

## New Season, New Quarter, New Progress

by Eloise Orrell

We had a rainy beginning but today the sun is shining! Enjoy the sun and take a moment for a much deserved break, **relax, and read what's happening at Foothill. As you can tell from the length of this** newsletter the Office of Instruction kept up a busy pace through Winter quarter.

### Accreditation

The Accreditation Self-Study process begins with enthusiastic and much appreciated teams reviewing evidence to support our compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC). See our Accreditation website for up-to-date information.

### SLOs

Our review of the Accreditation standards emphasizes the continued importance of **our CYCLE of SLO completion and reflection.** Since assessment is completed at the end of the quarter we are asking faculty to post their reflections **by the 3rd week** of the quarter. The posting of the reflections is the evidence of SLO assessment. This will be important data for our October Follow-up/response letter to ACCJC.

### Little Boxes

When you post your reflection you will notice four little boxes. The boxes are labeled with Foothill College's four **Institutional**

**Learning Outcomes (ILOs).** The four ILOs are Communication, Computation, Critical Thinking, and Community and Global Consciousness. To report the necessary data to ACCJC on delivery of our four ILOs it is important for the instructor of record to check the box for the ILO appropriate for your course content. Even though we know that many courses meet all four of the competencies, at this time the C3MS will only allow you to check one box. Since we are racing against time, that adjustment to CMS will need to be implemented in the future. So for now, please take time to write your reflections and **check the ILO you feel your course most closely represents.**

### Greensheets

One more SLO refinement gleaned from the Accreditation training: beginning with **Fall quarter 2010, the SLOs are required by ACCJC to be included on course greensheets.** Helpful hint: Write the SLOs in the header or footer of the document to save space and insure they roll over from quarter to quarter. This is also an excellent time to revisit the course SLOs and make adjustments if needed. Our SLO Coordinator Rosemary Arca and myself are always available for questions or review of the SLO process.

We also want to extend our appreciation to all faculty for their support through this new and sometimes frustrating process! ■



Photo by Scott Olsen

## ACCJC and Evidence

by Rosemary Arca

As we enter into the “accreditation phase,” it might be useful to study ACCJC’s own **definition of evidence**. This is what the accreditation team will be looking for as they review our self-study. According to the Guide to Evaluating Institutions, August 2009, the characteristics of evidence are these:

“The evidence the institution presents should be about student learning outcomes (**mastery of the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values at the course, program and degree levels in the context of the college’s mission and population**) and should include data on the following:

- Development and dissemination of SLOs
- Sample of student work
- Summary data on measured student
- Learning outcomes

**Measurement and analysis of student attainment of student learning outcomes** is used as part of the institution’s self evaluation and planning processes, Improvement of the teaching /learning process as a result of the above analysis.

Self-study should be only one phase of the on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes.”

There’s a lot to think about as we move forward. As we know, sometimes it’s good to go back to the SOURCE TEXT! ■

## Welcome to Our New Tenure Coordinator

by Eloise Orrell

I am extremely pleased to announce the appointment of our **new Tenure Coordinator, Falk Cammin**.

Having taught at Foothill College since 1989, Falk continues to be an active member of our college community. During her years at Foothill, she has served on numerous tenure committees as a member of the Core Committee, as the Chair, and as a faculty at large member. Falk is also a recent member of the Faculty Association’s Negotiations Team and currently the Tri-Chair of the Standard II Accreditation Team.

## Professional Development Calendar

These events and more can be found on the Staff Development Calendar online. Go to <http://www.foothill.edu/staff/development> and click on Event Calendar! You must register online as these spaces are limited.

April 27, 4 p.m. - 6 p.m.

### **Building Idea Blocks: Scaffolding and Active Learning in Anthro, History, Poli Science & Geography**

Scaffolding and active learning have yielded robust results in addressing the learning of needs of developmental students. This workshop will explore theory behind scaffolding/cognitive learning, present concrete techniques specific to these BSS disciplines and provide a space for you to collaborate with faculty to develop practical strategies for addressing the needs of developmental students. Full-time faculty will receive PGA credit and part-time faculty will receive \$50/hr.

May 4, 11:00 a.m. - 12:00 p.m.

### **FERPA: Everything You Never Wanted to Know**

Join us for a fast-paced, action-packed presentation on everyone’s favorite...FERPA! We’ll do an overview of the act, its practical application and include recent updates. We’ll even tell you what FERPA stands for.

May 6, 1:30 p.m. - 3:30 p.m.

### **Make Education More Affordable With Open Textbooks**

Join us at this workshop and discover high-quality, accessible, and culturally-relevant open textbooks that are affordable for students and allow faculty to customize for their course outcomes. Featuring Foothill faculty who have adopted and used open textbooks in their classroom with Una Daly from Community College Open Textbooks.

Falk will begin a two-year term in Fall 2010 replacing Nicole Gray who leaves us for a Professional Development Leave.

I would like to thank Nicole for her excellent service as Tenure Coordinator and wish her well on her Leave. Nicole and Falk will work together during Spring quarter to ensure a seamless transition. Please join me in welcoming Falk into her new position. I thank want to thank her for her dedication and commitment to the Tenure Review process and the college.

## Recognition

By Darya Gilani

It's always nice to be recognized for doing good work, but it's even better to be recognized by our community, students and peers. As much as we celebrate our own projects and successes, there is a special value received by hearing it elsewhere.

For example, **Inside Higher Ed** recently wrote an article about Rosemary Arca's work on **The Global Skills for College Completion project**, financed by the Bill and Melinda Gates Foundation. In the March 30, 2010 article titled "Replicating Success", we read about one of Rosemary's presentations she gave at Innovations 2010 in Baltimore:

"**Rosemary Arca**, an English instructor at Foothill College, demonstrated the way she teaches students to use context to figure out **the meanings of words** without looking them up. While of course students need to use dictionaries, she talked about the importance of their being able to **decode language** themselves while reading. Her technique involves giving students sentences with nonsense words substituting for real ones and asking them to define the made-up word **using the context provided** by surrounding words. Her example: "Rob got into his fifle and gunned the motor." She talks with students about how they figure out what "fifle" is, and this allows them to use the same techniques with more difficult vocabulary. "To learn more about this project, visit <http://globalskillsc.org>

It's also great when we hear from our Foothill alumni who have continued on in their educational career. Recently we heard from **former student Danielle "Dani" Hayes**. After graduating from Foothill and the Honors Program in 2003, Dani transferred to UCLA and graduated from there in 2005. Dani recently wrote **Bernie Seyboldt Day**, Director of the Honors Institute:

"I am writing to thank all the staff in **the honors program** for providing me with endless support, rigorous course work, and a community where I finally belonged. Not bad for a 'high school dropout,' with a Certificate of Proficiency.

You may wonder why I am writing so many years later, but a few weeks ago I was admitted to one of four spaces in the **PhD in Education Programme** at the University of Cambridge in England, starting next

October. After the disbelief settled, I began to ponder my educational path, and I am 100% confident that **without Foothill College I would never have been as successful as I am today**. I felt compelled to write all of you and provide my sincerest thanks." To read more about Danielle's story, visit <http://foundation.fhda.edu/stories> ■

Congratulations to the following Foothill students who were selected to present their research at the 2010 Community College Research Symposium (at UC Berkeley on Saturday May 1, 2010). Foothill College had the highest percentage of proposals accepted from more than twenty-one institutions! Many thanks to the faculty mentors who supported their students in developing their research proposals.

### Honors Institute 2010 Student Presentations

Maria Azhunova "Mystery of Water in Ernest Hemingway's Writing: Analysis of "The Nick Adams Stories"

Faith Cabanilla "Germany and the Third Reich: The Gods among Ordinary Human Beings (What Do You Believe?)"

Beatrice Chechelski, Gita Dehnad "The Multi-Tasking Generation: The Hidden Dimensions of Digital Addiction"

Graham Dietz "Upgrading the Poor: Combining Technology and Social Business to Purge Poverty"

Natalia Li "The Good, The Bad, and The Ugly: Women of Ancient Rome"

Jasmine Madavi "How Beats Fight the Blues: Using Music Therapy to Combat Freshmen Depression"

Stephanie Parks "World War Two: The Other Germany"

Saisruthi Paspualt "The Effects of Deforestation in Borneo"

Daniel Porat "Meet Meat Free Mondays"

Randal South "Central Asian Democracy: A Shrouded Greasy Affair"

Randal South "Nuclear Power: Getting Out of Hot Water"

Melora Svoboda "Piracy on the Dry Seas: Plundering Water from the Black, Caspian and Aral Seas"

Mark Tantungco "From Refuge to Refusal: Neutral Switzerland's questionable policies during the Holocaust"

## Recognition Continued...

More great things are happening this quarter thanks to dedicated faculty and staff, and recognition is deserved. The **College Skills Steering Committee** released a Call for Proposals for one-time grants. Proposals were required to cite the **Basic Skills as a Foundation for Student Success in California Community Colleges Report** for effective practices and research to demonstrate how the activity or request would support Foothill's Basic Skills students, programs and services. Here are the approved Spring 2010 Basic Skills Proposals

- Kathy Perino, Math Faculty  
**Active Learning Teaching Methods Training**  
Science and mathematics faculty from the PSME and BHS divisions will participate in a training covering the incorporation of active learning teaching methods into science and mathematics classrooms. Faculty will have a common language and framework to use in the future when discussing classroom teaching strategies.

- Lori Silverman, Math Faculty  
**Accelerated Math Program Textbooks**  
An accelerated math program has been created for Spring 2010, which will combine Math 220 (beginning algebra) and Math 105 (intermediate algebra). This program will accelerate students' progress through math by having them complete two course curricula within one quarter instead of two. As a result, new textbooks, which cover both curricula, will be used.

- Herlisa Hamp, Dean of Student Support Programs and Services

### **Puente & Mfumo Transfer Readiness Tour**

This activity introduces Basic Skills Students to 4-year institutions, specifically in southern California. Basic skills students tend to have little exposure to the possibilities of attending colleges out of the area so they apply at lower rates than non-basic skill students.

- Tess Hansen, English Faculty  
**Integrated Reading and Writing Workshop**  
This series of workshops will give members of the English Department a theoretical understanding of the IRW Program at SFSU, how it was developed, and its benefits to college skills students. The workshops will also provide strategies for developing assignments and courses that have an IRW approach.

- Tess Hansen, English Faculty  
**English and ESL Standards Alignment**  
The goal of the workshop will be to align standards between the ESL writing classes and English 1A. To accomplish this task, participants will examine course outlines, sample papers, and sample assignments and discuss standards and expectations for language skills in ESL 25, 26, and English 1A.

- April Henderson, EOPS Services Coordinator  
**EOPS Tutorial Materials**  
Funding will be used to purchase materials, including English reference books, arithmetic and algebra student solution manuals and study guides, to be made available in the EOPS tutorial area. In addition, the funds will be use to obtain software for math, English and ESL students for use in the computer lab.

- Ben Stefonik, Psychology Faculty  
**BSS Interdisciplinary Professional Development**  
Each workshop will aim to engage faculty in a dialog about the importance of addressing developmental (basic skills) students in their courses and to explain the theoretical framework of scaffolding and provide activities and examples that demonstrate successful scaffolding for developmental students. ■

## Important Dates

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■ **Spring Week 3 Post Reflections on Winter Quarter SLOs, look for those check boxes!**

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■ **Accreditation Spring Working Session, April 23.**

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■ **Look for a visit to your Division meeting for ILO updates**