



Fall Update

Sep-Nov 2010

Changes and Challenges

by Eloise Orrell

Welcome Back Everyone! It's a new academic year full of changes and challenges. To quote Robert Frost, "The best way out is always through". Once we power through the changes and challenges of Banner the end result will be a benefit to faculty, staff and students. Once we travel through our accreditation self-study we will emerge as a stronger, more introspective institution. Patience and perseverance seem to be the words for the moment. However as I sit in my office surrounded by boxes, (yes, the administration building did move the first week of the quarter), and look out my window, I observe the focus of our energy in the students who are actively engaged in the process of learning. After being on an empty campus all summer its wonderful to see the college come alive again. You, the faculty and staff are the spark that makes that happen. Please read on for lots of positive current information regarding our main objectives of teaching and learning. ■



New Transfer Legislation Update

by Bernie Day

SB 1440 is important legislation that will give students who earn an associate degree for transfer a direct route to upper division coursework at the CSU. In the process, it will increase the number of degrees granted and will directly affect our college curriculum. The bill was passed by both the senate and assembly and is currently awaiting signature by the governor.

AB 2302 complements **SB 1440** by

- Requesting the UC to develop a transfer associate degree pathway similar to that of SB 1440
- Requiring the CSU to publicize a list of majors compatible for transfer with a transfer associate degree, and
- Ensuring that the Chancellor's Office of the CCCs establish a process to facilitate the seamless acceptance of credits at multiple community colleges.

Foothill CCC representatives will be updated on the status of these bills. Contact your CCC rep. for more information. ■

Accreditation and YOU

by Eloise Orrell

Standard II. A. 6 states: "The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and **expected student learning outcomes**. In every class section students receive a course syllabus that specifies **learning outcomes** consistent with those in the institution's officially approved course outline."

Since we don't require Learning Outcomes in the course outline of record, to comply we are linking the public viewing of our course outlines to the Learning Outcome site at http://www.foothill.edu/schedule/learning_outcomes.php. However to be in complete compliance with Standard II. A.6, student learning outcomes also need to be included on the course syllabus or green sheet, which ultimately places accreditation compliance up to you, the faculty. ■

Visit the Instruction Office website for more information on all of the articles mentioned in this newsletter!

Foothill Learning Outcomes Initiative

by Gillian Schultz

Hello Colleagues,
Carolyn Holcroft and I are very excited to step into Rosemary Arca's Learning Outcome Coordinator shoes this year to lead you in the learning outcomes process.

We would like to take this opportunity to introduce ourselves and to let you know what our goals are for the 2010-2011 academic year. For those of you who do not know us, Carolyn and I are both instructors in the Biology department. Carolyn has been at Foothill for 9 years and is also the current **VP of the Academic Senate** and chair of the **College Curriculum Committee (CCC)**.

I have been at Foothill for four years and have served on the CCC for the last year on behalf of the Bio-Health Division. While we have a number of goals this year to help the campus reach the **benchmarks required for accreditation**, we really hope to be able to help faculty see that instead of an onerous burden, learning outcomes can be a great tool for improving our teaching.

We look forward to working with you in groups and individually to support you in **writing the best outcomes, exploring new methods of assessment and working through the process of reflection**. We will be holding a series of professional development over the course of the school year on topics ranging from writing SLOs to new assessment strategies to developing rubrics. We are also happy to work with faculty individually. We would love to hear from you and what you would like to know more about.

Visit our webpage at http://www.foothill.edu/schedule/learning_outcomes.php where you can get information on the learning outcomes process. We will be adding new material and links over the quarter so visit often.

Please do not hesitate to contact us with questions, concerns or even just moral support at carolyn.holcroft@gmail.com and or schultzgillian@fhda.edu.



A quick summary of our goals:

- Facilitate the continuation of the Student Learning Outcomes (SLOs) cycles of assessment and reflection. All courses need to have at least **two SLO reflections/revisions per year**. Reflections are due by the end of the third week of each quarter. For example, reflections for courses taught in Spring 2010 are due by October 8, 2010.
- Assist faculty in their development of **two to three Program Level Outcomes (PLOs)** and assessment strategies for all degree programs. (Please note: PLOs are due to your division dean by November 29, 2010).
- Assist faculty teaching General Education courses in deciding which **General Education Learning Outcomes (GELOs)** best fit their courses and develop a meaningful assessment and reflection processes and documentation strategies.
- Develop system or assessment and reflection for **Institutional Learning Outcomes (ILOs)**, with an end goal of integrating across all levels of Learning Outcomes from SLOs to ILOs to enhance student learning and success. ■

...Did you know...Foothill's Learning Outcome Coordinators this year are Carolyn Holcroft and Gillian Schultz?

Honors and Articulation Updates

by Bernie Day

Honors Institute and UCLA: A Successful Partnership

The Honors Institute is approved for the UCLA Transfer Alliance Program (TAP). Students who complete the Foothill Honors Scholar requirements are guaranteed preferred admission to UCLA in the College of Letter and Science. This year, the Honors Institute provided a pathway to UCLA for 50 students for the fall 2010 quarter. Of the approximately 356 Foothill students who applied to UCLA for the fall 2010 quarter, 115 students were admitted. 82% of the Foothill TAP students were admitted, 24% of the non-TAP honors students were admitted and 14% of the non-honors, non-TAP students were admitted. Increasingly, completing an honors program is an important factor in admission to highly selective colleges and universities. Faculty interested in developing or teaching honors courses are encouraged to contact Bernie Day at daybernie@foothill.edu ■

WANTED

With nearly 500 students, the Honors Institute is expanding its repertoire of honors course offerings.

Faculty interested in developing and teaching new honors courses are welcome to contact Bernie Day, Honors Institute Director, at:

daybernie@foothill.edu to discuss the possibilities for either enhancing existing curriculum or creating new honors seminars.

Articulation Deadlines

While much articulation is proposed on a rolling basis, Foothill is required to adhere to strict deadlines for various types of articulation. Contact daybernie@foothill.edu for more information.

Deadline	Type of Articulation
Oct. 12, 2010	Submit of appeals for new/denied courses for UC transferable course list
Dec. 1, 2010	Submit course proposals for CSU GE approval for Fall 2011
Dec. 1, 2010	Submit course proposals for UC/CSU IGETC for Fall 2011

California Common Course Identification Numbering System (C-ID)

Have you heard about the newest common course numbering system? Intended to pick up where CAN left off, the C-ID is a faculty-driven supranumbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. Intersegmental teams of CSU, UC, CCC and independent college faculty are meeting this fall to discuss appropriate content for lower division courses in many majors.

Faculty input is requested for creating descriptors outlining the required content for common lower division transfer courses, including those listed to the right.

Additional disciplines will be added later. Foothill College submitted Vet Tech, HORT and VITI classes for C-ID approval this summer. To participate in a discipline-specific group or for more information about C-ID, please contact Bernie Day at daybernie@foothill.edu ■

- Accounting
- Art History
- Biology
- Chemistry
- Childhood Development
- Criminal Justice
- English
- Geography
- Geology
- History
- Kinesiology
- Mathematics
- Philosophy
- Physical Education
- Physics
- Psychology
- Sociology
- Theatre

Curriculum Updates

by Carolyn Holcroft

Welcome back! There are lots of important curriculum issues on the horizon for the 2010-2011 academic year, for both the College Curriculum Committee (CCC) and divisional curriculum committees. Some of the major items we'll be tackling include **SB 1440 (the "transfer bill")**, articulation (especially for IGETC and CSU Breadth), General Education program review, and our processes for establishing and reviewing prerequisites. Your CCC division reps will fill you in on the details, and you can always find the most current CCC agendas, meeting minutes, handouts, and deadlines at <http://www.foothill.edu/staff/irs/Curriculum/>.

Updating our Course Outlines of Record (CORs) to ensure compliance with Title 5 is also high on the list of priorities for Fall quarter. In addition to being mandated by state law, maintaining our CORs is vitally important as the COR is often the first, and sometimes the only, measure by which UCs, CSUs, and the State Chancellor's Office have by which to judge the quality of our curriculum. Past practice dictates that Foothill faculty review their CORs at least every three years, and division deans typically maintain the record of the review schedule for courses in their division. Don't forget that updates need to be reviewed and approved by your divisional

curriculum committees before your CCC rep can forwarded them in C3MS. **Updates need to be completed in C3MS no later than December 3.**

If you have a course that is due for an update, don't dismay... we have lots of resources to help you! The best of these is a publication from the Academic Senate for the California Community Colleges (ASCCC), called "**The Course**

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Outline of Record: A Curriculum Reference Guide." While at first glance this document may seem to be frustratingly voluminous, it's organized in a user-friendly manner and the beginning of each section contains a summary of key points that are applicable to that COR element. Should you wish to see specific examples and read about

best practices in more detail, that information is presented as well.

The C3MS, itself, can also be of great help, as Cori Nunez and Lee Collings have worked hard to create a "Help Me" button for each of the required COR fields. Clicking on these "Help Me" buttons will result in a small pop-up window with specific guidelines and examples. Finally, your division CCC reps and chairperson are wonderful resources as well. Don't hesitate to contact us! Carolyn Holcroft can be reached at Carolyn.holcroft@gmail.com. ■

Fall Workshops To Check Out

Register for these workshops and more on the all-new Professional Development website's Event Calendar! <http://www.foothill.edu/staff/development>

Hands On SLOs

Carolyn Holcroft & Gillian Schultz:
October 1, 2011
11am to 12noon, KCI 4004

Navigating Foothill's Curriculum Management System (C3MS)

Cori Nunez
Thursday, October 7, 2010
2 to 3:30pm, Room 3308

Demystifying Course Articulation

Wednesday, October 13, 2010 12-1:30
(Toyon Room) RSVP to daybernie@foothill.edu.

How do my courses transfer? How can I increase articulation for my courses?

Wednesday, November 10, 2010 12-1:00
(KCI Room TBA) RSVP to daybernie@foothill.edu