FOOTHILL COLLEGE

ACCJC Follow-Up Report 2009

October 15, 2009

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Statement on Report Preparation

This report was written with extensive input from faculty and staff constituent groups and documents a substantive and meaningful body of work that began in 2006-2007. The report was then widely reviewed prior to submission to the Governing Board for approval on October 5, 2009 (approval granted). Overseeing the work of the project was the Student Learning Outcomes Steering Committee whose membership included faculty, classified staff, students, and administrators. The writing team included participation from faculty, staff, and administration, and the report was reviewed by the President's Cabinet and approved by the Academic Senate and the Classified Senate.

We are grateful for the time and energy so many members of the college community committed to these efforts.

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Judy Miner, President   *October 5, 2009*

Response to the Commission: Student Learning Outcomes & Assessment Cycle

Excerpt from Accrediting Commission for Community and Junior Colleges letter to Foothill College, dated February 3, 2009.

> <u>**Recommendation #4**</u>
> 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]
>
> With regards to Recommendation 4, the Commission is concerned that at the current rate, Foothill College will have difficulty meeting the Commission's 2012 deadline for compliance with standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation. The institution's relative inaction on this matter to date means extraordinary work must be done to comply with the 2012 deadline.

Upon notification in early February 2009 by the Accrediting Commission for Community and Junior Colleges that Foothill College direct extraordinary effort towards developing and assessing student learning outcomes (SLOs), the Student Learning Outcome and Assessment Steering Committee, with the oversight of the Academic Senate, developed an accelerated timeline and focused plan to complete initial development of SLOs and to institutionalize ongoing assessment. While work in these areas had been underway, the revised timeline was implemented to ensure significant progress. This committee focused on facilitating the development of the college's home grown web-based SLO reporting design for Course Level SLOs, for Student Area Outcomes (SAO), and for Administrative Unit Outcomes (AUO), establishing deadlines and providing almost 200 hours of departmental workshops to support both outcome writing and assessment design. Our process and progress is described in detail below.

Progress: Student Learning Outcomes & Assessment Cycle/Instruction

Institutional Outcomes

At Foothill, we had already determined institutional outcomes for student learning in our four competencies, adopted during 2006. In fact, these also comprise our General Education breadth outcomes.

The Four Core Competencies include: Critical Thinking, Computation, Communication, and Community/Global Consciousness. Beginning in Fall 2006 and completed in Spring 2009, faculty developed rubrics to clearly define and outline measurable outcomes. This work is known as the FRAMES project (Foothill's Rubric Assessment Model for Evaluating SLOs) on our campus. For example, the ability to use reason was determined to be a critical component of the "Critical Thinking" institutional outcome and can be measured using the following rubric excerpt:

Reasoning

- Uses analytic and inquiry methods appropriate to the discipline.
- Makes a coherent argument or adheres to a controlling idea/thesis.
- Makes/Identifies salient points and arguments, such as pro/con, reasons/claims, comparison/contrast, cause/effect, etc.
- Organizes information/ideas into appropriate and coherent patterns.
- Interprets evidence, statements, graphics, questions, etc., in fair/accurate ways.
- Supports stance/position with relevant reasons and ample evidence.

Beginning in the 2009-10 academic year, we will be using these rubrics to assess our institutional outcomes through examinations of the work that individual students have done while completing a degree at Foothill. To see each of the fully developed rubrics please go to: http://www.foothill.edu/staff/irs/LOA/FRAMES.html

Course Outcomes

The conversation at Foothill regarding the development and assessment of course level SLOs began in earnest during the 2008-09 academic year. During Fall 2008, the One Course | One Outcome | One Cycle (One 3) Project began. Faculty were asked to identify one course for which they would develop one outcome and one assessment and would complete a cycle during the 2008-09 year. However, we were notified on February 3, 2009 that the commission feared we would not make adequate progress if we did not accelerate our development process.

As a result, we advanced our progress considerably. We set an April 24, 2009 deadline for the development of a minimum of two Student Learning Outcomes for each course and a June 30, 2009 deadline for the assessment completion of the first subset of courses. As part of our ongoing assessment cycle, every course will be assessed at least once per academic year. To accomplish this work, we have designed a streamlined online reporting system that is linked to our curriculum management system. The system allows all the SLOs to be accessed by the public at: http://www.foothill.edu/schedule/learning_outcomes.php.

Some SLO examples, taken from online reporting system include:

ART 44, Ceramic Sculpture [2008-2009]

Student Learning Outcome #1: Student will be able to conceptualize and design original ceramic sculpture.

Student Learning Outcome #2: Students will be able to create sculpture create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works.

Student Learning Outcome #3: Students will be able to create sculpture from a visual reference, and from their imagination.

CHEM 12A, Organic Chemistry [2008-2009]

Student Learning Outcome #1: Recognize structural features of organic molecules important to their reactivity.

Student Learning Outcome #2: Predict the stereochemical outcome of a chemical reaction from its mechanism.

MATH 1A, Calculus [2008-2009]

Student Learning Outcome #1: Analyze graphs using the first and second derivatives.

Student Learning Outcome #2: Apply techniques of differentiation.

Student Learning Outcome #3: Interpret and estimate the derivative.

HIST 17A, History of the United States to 1816 [2008-2009]

Student Learning Outcome #1: Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in early American history.

Student Learning Outcome #2: Develop a historical analysis and support it using details and examples.

Student Learning Outcome #3: Relate important historical events and patterns to current events and patterns and identify significant similarities and differences

In addition, the website requires that the faculty describe their assessment strategies within the reporting system and they may even share their rubrics, if any were developed. Next, 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. 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.html.

As part of our SLOAC development process and under our original, expanded timeline, we hosted a series of convocations focused on SLOs for the 2008-09 academic year. See at timeline of 2008-09 events at: http://www.foothill.edu/staff/irs/LOA/2008-09Events.html.

2008-09 Student Learning Outcomes Convocations			
Convocation	**Terms**	**Subjects**	**Titles**
Convocation 1	Spring 2008	Define SLOs	SLOs and All That Jazz
Convocation 2	Fall 2008	Assessment	Batter Up: RBIs and Assessment
Convocation 3	Winter 2009	Reflection on Data	Lenses: Focusing on Teaching & Reflecting on What Works in the Classroom
Convocation 4	Spring 2009	Enhancing Learning	Sustainable Teaching

Additionally, we hosted twice monthly Wednesday meetings to support intellectual engagement with the topic (Purposeful Intellectual Exchange: PIE Wednesdays!). In order to respond to an accelerated schedule, the college devoted additional resources to support faculty in their work. The Office of Instruction & Institutional Research produced a series of newsletters to provide context for and information about the SLOAC process so that faculty were fully informed of our need to progress quickly, as well as how we intended to support their efforts. The February 2009 newsletter fully outlines this approach, and all of the newsletters can be found at: http://www.foothill.edu/staff/irs/newsletter.html.

In response to the recommendation of the Academic Senate, we made a strong effort to provide in-person facilitation for departments to complete their development work. Between February and

April of 2009, the Vice President of Instruction and Institutional Research and the Faculty SLO Coordinator spent 75 hours meeting with faculty groups, large and small, to develop SLOs and discuss assessment strategies. Together, the Vice President and SLO Coordinator developed a workshop entitled "Roadmap to SLO Completion" found at: http://www.foothill.edu/staff/irs/LOA/SLOAC_C3MS.html.

The Winter and Spring 2009 Quarter in-person schedule is listed in the following table:

SLO Development and Assessment In-Person Schedule 75 Hours				
Date	Time	Hours	Departments	Facilitator
1/29/09	3:00 PM	1	SLO Steering	RA/KTM
2/3/09	10:00 AM	1	SLO Planning PSME	RA/KTM
2/6/09	10:00 AM	5	PSME	RA/KTM
2/10/09	10:00 AM	2	IIRS Newsletter Planning	RA/KTM
2/12/09	8:30 AM	1	SLO Website Design	RA/KTM
2/17/09	8:30 AM	1	SLO Planning BSS	RA/KTM
2/17/09	3:00 PM	1	SLO Steering	RA/KTM
2/17/09	4:00 PM	1	Accounting	KTM
2/18/09	12:00 PM	1	Political Science	RA
2/18/09	1:00 PM	2	English 1A	RA
2/18/09	2:30 PM	2	Adaptive PE	RA
2/19/09	2:30 PM	1	History	RA
2/20/09	9:00 AM	2	PE (Tennis/Archery)	RA
2/20/09	1:30 PM	2	English	RA/KTM
2/24/09	4:30 PM	2	Accounting	KTM
2/27/09	9:00 AM	3	Convocation 3 (training)	RA/KTM
2/27/09	1:30 PM	2	Adaptive Learning	RA/KTM
3/2/09	1:30 PM	2	Studio Arts	KTM
3/3/09	4:00 PM	1	Website Design	RA
3/4/09	12:30 PM	1	Reading SLOs	RA
3/4/09	1:00 PM	1	ESL SLOs	RA
3/5/09	9:00 AM	3	Theater SLOs	RA/KTM
3/5/09	3:00 PM	1	SLO Steering	RA/KTM
3/6/09	9:45 AM	3	PE	RA/KTM
3/6/09	12:30 PM	3	ESL	RA/KTM
3/6/09	2:30 PM	3	Child Development	RA
3/11/09	8:00 AM	2	Photography SLOs	KTM
3/11/09	12:00 PM	1	PIE Wednesday	RA
3/11/09	1:00 PM	1	FRAMES GCC (ILO)	RA
3/11/09	2:00 PM	2	Program Plan (PLO)	RA/KTM
3/12/09	1:00 PM	2	Sociology SLOs	KTM
3/13/09	12:30 PM	1	RadTech SLOs	RA
3/13/09	1:30 PM	1	Foreign Lang SLOs	RA

3/18/09	12:00 PM	1	PIE Wednesday	RA
3/20/09	9:00 AM	2	Graphic Design (GID)	RA
3/20/09	1:00 PM	3	Bio Health Science	RA/KTM
3/25/09	12:00 PM	1	PIE Wednesday	RA
3/27/09	9:00 AM	3	Computer Tech (CTIS)	RA/KTM
4/9/09	10:00 AM	1	Counseling/Psych	RA
4/10/09	8:00 AM	2	Music	RA
4/10/09	1:30 PM	2	Foreign Lang	RA
4/16/09	4:00 PM	1	Political Science	RA
4/17/09	12:00 PM	1	Respiratory Therapy	RA

Results

The results of the extraordinary work undertaken by the faculty are evident in the table below. For fully 84% of all our courses contained in our catalog, faculty have identified and recorded two or more Student Learning Outcomes. Many, though not all, of the courses that have not yet identified SLOs are Special Topics and other atypical courses; the work to identify the remaining SLOs will be completed during Fall Quarter 2009.

Course-Level Student Learning Outcomes Completed by Department					
	Department	Number Completed	Number of Courses	Percent Completed	Division
ALAP	Adaptive Physical Education	23	23	100%	Adaptive Learning Division
ALCA	Adaptive Learning: Computer Access	1	1	100%	Adaptive Learning Division
ALCB	Adaptive Learning: Community Based	80	94	85%	Adaptive Learning Division
ALLD	Adaptive Learning: Learning Disability	5	11	45%	Adaptive Learning Division
ALPS	Adaptive Learning: Post-Stroke	20	20	100%	Adaptive Learning Division
ALTW	Adaptive Learning: Transition to Work	23	23	100%	Adaptive Learning Division
GERN	Gerontology	3	13	23%	Adaptive Learning Division
SPED	Adaptive Learning: Special Education	16	28	57%	Adaptive Learning Division
AHS	Allied Health Sciences	1	1	100%	Biological & Health Sciences
BIOL	Biology	22	24	92%	Biological & Health Sciences
BTEC	Biotechnology Technician	19	19	100%	Biological & Health Sciences
DA	Dental Assisting	22	22	100%	Biological & Health Sciences
DH	Dental Hygiene	43	43	100%	Biological & Health Sciences
DMS	Diagnostic Medical Sonography	33	33	100%	Biological & Health Sciences
EMT	Emergency Medical Technician	3	3	100%	Biological & Health Sciences
EMTP	Emergency Medical Tech/Paramedic	25	25	100%	Biological & Health Sciences
HLTH	Health Science	2	2	100%	Biological & Health Sciences

HORT	Environmental Horticulture	52	52	100%	Biological & Health Sciences
PC	Primary Care Associate	23	23	100%	Biological & Health Sciences
PHT	Pharmacy Technician	17	17	100%	Biological & Health Sciences
RSPT	Respiratory Therapy	32	65	49%	Biological & Health Sciences
RT	Radiologic Technology	34	35	97%	Biological & Health Sciences
VITI	Viticulture	15	15	100%	Biological & Health Sciences
VT	Veterinary Technician	44	44	100%	Biological & Health Sciences
ACTG	Accounting	15	15	100%	Business & Social Sciences
ADVT	Advertising	1	1	100%	Business & Social Sciences
ANTH	Anthropology	20	21	95%	Business & Social Sciences
BUSI	Business	30	31	97%	Business & Social Sciences
CHLD	Child Development	32	32	100%	Business & Social Sciences
ECON	Economics	4	10	40%	Business & Social Sciences
EDUC	Education	0	5	0%	Business & Social Sciences
FASH	Fashion	0	1	0%	Business & Social Sciences
GEOG	Geography	11	25	44%	Business & Social Sciences
HIST	History	22	22	100%	Business & Social Sciences
PHIL	Philosophy	14	21	67%	Business & Social Sciences
POLI	Political Science	9	18	50%	Business & Social Sciences
PSYC	Psychology	14	19	74%	Business & Social Sciences
RE	Real Estate	8	10	80%	Business & Social Sciences
SOC	Sociology	20	21	95%	Business & Social Sciences
SOCS	Social Science	7	16	44%	Business & Social Sciences
TC	Travel Careers	0	52	0%	Business & Social Sciences
WMN	Women's Studies	10	10	100%	Business & Social Sciences
BT	Business Office Technology	7	7	100%	Computers, Technology & Information Systems
CAST	Computer & Software Training	16	63	25%	Computers, Technology & Information Systems
CE	Certified Electrician Training	0	9	0%	Computers, Technology & Information Systems
CIS	Computer Information Systems	64	89	72%	Computers, Technology & Information Systems
CNET	Computer Networking & Electronics	45	59	76%	Computers, Technology & Information Systems
COIN	Computers on the Internet	27	39	69%	Computers, Technology & Information Systems
LINC	Learning in New Media Classrooms	104	107	97%	Computers, Technology & Information Systems
CNSL	Counseling	16	19	84%	Counseling
CRLP	Career Life Planning	5	19	26%	Counseling
APEL	Apprenticeship-Electrical	16	18	89%	Economic Development
APIW	Apprenticeship: Iron Workers	1	1	100%	Economic Development

APPR	Apprenticeship-R	25	74	34%	Economic Development
APPT	Apprenticeship: Pipe Trades	12	40	30%	Economic Development
APRT	Apprenticeship-T	18	50	36%	Economic Development
APSC	Apprenticeship: Sound & Communication	6	6	100%	Economic Development
APSM	Apprenticeship-Sheet Metal	36	36	100%	Economic Development
CWE	Cooperative Work Experience	28	28	100%	Economic Development
JRYM	Apprenticeship: Journeyman	44	59	75%	Economic Development
ART	Art	77	79	97%	Fine Arts
COMM	Communication	14	32	44%	Fine Arts
FA	Fine Arts	10	10	100%	Fine Arts
GID	Graphics & Interactive Design	40	42	95%	Fine Arts
MUS	Music	36	90	40%	Fine Arts
MUSP	Music Performance	36	96	38%	Fine Arts
PA	Performing Arts	23	32	72%	Fine Arts
PHOT	Photography	46	46	100%	Fine Arts
RAD	Radio	26	26	100%	Fine Arts
THTR	Theatre Arts	70	90	78%	Fine Arts
VART	Video Arts	26	27	96%	Fine Arts
ACAD	Academic Skills	6	8	75%	Language Arts
CHIN	Chinese	17	17	100%	Language Arts
CRWR	Creative Writing	10	12	83%	Language Arts
ENGL	English	29	69	42%	Language Arts
ESL	English as a Second Language	34	40	85%	Language Arts
FREN	French	12	12	100%	Language Arts
GERM	German	3	9	33%	Language Arts
HUMN	Humanities	1	6	17%	Language Arts
JAPN	Japan	20	20	100%	Language Arts
LA	Language Arts	0	16	0%	Language Arts
LING	Linguistics	5	5	100%	Language Arts
SPAN	Spanish	18	18	100%	Language Arts
LIBR	Library Science	3	4	75%	Library
NCBS	Non-Credit: Basic Skills	0	2	0%	Non Credit
NCEL	Non-Credit: English as a Second Language	0	1	0%	Non Credit
NCP	Non-Credit: Parenting	0	8	0%	Non Credit
NCWP	Non-Credit: Workforce Preparation	1	4	25%	Non Credit
DANC	Dance	14	14	100%	Physical Education
PHED	Physical Education	117	119	98%	Physical Education
ASTR	Astronomy	1	9	11%	Physical Science, Math & Engineering
CHEM	Chemistry	9	16	56%	Physical Science, Math & Engineering

ENGR	Engineering	5	14	36%	Physical Science, Math & Engineering
MATH	Mathematics	24	36	67%	Physical Science, Math & Engineering
NANO	Nanotechnology	1	11	9%	Physical Science, Math & Engineering
PHYS	Physics	8	19	42%	Physical Science, Math & Engineering
PSE	Physical Science & Engineering	5	9	56%	Physical Science, Math & Engineering
SCI	Science	0	1	0%	Physical Science, Math & Engineering

Assessment

During Spring Quarter 2009, faculty were asked to assess one-third of the courses that were scheduled to be taught (a smaller number of courses than exists in the catalog) during the 2008-09 academic year. Our plan is for department faculty to assess each course taught during an academic year at least once during that year. During Spring Quarter 2009, faculty in each department assessed the numbers of courses listed in the following table:

Total Number of Courses Assessed by Department			
	Department	Number of Courses Assessed	Division
ALAP	Adaptive Physical Education	5	Adaptive Learning Division
ALCA	Adaptive Learning: Computer Access	0	Adaptive Learning Division
ALCB	Adaptive Learning: Community Based	27	Adaptive Learning Division
ALLD	Adaptive Learning: Learning Disability	1	Adaptive Learning Division
ALPS	Adaptive Learning: Post-Stroke	9	Adaptive Learning Division
ALTW	Adaptive Learning: Transition to Work	5	Adaptive Learning Division
GERN	Gerontology	0	Adaptive Learning Division
SPED	Adaptive Learning: Special Education	1	Adaptive Learning Division
AHS	Allied Health Sciences	0	Biological & Health Sciences
BIOL	Biology	5	Biological & Health Sciences
BTEC	Biotechnology Technician	0	Biological & Health Sciences
DA	Dental Assisting	9	Biological & Health Sciences
DH	Dental Hygiene	17	Biological & Health Sciences
DMS	Diagnostic Medical Sonography	5	Biological & Health Sciences
EMT	Emergency Medical Technician	3	Biological & Health Sciences
EMTP	Emergency Medical Tech/Paramedic	13	Biological & Health Sciences
HLTH	Health Science	2	Biological & Health Sciences
HORT	Environmental Horticulture	2	Biological & Health Sciences
PC	Primary Care Associate	2	Biological & Health Sciences
PHT	Pharmacy Technician	16	Biological & Health Sciences

RSPT	Respiratory Therapy	6	Biological & Health Sciences
RT	Radiologic Technology	8	Biological & Health Sciences
VITI	Viticulture	0	Biological & Health Sciences
VT	Veterinary Technician	10	Biological & Health Sciences
ACTG	Accounting	0	Business & Social Sciences
ADVT	Advertising	0	Business & Social Sciences
ANTH	Anthropology	0	Business & Social Sciences
BUSI	Business	9	Business & Social Sciences
CHLD	Child Development	10	Business & Social Sciences
ECON	Economics	2	Business & Social Sciences
EDUC	Education	0	Business & Social Sciences
FASH	Fashion	0	Business & Social Sciences
GEOG	Geography	4	Business & Social Sciences
HIST	History	8	Business & Social Sciences
PHIL	Philosophy	5	Business & Social Sciences
POLI	Political Science	3	Business & Social Sciences
PSYC	Psychology	2	Business & Social Sciences
RE	Real Estate	0	Business & Social Sciences
SOC	Sociology	8	Business & Social Sciences
SOCS	Social Science	0	Business & Social Sciences
TC	Travel Careers	0	Business & Social Sciences
WMN	Women's Studies	3	Business & Social Sciences
BT	Business Office Technology	0	Computers, Technology & Information Systems
CAST	Computer & Software Training	1	Computers, Technology & Information Systems
CE	Certified Electrician Training	0	Computers, Technology & Information Systems
CIS	Computer Information Systems	24	Computers, Technology & Information Systems
CNET	Computer Networking & Electronics	9	Computers, Technology & Information Systems
COIN	Computers on the Internet	1	Computers, Technology & Information Systems
LINC	Learning in New Media Classrooms	0	Computers, Technology & Information Systems
CNSL	Counseling	3	Counseling
CRLP	Career Life Planning	3	Counseling
APEL	Apprenticeship-Electrical	0	Economic Development
APIW	Apprenticeship: Iron Workers	0	Economic Development
APPR	Apprenticeship-R	0	Economic Development
APPT	Apprenticeship: Pipe Trades	0	Economic Development
APRT	Apprenticeship-T	0	Economic Development
APSC	Apprenticeship: Sound & Communication	0	Economic Development
APSM	Apprenticeship-Sheet Metal	0	Economic Development
CWE	Cooperative Work Experience	0	Economic Development
JRYM	Apprenticeship: Journeyman	0	Economic Development
ART	Art	16	Fine Arts

COMM	Communication	0	Fine Arts
FA	Fine Arts	1	Fine Arts
GID	Graphics & Interactive Design	3	Fine Arts
MUS	Music	16	Fine Arts
MUSP	Music Performance	36	Fine Arts
PA	Performing Arts	0	Fine Arts
PHOT	Photography	11	Fine Arts
RAD	Radio	0	Fine Arts
THTR	Theatre Arts	0	Fine Arts
VART	Video Arts	0	Fine Arts
ACAD	Academic Skills	0	Language Arts
CHIN	Chinese	2	Language Arts
CRWR	Creative Writing	4	Language Arts
ENGL	English	8	Language Arts
ESL	English as a Second Language	4	Language Arts
FREN	French	0	Language Arts
GERM	German	0	Language Arts
HUMN	Humanities	0	Language Arts
JAPN	Japan	3	Language Arts
LA	Language Arts	0	Language Arts
LING	Linguistics	0	Language Arts
SPAN	Spanish	6	Language Arts
LIBR	Library Science	1	Library
NCBS	Non-Credit: Basic Skills	0	Non Credit
NCEL	Non-Credit: English as a Second Language	0	Non Credit
NCP	Non-Credit: Parenting	0	Non Credit
NCWP	Non-Credit: Workforce Preparation	0	Non Credit
DANC	Dance	0	Physical Education
PHED	Physical Education	23	Physical Education
ASTR	Astronomy	0	Physical Science, Math & Engineering
CHEM	Chemistry	7	Physical Science, Math & Engineering
ENGR	Engineering	0	Physical Science, Math & Engineering
MATH	Mathematics	6	Physical Science, Math & Engineering
NANO	Nanotechnology	0	Physical Science, Math & Engineering
PHYS	Physics	2	Physical Science, Math & Engineering
PSE	Physical Science & Engineering	0	Physical Science, Math & Engineering
SCI	Science	0	Physical Science, Math & Engineering

Continued Development and Support

The Office of Instruction & Institutional Research will be supporting the continued development of a series of workshops (e.g., rubric development, multiple choice as an effective assessment tool, e-portfolio) on useful and effective assessment.

As mentioned, our SLO reporting design in the online course management system website asks faculty if they need any resources to increase the student learning in their courses. These requests will be sent forward for prioritization in our new Integrated Planning and Resource allocation process. Some examples, taken from SLOAC reports include:

> **Resources:** If we are to pursue ongoing sessions to define standards, norm faculty, and assess SLOs, and if we are to achieve the necessary levels of participation in these sessions (including adjunct faculty), we must address issues of time, space, and incentive. For adjunct faculty especially, many of whom split their time among several campuses, we might explore asynchronous online methods for collaboration. In the short term, we would like to organize a retreat on writing prompts.

> **Resources:** We would like to see an increased budget that allows us to make more copies for scaffolds necessary for basic skills courses.

> **Resources:** TIME to meet and to talk with each other is the one thing we'd need to really embrace and make this process truly worthwhile. In addition to having more time to discuss some of the questions, we'd also like to have time to learn more about how our colleagues cover the course content. We could learn about actual methods used in the classroom by other instructors. Of interest to us would be methods and activities to engage students both as individuals and in groups. Time and funding for attending workshops and/or conferences that discuss teaching calculus concepts & ideas would be helpful.

> **Resources:** water belts, hand paddles and water weights would add to the increase in cardio efficiency and fitness.

> **Resources:**
> It would be quite helpful if the BSS Division can find a way to offer a ONE Unit course to its students on the scientific method. Majority of students do not seem to understand its utility in undertaking a research paper assignment.

Program Outcomes

In the third strand of the SLOAC process, the 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 will do a comprehensive review of each program. As a part of this process, faculty will develop their program level outcomes and will be asked to align their course level outcomes to the program level outcomes and then, once again, to the institutional level outcomes. Our new Instructional Program Plan document can be viewed at: http://www.foothill.edu/staff/irs/programplans/index.html.

Future Plans for SLOAC in Instruction

During the 2009-10 academic year, under the guidance of the Academic Senate, both the Student Learning Outcomes Coordinator and the Office of Instruction and Institutional Research will guide the following work by:

- Piloting the use of the FRAMES institutional outcomes assessment tool.
- Defining Program Level outcomes linking them to course and institutional outcomes.
- Providing numerous professional development opportunities regarding outcome writing and assessment, including the development of new workshops.
- Developing timelines for the institutionalization of outcome writing and assessment.
- Supporting the assessment of all courses once during the academic year.
- Supporting the allocation of resources to improve learning based on the SLOAC reflections completed.

Progress: Student Learning Outcomes & Assessment Cycle/Student Services

Program Review

A fully functioning and effective student services program supports students in achieving their educational goals. As our campus moves towards examining the meaning of a Foothill College degree in the 21st century, student services must be seen as complementing and even developing these learning outcomes. In developing and assessing these outcomes, the college must ask itself:

- Are we meeting the needs of all our students across all populations and to what degree?
- Are we making every effort to take the services to the students rather than expecting students to find the services on their own?
- Are we making personal investments in our students?

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 in an attempt to answer these questions. These program review cycles were conducted during 2003 and 2006 with the next cycle to be completed during the 2009-10 academic year. 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.

In conducting the program review, each of the programs within the student services area developed the following components:

- Program mission statement
- Overall program goals
- Specific program activities associated with goals

- Academic and demographic profile of students utilizing program services
- Objective analysis of program evaluation data conducted by the College Researcher
- Program self-analysis summary and evaluation response statement
- Recommended future program goals, planned activities, and time frame
- Projected resources and staffing requirements
- Follow-up accountability progress reports

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?

Clear articulation and assessment of SAOs results in the following:

- Making clear to students how they will use what they are learning and therefore, allow them to see why it is important;
- Enabling the institution to measure the effectiveness of the particular service, workshop, or program.

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 addition, it may be that some SAOs are appropriately directly linked to our soon to be completed Strategic Initiatives.

Progress to Date

Student services area deans and directors initially met with the Vice President of Student Development and Instruction during February 2009 to outline the process and timetable for the development and assessment of SAOs. Since then, the student services areas allocated 73 hours of time during Winter and Spring 2009 Quarters to identify, discuss, document, and assess three program SAOs for general areas, such as counseling, student support programs and services, and disability resources. In addition, the SAO assessment data and reflections were reported using the same college online reporting system as the SLO assessments, but with adaptations for student services. During Fall Quarter 2009, the SAO information and data will be incorporated into the student services program review process and used for program planning and resource alignment. In addition, the public can access SAOs at the end of October 2009 at: http://www.foothill.edu/schedule/learning_outcomes.php.

Some SAO examples, taken from online reporting system include:

Service Area: Career Center [2008-09]

SAO #1: Students will identify possible careers that would match their personality type, strengths, interest, skills, and/or values. *Institutional Learning Outcome:* Creative, critical and analytical thinking.
Strategy: Survey students to determine how useful the process is for writing the resume.

Service Area: Assessment [2008-09]

SAO #1: Upon completion of testing the student will recognize the next step in their matriculation process. *Institutional Learning Outcome:* Creative, critical and analytical thinking.
Strategy: Survey questions posed as part of student testing looking for one or more of the following:

1. Register for classes
2. Met with a Counselor
3. Come back for re-testing
4. Took departmental challenge

Service Area: Outreach & Retention [2008-09]

SAO #1: Succeed in college level English course 1A (transfer level). *Institutional Learning Outcome:* Communication.
Strategy #1: Matriculation and course completion data will be extracted from reports Hyperion and SIS.

SAO #2: Increase social awareness and develop leadership skills. *Institutional Learning Outcome:* Community/global consciousness and responsibility.
Strategy #2: Student actively participates in BSU or Heritage month activities and enrolls in and successfully completes leadership course CNSL 86.

SAO #3: Utilize campus resources for transfer preparation or career exploration. *Institutional Learning Outcome:* Computation.
Strategy #3: Student completes education plan, able to calculate GPA, demonstrates use of student services and enrolls in and transfer preparatory course CNSL 85H.

The Winter and Spring Quarter 2009 SAO development schedule is listed in the following table:

SAO Development and Assessment Allocation of Time 73 Hours				
Date	**Time**	**Hours**	**Service Area**	**Facilitator**
2/26/09	10:00	1	Counseling	RM
3/11/09	3:00	2	Counseling	DD, JC
3/25/09	3:00	1	Counseling	JC
4/5/09	3:00	1	Counseling	JC
6/3/09	3:00	1	Counseling	JC
3/11/09	3:00	2	Testing	DD, JC
3/25/09	3:00	1	Testing	JC, KT

6/3/09	3:00	1	Testing	JC, KT
3/11/09	3:00	2	Transfer	JC, MC
3/25/09	3:00	.5	Transfer	MC, MLH
4/5/09	3:00	1	Transfer	MC, MLH
6/3/09	3:00	1	Transfer	MC, MLH
2/26/09	10:00	1	Career Center	RM
3/5/09	1:00	1	Career Center	LB, KO
3/25/09	2:00	1.5	Career Center	LB, KO
4/5/09	1:00	1.5	Career Center	LB, KO
6/11/09	3:00	1	Career Center	LB, KO
7/7/09	3:00	.5	Career Center	LB, KO
2/28/09	1:00	1	Evaluations	JC, SF
3/4/09	1:00	1	Evaluations	JC, SF
3/11/09	1:00	1	Evaluations	KTM, SF
3/24/09	1:00	1	Evaluations	DP, SF
5/18/09	1:00	1	Evaluations	FJ, SF
6/22/09	1:00	1	Evaluations	SF
7/6/09	1:00	1	Evaluations	SF
2/26/09	10:00	1	EOPS	RM
3/18/09	11:00	1	EOPS	MP
4/22/09	3:00	1	EOPS	MP
5/26/09	3:00	1	EOPS	HH, MP
6/18/09	2:00	1	EOPS	MP
2/26/09	10:00	1	Outreach/A&R	RM
3/4/09	1:30	2	Outreach	HH
3/11/09	2:00	1	Outreach	HH
4/7/09	10:00	1.5	Outreach	HH
4/22/09	11:00	1	Outreach	HH
2/26/09	10:00	1	Financial Aid	RM
3/10/09	8:00	1	Financial Aid	KH
3/23/09	9:00	1	Financial Aid	KH
3/31/09	9:00	1	Financial Aid	KH
4/13/09	9:00	1	Financial Aid	KH
4/21/09	9:00	1	Financial Aid	KH
5/19/09	9:00	1	Financial Aid	KH
2/26/09	10:00	1	DRC	RM
1/30/09	12:00	1.5	DRC	GG
3/5/09	7:45	1	DRC	GG
3/11/09	2:00	1	DRC	GG, MD
3/12/09	10:00	3	DRC	GG
3/16/09	3:00	1	DRC	GG
3/20/09	1:30	3	DRC	GG, MD

4/22/09	9:30	.5	DRC	DD, GG
1/30/09	12:00	1.5	Health Service	GG
4/24/09	3:00	1	Health Service	GG, NK
5/11/09	12:00	.5	Health Service	GG, NK
1/30/09	12:00	1.5	Psych Services	GG
4/27/09	2:00	1	Psych Services	GG, MH
5/7/09	10:15	1.5	Psych Services	GG, MH
5/13/09	3:00	1	Psych Services	GG, MH
5/26/09	12:00	1.5	Media Center	DD, KTM, WS
6/18/09	2:00	.5	Media Center	WS, LR
5/26/09	12:00	1.5	Tutorial Center	DD, KTM, WS
6/18/09	2:30	1	Tutorial Center	WS, AJ
5/26/09	12:00	1.5	Library Services	DD, KTM, WS
6/18/09	3:30	2	Library Services	WS

Future Plans for Service Area Outcome Assessment Cycles in Student Services

During the 2009-10 academic year, in collaboration with the Academic and Classified senates, the Student Learning Coordinator, the College Researcher, and the Vice President of Student Development and Instruction, all student service areas will continue the work by:

- Reviewing and refining the previously submitted SAOs.
- Assessing the remaining two-thirds of the identified SAOs.
- Integrating the results into the program review process.
- Developing an updated program review mechanism to be linked to the budget and resource alignment process annually.

At that time the first full cycle of SAO development and assessment will be complete so that we can begin the process of assessing the process itself, implement changes to the process (if necessary), and begin the cycle once again.

Progress & Future Work: Student Learning Outcome & Assessment Cycle/Administrative Units

As part of the Accreditation process, Foothill College has determined that the Program Planning and Review committee will be designing and requiring Program Reviews for all Administrative Units. This is the newest area of "outcome" development on our campus.

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). Examples of Administrative Units include Marketing and the Offices of the President, Vice Presidents, and Deans. Since AUOs need to be aligned with our Strategic Initiatives, we believe that we should complete our Strategic Planning process and identify our Strategic Initiatives prior to the development of AUOs. Our Strategic Initiative and Action Plans will be completed by

December 2009. We will develop the Administrative Unit Planning process and documents during Fall Quarter 2009 and will develop AUOs during Winter Quarter 2009.

During the 2009-10 academic year, we will complete the AUO assessment cycle by:

- Communicating with campus-identified Administrative Units to discuss their participation in the accreditation process.
- Developing AU missions and goals that are aligned with the Strategic Initiatives
- Holding work sessions with AUs to identify and develop AUOs.
- Completing a Program Review form for the AU.
- Developing assessments to measure the AUOs.
- Initiating AU evaluation of their performance based on self-established AUOs and reflection upon the data collected.
- Utilize the Strategic Initiatives as the basis for individual administrator goals.

Conclusion

The cycle of inquiry that is evident in all three procedures (SLO, SAO, and AUO) 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; developing 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.

Foothill College has engaged in collegial and comprehensive assessment, planning, and resource alignment and allocation in order to fully address the recommendation we received from ACCJC. In our concerted effort to respond to each recommendation we have:

- Written nearly all course level SLOs
- Begun an assessment cycle for a cohort of courses
- Developed a support structure to institutionalize the SLO cycle at our college
- Written nearly all SAOs
- Begun an assessment cycle for the majority of student services
- Implemented a timeline for the completion of any remaining instructional SLOs and student service SAOs
- Begun dialogue on the development of AUOs and assigned that as a task to our Program Planning and Review Committee.
- Developed a web-based reporting system for SLOs, AUOs, and SAOs.

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