

Winter Update

Feb-Mar 2010

Hitting the Ground Running

by Eloise Orrell

To keep everyone informed of what's happening in the Office of Instruction, expect to see a Newsletter coming your way on a regular basis. As Interim Vice President of Instruction, I hit the ground running and I'm enjoying working with Rosemary Arca and Darya Gilani on our continuing SLO cycles, and the **FRAMES project**. Please look for more information from Rosemary on FRAMES and the Slinky, in the newsletter.

The SLO Cycle and FRAMES project will be the highlight of our Winter Convocation 2010, Travel Magic: Tools for Reflective Practice in our Teaching Journey, taking place **Friday, March 12, 10:00 a.m. - 1:00 p.m.** at the Hearthside Lounge, and lunch will be provided. Please plan on attending.

The Office of Instruction is also concurrently working closely with Kurt Hueg on our upcoming accreditation process. **The Strategic Initiative Planning Committees** are busy preparing to participate in resource allocations, which are directly related to the excellent SLO and Program Planning work completed by faculty, student service areas and administrative units.

Included in this newsletter is information from Darya on the exciting things happening with **College Skills**. Our Tenure process is on track thanks to everyone's efforts and Nicole Gray's awesome guidance. As IVPI, I am also working closely with the **Curriculum Committee** to continue the momentum towards the new General Education Pattern beginning Summer 2011.

The Office of Instruction Team wants to thank everyone for their hard work and support. Please email, call or stop by anytime for information or to share ideas or concerns. **Sorry, the IVPI does not Twitter...yet.** ■



Accreditation Kick Off a Success

by Kurt Hueg

The campus held a kick-off meeting February 26 for its **2011 Accreditation Self-Study** process and more than 40 members of the college community participated, representing all aspects of campus life. President Judy Miner started the meeting by thanking the college community for the hard work that has been accomplished over the last year in writing program plans, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs).

Accreditation Liaison Officer (ALO) Kurt Hueg provided an overview of the Accrediting Commission of Community and Junior Colleges (ACCJC) and its role, and reviewed two key documents recently published by the ACCJC, which help to clarify how colleges can better meet the requirements and standards of the ACCJC during the self-study process. Both of these documents are posted on the Foothill accreditation web site, (<http://www.foothill.edu/president/accreditation>).

Standards teams then broke into groups to begin identifying the types of research and evidence they will need in the Spring, and to review the published standards of the ACCJC and the subcommittees the Commission requires underneath each standard.

Foothill College will hold another campuswide accreditation training April 23, to provide more specific instructions to standard teams as to their responsibilities and deliverables for the Spring Quarter. For more information on accreditation or to participate on a standard team, contact any steering committee member or tri-chair, Instruction Office Project Coordinator Darya Gilani or ALO, Kurt Hueg. ■

Where Are Those Program Reviews?

by Eloise Orrell

We have 90% of the Program Reviews completed, **uploaded and ready** for you to read on the College web site located under the Office of Instruction. Go to Program Planning and Review then scroll down to Completed Program Reviews. **Thank you to Daniel Peck** for his expert assistance with Program Reviews.

The **Strategic Initiative Planning Committees** have received binders containing the goals of all submitted Program Review to use as a reference to further develop Initiative goals and begin crafting their piece of the **Educational Master Plan**. When reading the program goals it becomes apparent that primary themes emerge in support of student success across divisions and disciplines.

In other words- great minds think alike! Your Program Review goals are also being used to **support resource allocation requests and college-wide Commitments to Action**. As a learning community, the program reviews that arise from our SLOs are the foundation for our assessment, resource allocation, goals and direction. Daniel Peck also wishes to extend his thanks for all the work that went into

College Skills Committee Update

by Darya Gilani

The College Skills Steering Committee has released a **Call for Proposals**. Basic Skills Initiative allocations have been budgeted according to the action plans and this call for proposals is for the distribution of remaining funds. Download the Proposal Form at <http://www.foothill.edu/staff/irs/BSI/> return it to the Instruction Office as soon as possible, because funding is limited.

In the proposal form, you will be asked to refer

Program Review and the cooperation everyone demonstrated in working with shifting timelines. He also wants to give special recognition to Darya Gilani for her tireless work in continually updating the Program Review website, (<http://www.foothill.edu/staff/irs/programplans>).

Daniel is preparing a feedback survey to receive input on what worked and didn't work in this first round of Program Review, so that we may modify the process going forward. We will want your input on the data presentation, the forms themselves, as well as the process itself. Also in the world of research, look for updates to Basic Skills and Student Equity research this Spring. ■

Carolyn's Curriculum Reminders

by Carolyn Holcroft

- Please thank your CCC reps for all their hard work! Shower them with chocolate and gifts, if possible. :)
- Keep those GE applications coming. English, Social and Behavioral Sciences, and Lifelong Learning are scheduled for review during the Spring quarter.
- Please work with your CCC reps to review the official Disciplines List. This is the list that determines the minimum qualifications faculty must have to teach within a particular discipline. Your CCC reps will be distributing the current list and soliciting feedback/suggestions for changes and/or additions. ■

The IVPI would like to thank Carolyn Holcroft and Cori Nunez for their leadership and work with the College Curriculum Committee!

to the **Basic Skills as a Foundation for Student Success in California Community Colleges Report** for effective practices and research supporting your proposal. Deadlines are the 15th of each month until the funds expire June 30, 2010. For more information, you can contact Darya Gilani in the Instruction Office.

A reminder that **CSC Meetings are open** to the public, and welcome interdisciplinary expertise in continuing this process of change. ■

...Did you know...Foothill's Basic Skills Coordinators this year are Valerie Fong from the English Department and Lori Silverman from the Math Department...

Honors Institute Update

by Bernie Day

The Honors Institute continues to see an increase in enrollment! From approximately 75 participating students in 2002 to **more than 400 students** this quarter, the program continues to attract new students. Student interest in completing honors courses is high among different student populations including: students unable to attend CSU or UC straight out of high school **because of overcrowding or high fees**, international students, and students who initially enrolled at Foothill for remediation but who later established higher academic goals.

Foothill is one of a handful of Northern California community colleges that is **certified to offer the UCLA Transfer Alliance Program**. Honors students who complete a prescribed seven honors courses are guaranteed preferred admission to the UCLA College of Letters and Science, which more than doubles their chances of admission to UCLA (the university that received more applications than any other university last year). **More Foothill students transfer to UCLA than to any other UC campus.** Many additional transfer opportunities are available to honors students. Foothill currently has 25 honors courses and 24 honors seminars. Faculty interested in developing or teaching an honors course are encouraged to meet with Bernie Day. ■

Bay Honors Consortium Community College Honors Research Symposium

The Bay Honors Consortium will hold its **third annual** Community College Honors Research Symposium at UC Berkeley on May 1. All faculty are welcome to attend. We are proud that Foothill students submitted the second highest number of research proposals of all California community colleges.

Many thanks to Scott Lankford, Konnilyn Feig, Steve Williams, Brian Evans, Meredith Heiser, Joe Woolcock, Lauren Velasco, Simon Pennington, Glenn Violett, and other honors faculty for mentoring their students with these research projects.

2009 Honors Research Symposium Presentations by Foothill Students

- o Nancy Cook, "Securing Cyberspace: Safeguards for Online Business Growth"
- o Vicky De Monterey Richoux, "Abortifacients in the Nineteenth Century and Today"
- o Gita Dehnad & Michael Fong, "The American Lack of Response to the Islamic Genocide in Bosnia"
- o John Kutay, "Web-Based Microfinance: A Solution to the United States Economic Crisis"
- o Natalia Li, "The Uzbek Conundrum: Poverty, Torture and Opera"
- o Dana Mirsalis, "A Quiet Revolution: How Librarians are Fighting the Robot Invasion"
- o Dan Neumann, "Playing Games in a Flat World: Globalization 3.0 and the Video Game Industry"
- o Tarek Saleh, "The Crude Caravanserai: Saudi-US Petrocommerce and its Effects on Popular Culture"
- o Yan Wang, "Breaking Away From the Brown Envelope: ePortfolio and Its Role in the Learning Process"

Students will be refining and rehearsing their research presentations with mentors and Honors Institute staff over the next two months. For more information or to register for the event, access <http://www.losmedanos.edu/honors/research/> ■

The IVPI would like to thank Bernie Day and Teresa De La Cruz for all of their hard work with the Honors Program!

Articulation Web Page

Faculty interested in understanding criteria for UC transferability, CSU transferability, IGETC/CSU GE approval and other articulation and statewide curriculum issues are encouraged to explore the Foothill Articulation web page. Accessible at (<http://www.foothill.edu/staff/irs/articulation>), this site contains many resources to help faculty write curriculum, explore course outlines from other colleges, and view how current Foothill courses are articulated. ■

Assessment Cycle Update by Rosemary Arca



ILOs , Core Competencies, FRAMES: Our Institutional Outcomes Cycle

We're all familiar with the above image and it is an apt metaphor for our learning outcomes cycle as we enter into our next level of assessment. According to ACCJC, the assessment of learning outcomes is a seamless and coherent process where student learning outcomes infuse program review that is rooted in our institutional outcomes, formerly known as **Core Competencies**. And the whole shebang is the context in which we make strategic decisions and allocate resources!

But you ask, how does the Slinky relate to ILOs? You'll note that it's nearly impossible to see how one Slinky color shades into the next. Similarly, our **seamless integration of learning outcomes** at the course, program, and institutional level is the "gold standard" of accreditation.

It's this coherence that demonstrates proficiency in the ACCJC accreditation rubric.

That brings us to our final segment of the learning outcomes cycle, the assessment of our institutional outcomes or ILOs. Here's where we complete the circle- from core competencies as the root of our SLOs to program review and now assessing those core competences using the FRAMES rubrics. We'll have come full circle.

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This assessment process as we envision it will involve **two synergistic processes**- one that everyone will do when they create their SLOs or reflect on them, and the second that multi-disciplinary teams will do as a professional development activity. Here are more details: The "All Skate": In the Spring, the CMS forms you've been

using to post your SLOs and Reflections will include four check boxes listing our Institutional

Outcomes or Competencies. They are **Critical Thinking, Computation, Communication and Global Consciousness and Citizenship**. You will decide which if any are addressed in the SLO and check the relevant box(es). That's it. We'll be able to tabulate the numbers of SLOs addressing each of the competencies and that will be **one source of assessment data** for our ILOs.

The second source of data will be the **FRAMES Team Meetings**. You may have been part of this pilot program when Rob Johnstone was at Foothill. Once a quarter we will call for volunteers to join a multi-disciplinary group of colleagues for coffee and conversation. Our topic will be one of the competencies and a **random selection of student artifacts**. Our task will be to review the anonymous artifacts for evidence of that competency and we'll use the FRAMES descriptors to help us discern that competency. The minutes of that meeting and the findings will document our assessment of that competency. We'll rotate through the four competencies over the course of four quarters.

Through these two assessment processes we will be able to see how our commitment to teaching the core competencies is demonstrated in our classrooms.

Stay tuned. ■

Important Dates

- **March 12 - Winter Convocation**
- **June 11 - Spring Convocation**
- **Spring Week 3 Post Reflections on Winter Quarter SLOs, ILO/FRAMES Team meets for Critical Thinking & Computation**

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