

A Closer Look

Spring 2009

Office of Instruction & Institutional Research

Spring 2009

by Katie Townsend-Merino

The Instruction and Institutional Research Office has been tremendously busy this past month. We are aware that when WE are busy so are YOU! Our newly developed SLOAC reporting processes supported the tremendous work that you all accomplished in SLO writing (indeed, I have found many interesting SLOs and am now curious about what you find as a result of your assessments) and will be used to report the assessment reflection from appropriate faculty. Again, a shout out to all of you who did this work!

The **Program Planning Committee** is working to complete our faculty and staff friendly, but comprehensive, program review process that will undergird our new **Integrated Planning and Budget Processes** structure (the result of a Task Force of the same name).

The **Educational Master and Strategic Planning Task Force** has vetted the first draft of our potential Strategic Initiatives, as well as begun a review of our Mission, Vision, Values and Purpose Statements.

The **SLOAC committee** is designing a new website to meet the needs of multiple audiences: our accrediting body, our faculty and staff who need support and information to engage in SLOAC, and students. In addition, we are working to develop a set of assessment workshops to be launched in the Fall to support the "A" in SLOAC.

The **College Skills Learning Community Team** spent two days at a regional BSI meeting engaging in productive deliberations about how Foothill could provide, in large scale, the kind of small program attention

that we know our students need to succeed. We expect next year to be a planning year for some new programs to support our students.

In **Curriculum**, we have been working to support the development of new Non-Credit courses and have provided several workshops to help with training faculty on these requirements. We have approved the Stand Alone Course Approval form, the Distance Education Approval form, the new General Education requirements (and, soon, we hope, the Breadth statement).

These are just a few notes to describe for you the scope of the work that we find ourselves performing. We hope that our efforts are ultimately supportive of your work at Foothill!

Preview of Coming Attractions

by Rosemary Arca

Stay tuned for an exciting series of workshops on writing, assessing, and reflection on student learning. We'll be unveiling workshops, podcasts, instruction booklets, and a variety of other instructional media focused on supporting your SLO process. Let us know what you need!

Here are some proposed topics:

- Writing Measurable SLOs
- Rubric Development

- Survey Writing 101
- Embedded Multiple Choice Questions
- Portfolios As An Assessment Tool
- Reflection Strategies: What does this data mean anyway?

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Brief History

The Honors Program is not new to Foothill College. Foothill College first experimented with honors classes in the Spring term, 1961. The program gained acceptance and evolved more fully in 1963 but did not become an official "Institute" until 1983.

Foothill currently offers twenty-four honors lecture courses and nearly forty 1 to 2-unit honors seminar courses. Some honors courses are offered as split classes (½ honors, ½ non-honors); however, this practice is decreasing. All new honors courses have either been approved or are under consideration by UC and CSU for articulation and inclusion on the IGETC and CSU GE certification lists, as appropriate. The Honors Institute currently identifies twenty-four honors faculty as serving students, in addition to several adjunct faculty.

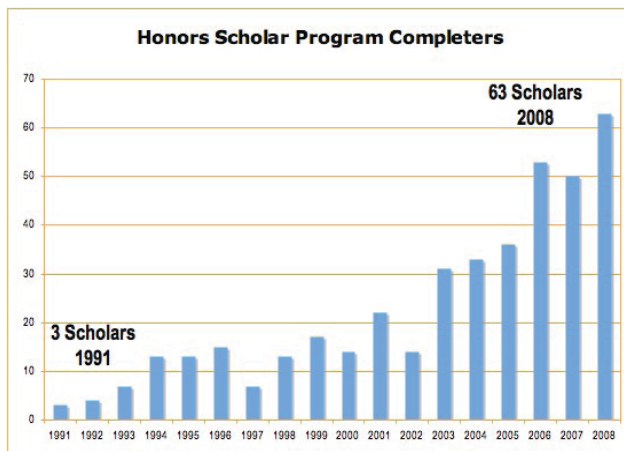
Honors Institute Student Enrollment

Enrollment in the program is at an all-time high.

Year	Participants
2000-2001	75-100
2002-2003	125-150
2005-2006	200
2006-2007	325
2008-2009	450+

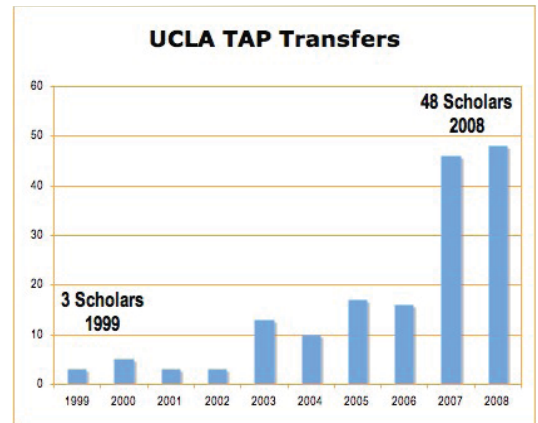
Honors Scholar Program Completers

Honors Institute participants who complete a program of six honors courses with a minimum cumulative GPA of 3.3 are recognized as Honors Scholars. They receive a scholarship as well as a permanent transcript notation, in addition to recognition at Foothill Commencement. The number of honors scholars is increasing, as evidenced below.



UCLA Transfer Alliance Program (TAP)

Foothill has been approved for the UCLA TAP program since 1999. This program offers preferred admission to the UCLA College of Letters and Science for Honors Scholars. The Foothill honors student (TAP) acceptance rate to UCLA is between 91 and 100% (typically 95-98%). For Fall 2009, 72 students were certified for this program, an all-time high. Foothill has more students transfer to UCLA than to any other UC campus.



Stanford University Community College Honors Research Symposium

The 2nd annual Community College Honors Research Symposium was held at Stanford University on Friday, April 17. Mary Lou Heslet and Bernie Day served on the planning committee for the event, which attracted more than 220 students from across California. More than 110 proposals were received for approximately 60 presentations. Eleven Foothill students were selected to present their research. Some of the other Foothill community members attending the event included Teresa De La Cruz, Fatima Jinnah, Konnilyn Feig, Scott Lankford, Simon Pennington, and Charlotte Thunen. All faculty and staff are welcome to attend. The next symposium will be held at UC Berkeley in April, 2010.

For more information about the Honors Institute, please visit our website at:

<http://www.foothill.edu/hon/>

Convocation 4

by Rosemary Arca

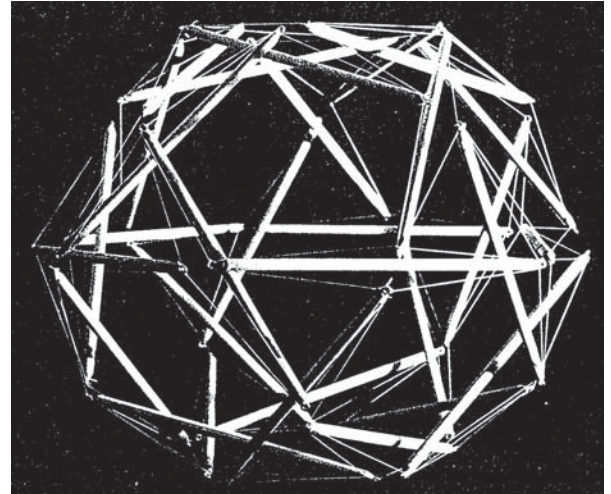
Sustaining the Excellence and Enthusiasm: A Workshop on Efficient Assessment and Effective Conservation of Teacher Energy

Friday, May 15, 9:00-Noon
in the Toyon Room

It's Spring Quarter. We've written an incredible number of SLOs in a very short period of time and many of us are, to paraphrase Joan Didion, "slouching toward summer." What will sustain us? How do we reconnect with our passion for our discipline? In what ways can we "conserve" our classroom energy so that we can focus on our teaching?

A quick survey of our colleagues suggests that collaboration, exploration, and innovation may be some of the keys to sustaining our excellence and our enthusiasm in the classroom.

Join us as they talk about the Open Classroom project, a variety of learning communities, and the



weekly collaborative triage meetings they hold to address pressing course issues. These innovations among others are restorative and energizing. Come to listen and to talk!

- Continental Breakfast at 9AM
- Panel at 10AM
- Consultations & Work Sessions on Assessment & Reflection at 11AM

Articulation Update

by Bernie Day

CSU GE and IGETC Approvals

The newly approved CSU GE and IGETC courses for 2009-2010 will be announced in late April/early May. Decisions will be distributed to curriculum representatives and Division Deans.

UC Transferability Submissions

The deadline to submit new/substantively revised courses for transferability to the University of California is June 15. Please contact Bernie Day regarding courses for which UC transferability is sought. A complete list of all UC transferable courses is available online at <http://www.assist.org/web-assist/tcaAgreement.do?type=ucop&ia=FOOTHILL&ay=08-09>. The criteria for UC transferability is available online at: <http://www.foothill.edu/staff/irs/Articulation/uc.html>

NEW Articulation Web Page

Have you visited the new articulation web page? This page literally has everything you wanted to know about articulation but were afraid to ask, from "what constitutes a baccalaureate-level course" to "LDTP Guidelines". At this sight, you will find links

to articulation agreements with more than one hundred colleges and universities. Faculty who are interested in pursuing articulation with an institution that is not on the list are encouraged to contact Bernie Day at X7225 or daybernie@foothill.edu. Access the articulation web page at: <http://www.foothill.edu/staff/irs/Articulation/index.html>

California Intersegmental Articulation Council (CIAC)

Bernie Day chaired the annual CIAC conference which was held April 22-24 in Burlingame. At which CCC Chancellor Jack Scott and Dr. David Longanecker, President of the Western Interstate Commission on Higher Education were keynote speakers. Topics included Career-Technical Articulation, the new IGETC Policy, Curriculum Development, international and inter-state developments in articulation, and more.

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L A 036.01 Course Credit

The deadline to register for this 1 UNIT SLO Assessment Cycle course is May 15, 2009. The course syllabus requires attendance at SLO-related events and a reflection on the process. Contact Rosemary Arca at x7543 for a syllabus and/or more information.

FACTOID

Did you know that 43% of students during Spring Quarter 2009 were over the age of 30?

FACTOID

Did you know that 28% of students during Spring Quarter 2009 already have a Bachelor's degree or higher?

Open Office Hours - Assessment Help

After an incredible and successful effort to create SLOs, our focus now is on assessing and reflecting the 1/3 of courses scheduled for this quarter. These reflections are due to be posted in the CMS website by June 30.

We know that you might like some support for this process either in making sense of the data, exploring the reflection options or talking about the results. We've got open office hours this quarter so that you can do just that. Find the hours that work for you and call us for an appointment or book a time that makes sense in your schedule.

We're ready when you are! Here's our schedule.

■ **Katie Townsend-Merino Office Hours** | x7209 | townsendmerinokatie@foothill.edu
Stop by from 4-6PM on June 2, 6, 9, 16, 23, 25 (roughly Tuesday & Thursdays) in Room 1919

■ **Daniel Peck Office Hours** | x6198 | peckdaniel@fhda.edu
Stop by from 1-2PM on Mondays and Wednesdays and by appointment in Room 1944.

■ **Rosemary Arca Office Hours** | x7543 | arcarosemary@foothill.edu
Stop by from 8-10AM on Thursdays and 12-1PM PIE Wednesdays in Room 6016.

College Curriculum Committee Update

by Carolyn Holcroft

The College Curriculum Committee (CCC) has completed the remaining three General Education (GE) patterns: Natural Sciences, United States Cultures & Communities, and Lifelong Learning. At this point, the Senate has ratified the GE patterns and the CCC is hard at work on the last GE task, which is to finalize revisions of the GE breadth statement. The moratorium on applying for new courses to one of the GE patterns should be lifted before the end of the quarter. The CCC has also recently finalized the form that faculty will use to document regular and effective contact in distance education courses. Like the GE patterns, this too has been ratified by Senate is available for use.

FACTOID

Did you know that over 90% of SLOs were submitted by the deadline?

This meant that hard working faculty and staff completed thousands of SLOs.

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