Program Directors to learn how their Community Service components are structured. | Implement at least one community service requirement into an existing course. |
| Provide Tutors for At-Risk Students | Find funding for additional PT Hourly Program Specialists for Tutoring students. | |

| <p>2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</p> | | | Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above. |
|--|--|---|---|
| Resource | Purpose | Rationale | Estimated Cost |
| 'B' Budget Funding Restored to a minimum of 2008-09 Levels | Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity. | Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success) | '08-09 Original Budget= \$7850.00 |
| Lottery Budget Funding Restored to a minimum of 2008-09 Levels. | Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity. | Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success) | '08-09 Original Budget= \$12,420.00 |
| Increase Release Time to 50% for Program Director | Program Director has insufficient release time to manage a complex program and the sophisticated clinical | Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making | 50% Release Time = 0.5 FTEF (increase of 0.25 FTEF) |

| | | | |
|--|--|--|------------------------------|
| | <p>teaching facility. Program Director does the following: program planning, manages budgets and grants, course & faculty scheduling, fundraising outreach, discipline, retention and mentoring students, fundraising, purchasing & ordering, maintain accreditation & regulatory compliance. Program Director needs additional release time of the program write required Annual & Biennial Reports Program Self-Study and Site Visit every six years.</p> | <p>Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p> | |
| Full Time Classified Program Assistant | <p>To take over much of the daily, weekly, and monthly routine maintenance and list of tasks required to maintain the clinical teaching laboratory, the program teaching animals and animal housing, and regulatory compliance. This would free the faculty up focus more time and attention on student Learning and outcome assessment.</p> | <p>Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p> | Full Time Classified 1.0 FTE |

| | | | |
|-----------------------|---------------------------|--|--------------------|
| Equipment, Materials, | Keep VT Lab equipped with | Compliance with Accreditation Standards. | Total: \$47,500.00 |
|-----------------------|---------------------------|--|--------------------|

| | | | |
|----------------|--|--|--|
| and Supplies.* | state-of-the-art medical equipment, materials, and supplies for students to learn from and train with. Expensive and resource intensive clinical skill labs using expendable materials and supplies. | Supports Student Learning. SI #3: Build a Community of Scholars (Student Success) | |
|----------------|--|--|--|

***List of Equipment, Materials, Supplies**

Instructional Equipment, Materials, & Supplies Requests

| Item | Est. Cost |
|---|-------------|
| Anatomic models, manikins, posters, software | \$7,500.00 |
| Computers for Student Use | \$10,000.00 |
| Teaching/Learning Software Upgrades | \$1,000.00 |
| Medical Equipment Maintenance, Repair, and Upgrades | \$5,000.00 |
| Printing Cost: Program Student Manuals & Internship Materials | \$1,500.00 |

Non-Instructional Durable Equipment & Furniture Requests

| Item | Est. Cost |
|--|-------------|
| Built in cabinets and works surfaces in VT Lab | \$15,000.00 |

TOTAL **\$47,500.00**

| | | | |
|--|--|---|-----------|
| Funding for faculty development | Faculty Continuing Education and training to maintain currency in field and required for renewal of professional license. | Compliance with Accreditation Standards. Supports Student Learning. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success) | \$7500.00 |
| Grant writing assistance and fundraising support and funds to conduct Fundraising Campaigns. | Apply for grants and develop donors and charitable sources of funding to add to the reserves in the Vet Tech Foundation Account, | Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success) | \$2500.00 |

| | | | |
|--|--|--|-----------|
| Provide Tutors for At-Risk Students. Maintain retentions and success rates and program student number. | Find funding for additional PT Hourly Program Specialists for Tutoring students. | SI #3: Build a Community of Scholars (Student Success) | \$5000.00 |
| Total Time to Complete Self-Study = 20hrs. | | | |
| | | | |
| <i>Supervising Administrator Signature</i> | | <i>Completion Date</i> | |



Foothill College

2010-2011 Resource Request Form

Division / Area Prioritization Due by March 16

Date: March 5, 2010 _____ **Originator/Source of Request:** Phyllis Spragge _____

Division / Area: Biology/Health Sciences _____ **Department:** Veterinary Technology _____

Type of Request: ☐ Increase to Ongoing B ☐ One-Time B ☒ Equipment ☐ Facilities

Amount Requested: \$ 11,000 **Resource Description:** VT equipment: details below

For the following sections, refer to Program Review. It is not necessary to re-type information from Program Review.

Is this request included in the area program review? ☒ YES ☐ No

Relation to Strategic Initiatives: ☒ Community of Scholars ☒ Access into Action ☒ Collaborative Decision Making

Relation to Core Missions: ☐ Basic Skills ☒ Transfer ☒ Workforce ☒ Stewardship of Resources

Purpose of Request:

Equipment as listed below for VT program to comply with accreditation & health/safety regulations.

Request Description / Additional Information:

1. Coagulation Analyzer \$2500.00

--Essential piece of laboratory equipment for accreditation.

2. Cattle Restraint Chute (for restraint) + Installation \$5500.00 + \$500.00 = \$6000.00

Essential animal handling equipment/required by accreditation (equipment was owned by VT Program--not salvaged as requested and destroyed by contractors clearing old VT/OH Site)

3. Pulse Oximeter/End Tidal CO2 Monitor \$2500.00

Essential patient monitoring equipment/required by accreditation.

How will the request's effectiveness be measured? What are some milestones that will be used to document progress toward the project goal or to indicate successful utilization of requested resource? (as applicable)

Continued full accreditation of VT program, student success in SLO's for the appropriate courses, successful passage of VT licensing exam, student & employer surveys.

When will the request be implemented / completed? (as applicable) ASAP, the program needs to send a follow up report to their accrediting body (AVMA).

BELOW SECTION TO BE COMPLETED FOLLOWING PRIORITY RANKING BY DIVISION OR AREA:

Priority Category: ☐ Increase to Ongoing B ☐ One-Time B ☒ Equipment ☐ Facilities
Division / Area Priority #: 1 2 3 4 5 of five 1 2 3 4 5 of five 1 2 3 4 5 of five 1 2 3 4 5 of five

Manager/Dean's Signature (accepts ranking): Phyllis Spragge **Date:** 3/10/10

VP Signature (accepts ranking): Richard Galope_ **Date:** 3/10/10

Recommended Amount (if determined): _____

Source of Funds (if determined): _____

Project # (if determined): _____ **FOAP Code (if determined):** _____

FH Integrated Planning Survey Spring 2010

2009-2010 Foothill College Integrated Planning and Budget Process Survey

The first year of our new Integrated Planning and Budget Structure is coming to a close, and with that we want to use this opportunity to gather feedback from all of those involved.

This survey will be used as our Assessment of the process to move forward with a continuous improvement of the structure. Please provide us with your suggestions and feedback to make the structure more informed, efficient, and transparent in the new Academic Year.

This survey closes on June 11th at 5:00 pm.



Process Overview

Background of the Integrated Planning and Budget Structure

In the Winter and Spring of the 2008-2009 year, Foothill spent many weeks collaboratively developing a new Integrated Planning and Budget Structure that is founded on supporting both increased student learning and success as well as progress towards our Initiatives and Core Missions.

Results from conversations and a survey were shared with each of the Strategic Initiative Planning Committees for them to use in drafting action plans and goals. Once drafted, these goals were shared with the college community for further review before adoption. These "commitments to action" along with the hard work of Departments and Programs who completed Program Review helped to guide college planning, including decisions on where to focus resources (financial, human, technological, and facilities).

As the new structure and its elements have fallen into place, the emphasis from PaRC and the President has been on creating a process to link core missions and continuous improvement of student learning with how the college uses its resources to guide the future.

For more information on the history of the Integrated Planning and Budget Structure, visit:
http://www.foothill.edu/staff/irs/IPBP/docs/strategicplanning_final.pdf

For a copy of the latest Governance Handbook, click here:
http://www.foothill.fhda.edu/staff/irs/Approved_GHB_040710.pdf

And to get more involved and stay informed, visit the President's Governance site, here:
<http://www.foothill.edu/president/governance.php>

The Planning Process

I am a/an:

- ☐ Student
- ☐ Classified Staff Member
- ☐ Part-Time Faculty
- ☐ Full-Time Faculty
- ☐ Administrator

Primary Campus:

- ☐ Foothill
- ☐ Middlefield

Select all planning committees you were a member of in 2009-2010

- ☐ PaRC
- ☐ Strategic Initiative Planning Committee (SIP)
- ☐ Operations Planning Committee (OPC)
- ☐ ASFC
- ☐ Academic Senate
- ☐ Classified Senate
- ☐ (none of the above)

Process Overview

Select all activities in which you were directly involved

- ☐ Writing SLOs/SAOs/AUOs
- ☐ Assessing SLOs/SAOs/AUOs
- ☐ Reflecting on SLOs/SAOs/AUOs
- ☐ Writing Program Review/Plan for your area
- ☐ Discussion of Program Review/Plan for your area
- ☐ Drafting/compiling resource and/or faculty requests
- ☐ Discussion and/or prioritization of resource and faculty requests

To what degree have you seen the Learning Outcomes (SLOs, SAOs, or AUOs) integrated into the college planning process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

To what degree have you seen Program Review integrated into the college planning process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

To what degree have you seen the Strategic Initiative Planning groups (Building a Community of Scholars, Promoting a Collaborative Decision Making Environment and Putting Access Into Action) integrated into the college planning process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

FH Integrated Planning Survey Spring 2010

To what degree have you seen Foothill's core missions (Basic Skills, Transfer, Workforce and Stewardship of Resources) integrated into the college planning process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

Resource Allocation and Specific Processes

Regarding resource and staffing requests, to what degree do you feel learning outcomes (SLOs, SAOs, or AUOs) were integrated into the allocation process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

Regarding resource and staffing requests, to what degree do you feel program review plans were integrated into the allocation process:

- ☐ Not integrated at all
- ☐ Slightly integrated
- ☐ Moderately integrated
- ☐ Highly integrated

If you actively participated in a resource or staffing prioritization process (at a department, division, or committee level), indicate to what extent you felt adequately prepared in making a recommendation.

- ☐ Not prepared at all
- ☐ Slightly prepared
- ☐ Moderately prepared
- ☐ Highly prepared
- ☐ (did not participate)

Thinking of your answer above, indicate which of the following would have helped you to feel more prepared, please check all that apply:

- ☐ Further/clearer instructions
- ☐ Additional time
- ☐ Additional information or data
- ☐ Ability to ask questions of request makers

Other (please specify)

FH Integrated Planning Survey Spring 2010

Thinking about the following aspects of planning, please indicate to what extent you agree with each of the following statements

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Integrated Planning and Budget structure was clear to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program Review instructions were clear | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program Review components were thorough | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adequate time was given to complete Program Review | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Data provided was sufficient to complete Program Review | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program Reviews were used in decision making | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resource and staffing request forms were clear and simple to complete | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adequate time was given to complete resource and staffing requests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All members of your area were encouraged to be involved in planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussion and decisions were data driven and supported by sound evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall I'm satisfied with the Integrated Planning and Budget structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was an effective participant in the Integrated Planning and Budget structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

5
6

FH Integrated Planning Survey Spring 2010

PaRC and SIP Processes

This question only for members of PaRC (skip this question if not a member).

Consider your experience on this planning committee. For each statement below please indicate to what extent you agree or disagree with each of the statements.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Agendas and Minutes were distributed in a timely manner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussions usually followed the agenda | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Committees completed the agendas efficiently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-Chairs were effective in managing committee meetings and work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our committee had appropriate information to make informed decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussions were data driven and supported by evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of my constituents had a chance to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of members of this committee participated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There was a sense of respect between members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meetings were positive and constructive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

5
6

FH Integrated Planning Survey Spring 2010

This question only for members of a Strategic Initiative Planning Committee (SIP group) (skip this question if not a member).

Consider your experience on this planning committee. For each statement below please indicate to what extent you agree or disagree with each of the statements.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Agendas and Minutes were distributed in a timely manner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussions usually followed the agenda | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Committees completed the agendas efficiently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-Chairs were effective in managing committee meetings and work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our committee had appropriate information to make informed decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussions were data driven and supported by evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of my constituents had a chance to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All of members of this committee participated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There was a sense of respect between members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meetings were positive and constructive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

5

6

Additional Comments

Please give us any additional comments or information that can help to improve the Integrated Planning and Budget Structure.

| | |
|--|---|
| | 5 |
| | 6 |

Thank You

Thank You!

Thank you for your time. These are all the questions we have for you today. Simply click "Done" and then you may close your internet browser.



Bugs? Errors? Comments?

Service Area Outcome Report System

[Close this Window](#)

Individual Report -

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Service Area: **Transfer** Academic Year: **2010-2011**
SAO #1 - Drop-in TAG students will complete a TAG Agreement.

Institutional Learning Outcome(s):

1. Communication

Strategy Assessment: At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the Transfer Director. (April 2009)

Reflection #1 **What were your most important findings from the data?**
TAG drop-in counseling was added to increase the visibility of the TAG program and to assist students in creating a successful educational plan. A total of 126 students used the service and of the 126, 92 (or 73%) wrote an acceptable TAG.

Reflection #2 **Given the results of this assessment, describe what changes will be made, if any.**
We feel this was very successful. Even though it was a little short of the 75% goal, we do feel that it increased the visibility of the program and more students than ever came in to complete a TAG or TAA. Next year, we plan to offer TAG and TAA eligibility workshops for students.

Reflection #3 **Can you identify any resources you need to implement and suggested changes?**
Increased Transfer Center Director time and increased staffing will ensure that students receive adequate resources.

SAO #2 - Students will identify resources available in the Transfer Center.

Institutional Learning Outcome(s):

3. Computation

Strategy Assessment: At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the Transfer Director. (April 2009)

SAO #3 - Transfer Students will use information about university applications deadlines and process.

Institutional Learning Outcome(s):

2. Creative, critical and analytical thinking

Strategy

SAO #4 - Transfer Center will offer workshops to underrepresented transfer students.

Institutional Learning Outcome(s):

4. Community/global consciousness and responsibility

Strategy Transfer Center will track number workshops offered.

Reflection #1 **What were your most important findings from the data?**
Workshops were delivered to Puente and Mfumo students in Spring Quarter when the transfer courses are offered. Students appreciated the workshops, but we need to work with an institutional researcher to track the data.

Reflection #2 **Given the results of this assessment, describe what changes will be made, if any.**
When an institutional researcher is hired, we will be able to set up a report request.

Reflection #3 **Can you identify any resources you need to implement and suggested changes?**
An institutional researcher to assist us with tracking underrepresented students that use the resources of the Transfer Center.

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Service Area Outcome Report System

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Totals: 16 of 18 (88.89%) Areas have Learning Outcomes defined.

SAO Development Statistics

2 Incomplete or Unassigned SAO's for 2009-2010.

| Area | Development | Public |
|------------------------------|-------------|--------|
| Admissions & Records | ✓ | ✓ |
| Assessment | ✓ | ✓ |
| Career Center | ✓ | ✓ |
| College Orientation | ✓ | ✓ |
| Counseling | ✓ | ✓ |
| Disability Resource Center | ✓ | ✓ |
| EOPS | ✓ | ✓ |
| Evaluations | ✓ | ✓ |
| Financial Aid | ✓ | ✓ |
| Health Services | ✓ | ✓ |
| Judicial Affairs | ✓ | ✓ |
| OTI | ✓ | ✓ |
| Outreach & Retention | ✓ | ✓ |
| Pass the Torch | ✓ | ✓ |
| Psychological Services | ✓ | ✓ |
| Puente | ✓ | ✓ |
| Student Affairs & Activities | ✓ | ✓ |
| Transfer | ✓ | ✓ |

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Service Area Outcome Report System

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Bugs? Errors? Comments?

Administrative Learning Outcome Report System

[Close this Window](#)

Detail Report - Outcomes

[View More Reports](#)

Administrative Academic Year: 2009-2010
Area

Educational Resources and Instruction

AUO #1 -

✓ Service Outcome Defined in Submissions and Published databases.

The college receives and understands accurate, timely financial data.

Institutional Learning Outcome(s):

1. Communication 3. Computation

AUO #2 -

✓ Service Outcome Defined in Submissions and Published databases.

The college renovations and new construction comes in on time, within budget and meets student/faculty needs.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking

AUO #3 -

✓ Service Outcome Defined in Submissions and Published databases.

Students are provided via appropriate enrollment management the ability to complete their basic skills, career preparation and transfer course-work.

Institutional Learning Outcome(s):

1. Communication 4. Community/global consciousness and responsibility

Instruction and Institutional Research

AUO #1 -

✓ Service Outcome Defined in Submissions and Published databases.

Students have access to current college catalog, course outlines and Student Learning Outcomes.

Institutional Learning Outcome(s):

1. Communication

AUO #2 -

✓ Service Outcome Defined in Submissions and Published databases.

Students are offered career, workforce and basic skills instruction with approved college curriculum in accordance to Title V and the Educational Code.

Institutional Learning Outcome(s):

1. Communication

AUO #3 -

- ✓ Service Outcome Defined in Submissions and Published databases.
Faculty have fair and equitable evaluation and tenure processes.

Institutional Learning Outcome(s):

1. Communication

Market Play

- This Service Outcome is defined in the Submission databases only.
Use the **Publish Outcomes** button to make this AUO available to the public.

AUO #1 -

auo 1

Institutional Learning Outcome(s):

1. Communication

- This Service Outcome is defined in the Submission databases only.
Use the **Publish Outcomes** button to make this AUO available to the public.

AUO #2 -

auo 2

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking

Marketing**AUO #1 -**

- ✓ Service Outcome Defined in Submissions and Published databases.
Students have access to timely information through multiple channels and are informed about college programs and services.

Institutional Learning Outcome(s):

1. Communication

AUO #2 -

- ✓ Service Outcome Defined in Submissions and Published databases.
The community and prospective students are informed about opportunities available to them at Foothill College.

Institutional Learning Outcome(s):

4. Community/global consciousness and responsibility

AUO #3 -

- ✓ Service Outcome Defined in Submissions and Published databases.
The college community has quality communications resources available such as websites and newsletters to share news, publicize events, to dialogue about best practices and improving student success, and share accomplishments.

Institutional Learning Outcome(s):

1. Communication

Middlefield Campus**AUO #1 -**

✓ Service Outcome Defined in Submissions and Published databases.

Middlefield Campus students experience a one-stop student services center which provides accurate and timely information.

Institutional Learning Outcome(s):

1. Communication

AUO #2 -

✓ Service Outcome Defined in Submissions and Published databases.

Middlefield Campus faculty and staff use a holistic approach to create a seamless experience to promote positive student outcomes.

Institutional Learning Outcome(s):

1. Communication

AUO #3 -

✓ Service Outcome Defined in Submissions and Published databases.

Middlefield Campus staff and managers are committed to utilizing innovative approaches to support faculty who teach at their campus.

Institutional Learning Outcome(s):

2. Creative, critical and analytical thinking

Office of the President**AUO #1 -**

✓ Service Outcome Defined in Submissions and Published databases.

Students will achieve their educational goals through programs and services that undergo an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the institutional mission is accomplished.

Institutional Learning Outcome(s):

1. Communication
2. Creative, critical and analytical thinking
3. Computation
4. Community/global consciousness and responsibility

AUO #2 -

✓ Service Outcome Defined in Submissions and Published databases.

Students will gain skills and abilities through high-quality instructional programs, student support services, and library and learning support services that facilitate student learning and cultivate creative expression, cultural competency, intellectual curiosity, and personal and civic responsibility.

Institutional Learning Outcome(s):

1. Communication
2. Creative, critical and analytical thinking
3. Computation
4. Community/global consciousness and responsibility

- AUO #3 -** ✓ Service Outcome Defined in Submissions and Published databases.
Students will access learning opportunities with the support of strategically deployed human, physical, technological, and financial resources.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking 3. Computation 4. Community/global consciousness and responsibility

- AUO #4 -** ✓ Service Outcome Defined in Submissions and Published databases.
Faculty, classified staff, students, and administrators, will collaborate in the design of governance roles that acknowledge the contributions of leadership throughout the organization and facilitate decisions that support student learning and institutional effectiveness.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking 3. Computation 4. Community/global consciousness and responsibility

Student Development and Instruction

- AUO #1 -** ✓ Service Outcome Defined in Submissions and Published databases.
Student Development deans and directors receive support, guidance and advocacy for their programs and services

Institutional Learning Outcome(s):

1. Communication

- AUO #2 -** ✓ Service Outcome Defined in Submissions and Published databases.
Students experience a service oriented one-stop shop environment when interacting with student service program and services.

Institutional Learning Outcome(s):

1. Communication

- AUO #3 -** ✓ Service Outcome Defined in Submissions and Published databases.
Student services faculty and staff understand and follow the integrated approach to service delivery addressing the student through a holistic lens.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking

Workforce Development and Instruction

- AUO #1 -** ✓ Service Outcome Defined in Submissions and Published databases.
Students have access to career pathway programs in high growth, high employment demand industry sectors leading to award of industry-recognized certifications and

entrance into the workforce, associate degree completion, and opportunities for transfer.

Institutional Learning Outcome(s):

1. Communication 4. Community/global consciousness and responsibility

AUO #2 -

✓ Service Outcome Defined in Submissions and Published databases.

The college and district community is informed of grant funding opportunities, and has access to information, tools, and resources to be competitive in acquiring grant funding for enhancement of academic, career, and student programs and services.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility

AUO #3 -

✓ Service Outcome Defined in Submissions and Published databases.

Faculty are informed of new and emerging technologies, and are presented with opportunities to participate in externally-funded research and development projects that may facilitate development of new career programs, or enhance existing programs to increase economic relevance.

Institutional Learning Outcome(s):

1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility