



FOOTHILL COLLEGE

ACCJC Follow-Up Report 2010

October 15, 2010

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Statement on Report Preparation

This report reflects input from faculty and staff constituent groups and documents a continuing vibrant conversation about learning at all levels of the college. It reflects an on-going and deepening dialogue about the breadth and depth of learning that our students experience at Foothill College while it further develops a meaningful body of work that began in 2006-2007 and intensified in 2009-2010.

The report was widely reviewed prior to submission to the Governing Board for approval on October 4, 2010 (approval granted). Overseeing the work of the project was the Office of Instruction and Institutional Research, The Office of Student Development and Instruction, the Integrated Planning and Budget groups whose membership includes faculty, classified staff, students and administrators, the Student Learning Outcomes Coordinator, and the Academic Senate, acting as Learning Outcomes Steering Committee. The writing team included participation from faculty, staff, and administration with review by the President's Cabinet and approval by the Academic Senate and the Classified Senate.

We continue to be grateful for the dedication and commitment of so many members of the college community committed to the efforts of achieving a culture of sustainable continuous quality improvement.

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Judy Miner, President

October 5, 2010

Response to the Commission: Student Learning Outcomes & Assessment Cycle

Excerpt from Accrediting Commission for Community and Junior Colleges letter to Foothill College, dated January 29, 2010.

Recommendation #4

The team recommends that all instructional and non-instructional areas inclusive of student services and other administrative service areas further develop well-defined and measurable student learning outcome and evaluate these outcomes to increase effectiveness. [Standard II.A.2.a]

Recommendation 4 above is intended to assist the institution in achieving the Proficiency level on the Rubric for Evaluating Institutional Effectiveness

– Part III: Student Learning Outcomes by the Commission’s 2012 deadline.

Foothill College has continued to demonstrate extraordinary effort towards developing and assessing, on a continuous and sustainable cycle, Institutional Learning Outcomes (ILOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs). Timelines and procedures are currently in place to monitor ongoing assessment and continuous quality improvement to meet the proficiency level for Institutional Effectiveness in Student Learning Outcomes by Fall 2012. The process and progress for the academic year 2009-2010 is described in detail below. Evidence is referred to by page number and located in the attached Evidence Appendix document. Websites are referred to with URLs along with sample evidence.

Progress: Instructional Learning Outcome & Assessment Cycle

Institutional Outcomes

Foothill College Institutional Learning Outcomes (ILOs), identified in 2006, comprise our General Education breadth outcomes. The Four Institutional Outcomes, or Core Competencies include: Critical Thinking, Computation, Communication, and Community/Global Consciousness. In the last three years, teams of multi-disciplinary faculty developed detailed rubrics that are being used as one branch of assessment of our institutional outcomes. Foothill’s Rubric Assessment Model for Evaluating SLOs (FRAMES) process defines and outlines measureable outcomes at the institutional level. **Evidence pages 1-5**

A comprehensive two-part process was developed and implemented in Winter 2010. These processes focus attention on the assessment of the ILOs at the course level while also promoting robust dialogue about our ILOs in multi-disciplinary groups college wide.

The first part of this process began in Winter 2010 when all faculty, staff and administrators, using the FRAMES rubrics, were asked to identify the ILOs that directly relate or map to their course, program, degree, service or administrative outcome. This determination will continue to occur annually when learning outcomes are reviewed, assessed or reflected upon in the on-line reporting system. Faculty are requested to reflect the third week of the quarter following the completion of their course. Evidence collected for Winter 2010 was 17.39%. This percentage is computed from all courses in the curriculum. It is anticipated that the percentage will continue to increase as more courses in the college curriculum are taught, assessed and reflected upon. [Evidence pages 6-7](#)

The second part of the ILO assessment process also began in Winter 2010 as a series of three workshops composed of faculty from various disciplines evaluating student artifacts using the core competency rubrics (FRAMES). This multi-disciplinary, collaborative assessment process has generated not only robust conversations about learning but also a reaffirmation of our shared roles in teaching to our core competencies. For example while the drawing teacher at first wondered if Computation informed any aspects of her drawing classes, she realized after a vibrant discussion of the Computation FRAMES rubric with colleagues from a variety of disciplines, that in fact computation skills are inherently part of her lectures on proportion, the balance of light and dark perspective and the pleasing composition of a drawing.

The first workshop was a Convocation titled Travel Magic that took place on March 12, 2010. All faculty and staff were invited to attend this presentation on teaching and learning. The artifact and rubric evaluation directly related to the topic of outcome assessment of student learning. Using the FRAMES rubrics, groups of faculty and staff evaluated student artifacts and gave feedback on the process. [Evidence pages 8-10](#)

The second FRAMES workshop took place April 16, 2010 during the Biological and Health Sciences Division meeting. Faculty and staff broke into five groups and evaluated one artifact using the Critical Thinking and Communication rubrics. [Evidence pages 11-16](#) The third workshop took place May 14, 2010 during the Language Arts Division Meeting. The same Music 8 artifact was distributed but was assessed with the Community/Global Consciousness rubric. [Evidence page 17](#) Robust and rich conversations and discussions centered on teaching and learning were a valuable and energizing experience for all who participated. Suggestions were given to enhance and clarify the process for the 2010-2011 cycle.

A student survey that assesses ILO achievement from the student's perspective will be implemented in Fall 2010. However, the future of ongoing scheduling of this survey is yet to be determined. [Evidence page 18-20](#)

In summary, by developing a proficient assessment process, our Institutional Outcomes are assessed annually by individual faculty, staff and administrators when they reflect on their learning outcomes for their courses, service areas or administrative units. Our ILOs are also, and more importantly, discussed in depth and mapped with student artifacts in quarterly divisional meetings of faculty and staff. One cycle has been completed with three cycles scheduled for completion by Fall 2012. [Evidence page 21](#)

Course Outcomes

The goal set by Foothill College in Spring 2009 was that every course taught would be assessed and reflected upon for improvement at least once per academic year. The assessment schedule set for course reflection on improvement is the third week of the quarter for the previous quarters courses. This schedule has been acknowledged and supported by the Academic Senate.

Evidence page 21

To date, all courses taught in the curriculum have completed at least two SLOs. It's important to note that courses that have the same objectives but sequential quarterly numbering were allowed to umbrella under the same SLOs. The assessment and reflection schedule that began in Spring 2009 is continuing momentum with 38%, over one-third of courses in the college curriculum, with completed reflections. Evidence pages 6-7

This work is accomplished through Foothill College's online reporting system linked to our curriculum management system. This past year it became apparent that the system starts from zero for a new academic year. In order to obtain a total count of completed SLOs, strategies and reflections the totals for the academic years of 2008-2009 and 2009-2010 need to be added together for the total number. We are working to correct this issue for 2010-2011. One of the advantages of the Learning Outcomes reporting system is it allows for all the Learning Outcomes to be accessed by the public on a website found at: http://www.foothill.edu/schedule/learning_outcomes.php.

Any course, service area or administrative unit can be accessed along with institutional learning outcomes and, soon, program learning outcomes. Evidence page 22 Another advantage to the reporting system is that it prompts faculty to describe their assessment strategies within the reporting system. If rubrics were developed as an assessment tool they may also be shared through the system. Evidence pages 23-26

To reflect on improvement, the faculty answer a series of reflection questions once they complete their collective assessments. They are asked if their assessment findings led them to the implementation of any changes in curriculum, pedagogy, classroom assessment techniques, the SLO or SLO assessment itself, or in any other area. Both summary by department and course are available in the reporting system. Evidence pages 27-29 Finally, the faculty are asked to identify any resources necessary to implement the changes that they had designed to improve student learning. Instructions on using our online SLO reporting system can be found at http://www.foothill.edu/staff/irs/LOA/SLOAC_C3MS.php Evidence pages 30-35

To support this ongoing developmental process the Office of Instruction & Institutional Research continues to produce quarterly newsletters while insuring faculty, staff and administrators are fully informed of our need to demonstrate thoughtful progress towards development and proficiency through in-person facilitation for all departments. Newsletters can be found at <http://www.foothill.edu/staff/irs/newsletter.html>.

Throughout the 2009-2010 academic year, the Learning Outcomes Coordinator spent 96 hours consulting, planning and training faculty and staff on the Outcomes and Institutional effectiveness process. **Evidence page 36** Beginning Fall 2010, Foothill College will support two Learning Outcomes Coordinators who will be chairing a Learning Outcomes Committee with representation from all academic and service area divisions.

At this time, one cycle of SLO reflection is near completion with following cycles scheduled for 2010-11, 2011-12, 2012-2.13. **Evidence page 37**

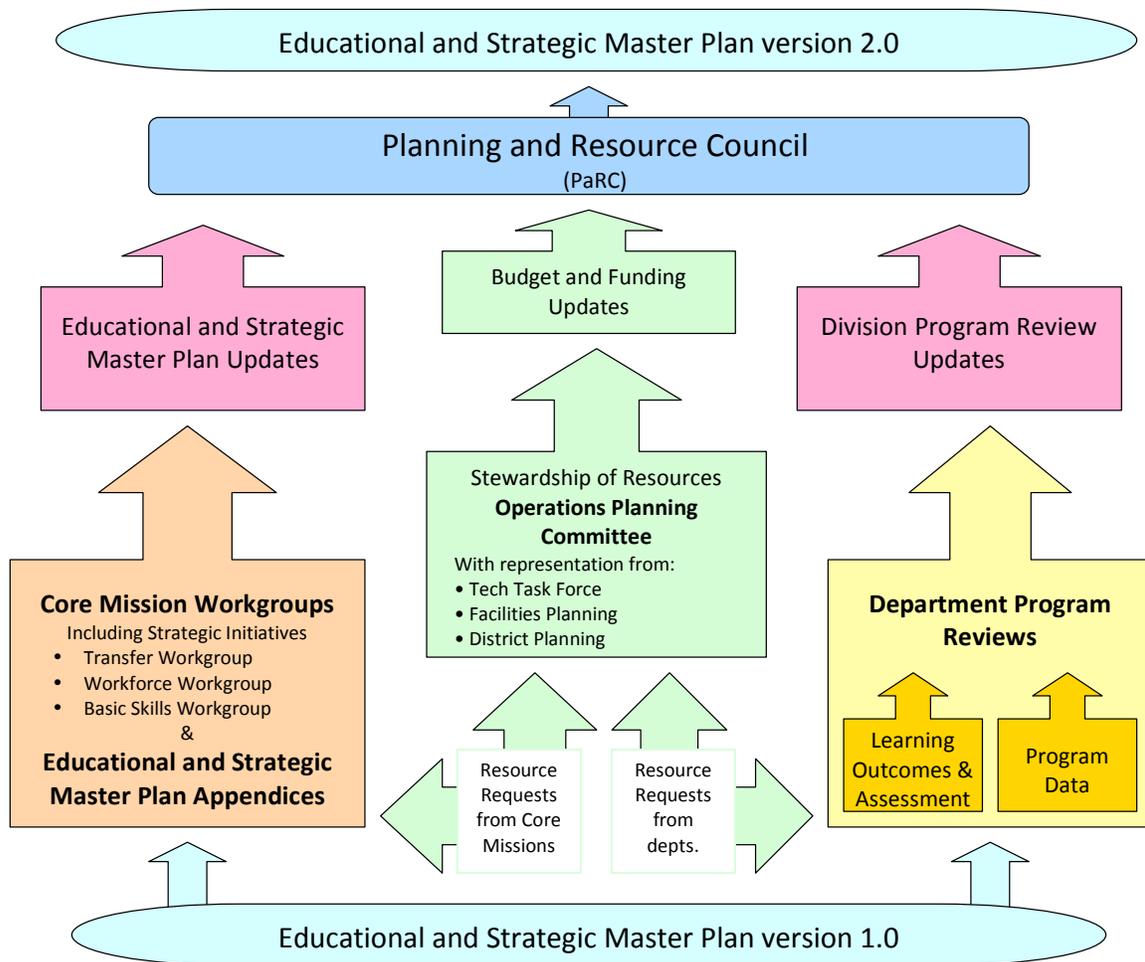
Program Outcomes

Instructional Program Review procedures have been recently reworked to be central and formative in the development of our integrated planning and budgeting cycles. During Fall Quarter 2009, all departments completed a comprehensive review of each program. As part of this process, programs stated needs that aligned with students meeting learning outcomes. Through a collaborative process, all divisions and departments prioritized resource requests and submitted them to the Planning and Resource Council (PaRC) to determine recommendations for resource allocations. PaRC consists of faculty, staff, administrators and representatives of the Academic and Classified Senate, Associated Students at Foothill College, as well as representatives of the Faculty Association and classified unions. Detailed information on PaRC is found at <http://www.foothill.edu/president/governance.php>. **Evidence pages 38-39**

To offer an example of a request that worked its way successfully through the 2009-2010 resource allocation process, we can use the Veterinary Technician (VT) Program. In the VT 2009-2010 program review, the summary of goals and commitments to action section emphasizes that keeping the VT lab equipped with state-of-the-art medical equipment and materials is essential for students to learn and train in that field. **Evidence pages 40-44** This need is also echoed in the public Student Learning Outcome database, **Evidence page 22** which states that, for course number VT 81, a successful student will “Assemble all required equipment and materials and perform a Complete Blood Count (CBC) on a animal blood sample.” The information from the SLO reflection and assessment cycle for the VT program and the review of the program itself was then put on the Resource Allocation Form to request the purchase of VT equipment that supports student learning and satisfies the American Veterinary Medical Association accreditation. **Evidence page 45**

The process was assessed by members of PaRC through a survey at the end of the academic year 2009-2010. **Evidence 46-56** The Integrated Budget and Planning Task Force <http://www.foothill.edu/staff/irs/IPBP/index.html> proposed improvements, which are to be approved by PaRC for 2010-2011. Because educational institutions have multiple budgets, including specific federal and grant monies, a primary adjustment to our process is to send the division requests through our Operations Planning Committee (OPC) to identify the source of funding for each request. Allowing this to occur before the final prioritization allows for a more comprehensive allocation process.

Program review will occur on an annual basis in Fall. As a part of this process, faculty will assess their program level outcomes and insure alignment with course level and institutional level outcomes. This annual assessment process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes. Program Reviews can be viewed



The flow chart above demonstrates Foothill College's resource allocation process, which begins with Learning Outcomes and Assessment and flows up alongside college-wide plans and missions.

at <http://www.foothill.edu/staff/irs/programplans/index.html>.

Program Learning Outcomes will be published on the Foothill College Learning Outcomes website January 2011. Cycles of Program Review and Program Outcome Assessment will occur on an annual basis in Fall quarter. **Evidence page 21**

Progress: Non-Instructional Learning Outcome & Assessment Cycle Services

Program Review

During the past six years and in three-year cycles, Foothill College has been conducting a program review of all of its student services programs. These program review cycles were conducted during 2003 and 2006. Beginning with 2009-2010, program reviews are to be completed on an annual basis to reflect on program outcomes and assess the need for resource allocation. The short-term goal of the student services review is to establish benchmark data from which to compare

future results. The long-term goal is to generate valid data to enable the college to make planning decisions in program development, program enhancement, and resource alignment. Program reviews are located at <http://www.foothill.edu/staff/irs/programplans/index.html>.

Service Area Outcomes

Student services areas at Foothill College include areas that have actual instructional components (e.g., Puente, Mfumo, Counseling) and areas that do not include instruction (e.g., Admissions and Records, Student Success Center, Outreach Department, Financial Aid, EOPS, and Assessment). For purposes of differentiating student services from instruction, we have elected to use the term Service Area Outcome (SAO) to describe those outcomes directly related to student service areas.

SAOs describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of receiving a service, attending a workshop, or participating in a program. SAOs answer the question: What will students be able to think, know, do, or feel because of a given support service experience?

In order to make the SAOs connect seamlessly with instructional SLOs, all service areas are maintaining the focus on the concept of student development through the lens of the college's institutional outcomes: Critical Thinking, Computation, Communication, and Community/Global Consciousness.

In academic year 2009-2010, the student services areas developed, assessed and reflected upon 2-3 SAOs per area. During this time, the SAOs that had been developed in 2008 were re-defined and further assessed. Summary data for all Student Services departments is available in the CMS system. **Evidence pages 57-58**

SAOs were developed and assessed in all student services areas, and reflections were completed for 88% of the SAOs developed. **Evidence page 59** Additionally, program reviews were completed for each service area thus completing the assessment cycle. Program reviews are located at <http://www.foothill.edu/staff/irs/programplans/index.html>.

The assessment calendar for student service areas was completed in alignment with the institutional assessment cycle and the resource allocation process. **Evidence page 21** The student services assessment calendar was developed to coincide with the non-peak times of student traffic in order to allow faculty and staff the requisite time to complete the tasks. For example, Weeks 1-3 of every quarter are high peak times with huge student demand on human resources, whereby weeks 4-6 allow for more meeting and reflection time among the faculty and staff. The public can access SAOs at: http://www.foothill.edu/schedule/learning_outcomes.php.

Progress: Administrative Learning Outcome & Assessment Cycle

Administrative Units are areas that serve the mission of the college but usually have indirect contact with students. Administrative Units (AUs) will have unit missions and goals with related Administrative Unit Outcomes (AUOs). Administrative Units identified at Foothill College include Marketing, Middlefield Campus and the Offices of the President and Vice Presidents.

In Fall 2009, the Vice President of Resources and Instruction, Vice President of Instruction and Institutional Research, Vice President of Workforce Development and Instruction, Marketing, and Middlefield Campus completed program reviews. These are published at <http://www.foothill.edu/staff/irs/programplans/index.html>.

During Winter 2010 Administrative Unit Outcomes were completed and available for public viewing at http://www.foothill.edu/schedule/learning_outcomes.php. Summary reporting is also available in the CMS system. Evidence pages 60-64

Assessment measure will be determined Fall 2010 with the first cycle of assessment accomplished Spring quarter 2011. Evidence page 21

Conclusion

The cycle of inquiry is what defines institutional effectiveness. The process of inquiry includes articulating our outcomes for the work we do to improve student learning or provide students services; following a plan to measure or assess our outcomes, reflecting on what we learn from our the data; and improving our teaching or our services as a result.

As evidenced by this report Foothill College has continued to engage in collegial and comprehensive assessment, planning, and resource alignment and allocation. By Fall 2012 Foothill College will have accomplished the following Proficiency Characteristics of Institutional Effectiveness in Student Learning Outcomes:

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessments are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine tuned
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.