

Celebrating Endings and Beginnings

by Eloise Orrell

The end of the academic year is being welcomed with good weather and many student-centered **celebrations**. It is that wonderful time of year when we recognize the excellent work of students, faculty and staff who dedicate themselves to student learning all year long. Through attending the many celebrations on campus, we see first hand how the campus and community protects and insures student learning and success as the **center of our core**. I am extremely proud of the faculty, students and staff who make this campus and college experience the very best it can be.



Speaking of the very best, Rosemary Arca, our SLO Coordinator is passing the torch on to **new SLO Coordinators and a new SLO Committee** for fall 2010. Rosemary has done an outstanding job as the advocate for Student Learning Outcomes and professional development. Following is the letter she wrote to the Academic Senate that shares her feelings about the past years as coordinator.

I'm sure you will all join me in **thanking Rosemary for the wonderful work** she has done.

Thanks to Rosemary and all of you, we are well on our way to supporting our **continuous cycle** of outcomes, assessement, reflection, and the never-ending quest to enhance student learning. Read more about our progress in the Annual Report update. ■

Hello Colleagues:

As my time as SLO Coordinator winds to a close, I wanted to express my profound gratitude and deepest respect for all of you. Although the job has at times been, a challenge, it has also been a revelation. My private conversations with you, my presentations to your divisions and departments have reminded me of the passion for learning that brought all of us to the college and the profession. I have learned so much from you all---from your creativity, deep commitment to students, and from your insights into effective teaching.

So as my valedictory act as SLO Shepherd, I wanted to reaffirm the values and vision that drew me to the SLO Coordinator position lo, so many years ago! What prompted me to apply for the position was the vision that SLO assessment cycles could transcend their procedural roots and become a way for

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Rosemary's goodbye, continued

colleagues to reflect on what was important about their teaching and to initiate robust conversations about content and pedagogy. At core, then, was the classroom. What happens there is what defines us as an institution. Learning is our reason for existing.

Central to effective learning is the nurturing of our spirits as teachers. We too often are isolated in our classrooms with little access to the vibrant exchange of insights that sustained us in graduate school. To that end, we thought it essential to gather us in convocations to share ideas and celebrate successes. In a sense the SLO assessment cycle must necessarily be woven in to the fabric of college life. It must exist within a culture of curiosity and the context of a learning institution—reflective and committed to continuous reassessment.

As we adapt to the ever-evolving requirements of accreditation, we must not lose sight of the vision which initiated our SLO work, one rooted in collaboration and inquiry. As our site visit nears, we'll check boxes, map outcomes, document reflection, align goals with resources—all necessary processes but let's remember that how students change and grow as a result of their time with each of us---that is what I believe student learning outcomes must measure.

In my years working with SLOs, I have served with five VPIs, three researchers, two project coordinators, and almost every one of you, my colleagues. In all that change, as the cicatrice emerges, I hope that you will be constant in a changing world--ever focused on teaching and learning, eager to reflect on what you do in the classroom, curious about how your students master what you teach, passionate about creating innovative and effective learning experiences.

In offices, on PIE Wednesdays, during Rubric Floats Celebrations, after five convocations and with a year's worth of coffee-fueled conversations---I have learned from you and marveled at your energy and wisdom. It has been an honor and an education. I salute you!

Rosemary Arca ■



ACCJC Annual Report: SLOs and Assessment

The Annual Report to the Accrediting Commission of Community and Junior Colleges (ACCJC) was submitted at the end of June. The Commission regularly uses the Annual Report to get information on **new or innovative efforts** at its member institutions, or to gather information on topics that are of interest to the **Commission or the US Department of Education**.

In the 2010 Annual Report we can see how clearly it demonstrates how far we've come in a short amount of time. For more information about the Accreditation process, visit: <http://www.foothill.edu/president/2011.php>

Student Learning Outcomes and Assessment

- Percent of all college courses with defined Student Learning Outcomes: 98%
- Percent of all college courses with on-going assessment of learning outcomes: 75%
- Percent of all college programs with defined Student Learning Outcomes: 100%
- Percent of all college programs with on-going assessment of learning outcomes: 100%
- Percent of student and learning support activities with defined Student Learning Outcomes: 100%
- Percent of student learning and support activities with on-going assessment of learning outcomes: 50%
- Has the institution defined institutional Student Learning Outcomes: Yes
- Percent of institutional outcomes with on-going assessment of learning outcomes: 100%

Transfer and Honors Updates

By Bernie Day

Congratulations to the hundreds of Foothill students who are transitioning to baccalaureate-granting colleges and universities this fall. While we've yet to receive official data from most universities, we have received preliminary reports that **our students were accepted** to the institutions listed below.

Foothill College is able to offer transfer admission guarantees to many colleges and universities. For more information about these programs, access <http://www.foothill.edu/transfer/taa.php> ■

CA Institutions

UC Berkeley
Stanford
UCLA
USC
UC San Diego
UC Santa Cruz
UC Davis
UC Merced
UC Irvine
San Jose State
San Francisco State
CSU Monterey Bay
CSU Northridge
CSU Dominguez Hills
CSU Long Beach
Pepperdine University
Academy of Art
Palo Alto University
University of San Diego

Out-of-State Institutions

New York University
Cornell University
Columbia University
Mt. Holyoke
Arizona State
Indiana University
University of Pennsylvania
Ohio State
University of Illinois Urbana-Champaign
Vanguard University
University of Colorado, Boulder
Felician College
College of St. Benedict
Franklin University
Illinois Institute of Technology

Transfer and Legislation: Update

We encourage you to closely watch two pieces of pending legislation that would dramatically alter the requirements for many Foothill College associate degrees.

SB 1440

After receiving unanimous approval from the CA Senate, the Student Transfer Achievement Reform Act (STAR) Bill SB 1440 (Padilla) passed the Assembly Committee unanimously on 6/22/10 and is headed for the Appropriations Committee. If signed by the governor, this bill would require all CA community colleges (commencing fall 2011)

Honors Scholars

This June, sixty-two students satisfied the requirements for becoming a Foothill College Honors Scholar. In order to receive this designation on their transcript, students are required to complete at least seven honors courses (minimum 22.5 units) with a minimum B grade and a minimum cumulative GPA of 3.3. Students who achieve this designation are guaranteed preferred admission to UCLA and guaranteed scholarships or admission to other institutions, including Mills College.

Congratulations to these Honors Scholars:

Alexanian, Anoush	Luan, Shih Yuan
Anashina, Liubov	Luo, Jianwei
Anderson, Erica	Madavi, Jasmine
Au, Adrian	McLaughlin, Lara
Bahrami, Stell	Meyers, Anthony
Bellante, Mariana	Montgomery, Spencer
Chan, Bonnie Mei Yin	Morris, Tessa
Chan, De Lik Daryl	Naanaa, Maria
Chan, Johnson Chi Yip	Ng, Hoi Yi
Chan, Kit Ying	Nishijima, Keishiro
Chang, Colin	Niu, Qiantong
Chang, Tiffany Ching	Page, Chantal
Chat, Ka Yi	Parker-Campbell, Jaime
Cheng, Cheuk Hei	Paspulati, Sairuthi
Dehnad, Gita	Power, Megan
Fong, Michael Man Ching	Rosyada, Amrina
Fu, Ho Shing Stephen	Santucci, Andreas
Hawkins, Jessica	Spangenberg, Alison
Hung, Chun	Teja, Stephanie
Janac, Lydia	Tsai, Cheng Fu
Ko, Zelos	Tse, Wing Chi
Kozelka, Caitlyn	Wang, Ariel
Kouzmenko, Maria	Wong, Chak Lam
Lau, Hiu Fung Keith	Wong, Ching Nam Dominic
Leung, Wing Kwan Joey	Wong, Kar Yan Violet
Li, Chiu Yu Andrew	Yang, Scarlett
Li, Yat Wah Billy	Yi, Janet
Litt, Andrew	
Liu, Darren	
Liu, David	
Low, Erica	

A Special thank you from the Vice President of Instruction to Bernie Day, Teresa De La Cruz, and the Transfer Center for all of their amazing support this year!

Transfer and Legislation: Update continued

to **grant an associate degree for transfer** to a student in his or her field that deems the student eligible for transfer to a CSU baccalaureate program when the student: a) completes 90 CSU transferable quarter units that includes either the IGETC or CSU GE-Breadth requirements and a minimum of 27 quarter units in a major area of emphasis; b) obtains a minimum cumulative grade point average of 2.0.

If enacted, the College **will need to embark on developing and implementing** these degrees immediately upon return from summer recess. Faculty who have questions about the bill or would like to learn more about transfer requirements in their discipline are encouraged to contact **Bernie Day at daybernie@foothill.edu** as soon as possible.

AB 2302 (Fong)

Also being considered this summer is AB 2302 authored by **former FHDA Board of Trustees member Paul Fong**. This legislation is a follow-up to SB 1440 and calls for the University of California, California State University and California Community Colleges to work together to develop one statewide Transfer Studies degree. The bill passed the Assembly with a 75-2 vote and will be heard next week by the Senate Education Committee.

The legislation would **require the three CA higher education systems** to collaborate to create clear comprehensive transfer pathways that enable students to understand the steps they need to take in order to prepare themselves to continue their education at a UC or CSU, require the development of a common general education transfer core curriculum, and **provide a transfer degree that would guarantee the student admission** to a UC or CSU campus (though not to a specific campus).

Stay Tuned!

Coming in Fall

Professional Development

Denise Swett has convened an experienced team of faculty, staff, and administrators to explore exciting new professional development strands. 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! Stay tuned to see new offerings and paths to gain skills and knowledge in a variety of areas.

The 2010 Educational and Strategic Master Plan

The purpose of this Educational and Strategic Master Plan (ESMP) is to provide long and short-term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness. The 2010 Educational and Strategic Master Plan is available for distribution. The ESMP team and PaRC will be constantly updating this plan, and expect a Version to be available each quarter with up to date information regarding the college's planning for the future. To download the latest version, go to <http://www.foothill.fhda.edu/staff/irs/ESMP>

**From the Office of Instruction and Institutional Research:
Have a great summer, we look forward to seeing you back in September!**

