

Foothill College Follow-Up Report to ACCJC

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outcomes and administrative unit outcomes, and use the results to make improvements. (II.A.1.c, II.A.2.e, II.B.4, II.C.2)

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In its 2011 Self-Study, the college documented the annual progress it has made for 2009–2010 and 2010–2011 in the Student Learning Outcomes Assessment Cycle (SLOAC). (2.1: 2011 Self-Study). According to the recommendation resulting from the evaluation team visit in October 2011, which stated that the college accelerate the assessment of its program-level student learning outcomes, service area student learning outcomes and administrative unit student learning outcomes, Foothill College continued its cycle of Student Learning Outcomes and Assessment (2.2: PaRC Planning Calendar) and has taken significant steps to move forward and fully meet the standards. The cycle continues to revolve on a quarterly basis for course-level SLOs (CL-SLOs) and a yearly cycle for administrative unit (AU-SLOs), program-level (PL-SLOs) and service area SLOs (SA-SLOs). While the previous academic year’s reflections are due by the third week of the newof every fall quarter, there is strong encouragement and support to complete these SLOs over the summer in advance of the next program review cycle. See Recommendation 1 for further descriptions of program review participants and the process.

In each of the three areas identified in the recommendation, the college has advanced its development and assessment of student learning outcomes through training, software implementation and education with faculty, administrators and classified staff related to writing, assessing and reflecting on PL-SLOs, SA-SLOs and AU-SLOs. Additionally, the college shares documented examples of where data analysis and authentic assessments are leading to improvements, resource allocations and program development. Finally, the college has plans to

learning outcomes and assessment occurred. For example, additional programs, services and administrative units have been [were](#) identified to participate in the SLO and program review process as of Fall 2012, and one-third of all participants will complete a comprehensive program review template that features additional data points to analyze and discuss ([2.3: Program Review Schedule](#)). All program reviews will continue to include a report of their SLO assessments, indicating the goals aligned with these assessments and identifying requests for resources to support those goals. As these completed program reviews move through the cycle, improved documentation of the prioritization phases exists to link resources to program reviews. ([2.4: Resource Allocation Website](#)) In keeping with the action plan listed in the 2011 Self-Study, the Planning and Resource Council (PaRC) approved the membership and charge of a Program Review Committee (PRC) that will convene in Fall 2012 and will serve as the evaluative body for all comprehensive program reviews ([2.5: Program Review Committee Website](#), [2.6: Governance Handbook](#)).

While the evaluation team's recommendations did not specifically refer to the assessment of Foothill College's IL-SLOs, the college renewed effort to develop, document and assess these outcomes, otherwise known as the 4Cs: Communication, Computation, Creative Thinking and Community/Global Consciousness & Citizenship. Currently all course, service area, administrative unit and program-level SLOs are being mapped to IL-SLOs through the new TracDat system. A reflection prompt asks faculty and staff to describe and reflect on the connection between their course, program or service area SLO and one of the four IL-SLOs ([2.7: IL-SLO Reflection Examples](#)). The Curriculum Committee adopted the 4Cs as [its](#) general education SLOs (GE-SLOs), and data gathered through the Community College Survey of Student Engagement (CCSSE) (

The Office of Instruction and SLO coordinators also attended department and division meetings on **Oct. 14, 2011** (English), **Dec. 6, 2011** (CHLD), **Jan. 20, 2012** (ESLL) and **Jan. 27, 2012** (2.13: [BSS Division Meeting](#)) to work directly with faculty on SLOs and Program Review. Communication also took place through the office's quarterly newsletters that are posted online (2.14: [I&IR Newsletter website](#)).

One particular area of focus was an initiative **sought** to ensure that course-level SLOs are aligned with program-level SLOs. Beginning in **On** April 4, 2011, the SLO coordinators distributed a document to faculty to help map PL-SLOs to CL-SLOs, and provided examples of possible assessments (2.15: [PL-SLO Mapping Template](#)). Program faculty were required to complete the mapping document, specify assessment measures, timelines and return the document to the Office of Instruction by May 27, 2011. Hence, the SLO coordinators offered several workshops to help faculty review, create and revise PL-SLOs and assessment plans. These completed documents were used in **Spring** 2011 to transition the PL-SLO assessment plans to TracDat (2.16: [Examples of Completed PL-SLO Mapping Template](#)).

In March 2012, the SLO coordinators contacted **all** program faculty for every program and updated faculty **them** about the assessment cycle. The emails also included individualized suggestions for potential assessments (2.17: [Example Emails to Departments](#)). The SLO coordinators met with a number of program faculty during

departments struggling to define a meaningful method of assessment so that results can be used to improve student learning. These appointments will be made in Fall 2012.

The Spring 2012 term ended with a successful completion of the new resource allocation cycle. SLO assessment findings were [are](#) embedded in program reviews, and dialogue about these daoutd with a

service areas. The next step was a meeting with all of the service area directors occurred on Oct. 19, 2011, to establish a timeline was established with the goal of 100% for 100-percent SA-SLO completion by the November 2011 deadline.

To accomplish this task, the SA-SLO core team offered several workshops and trainings during Fall Quarter the fall term. On Nov. 4 and 16, 2011, service area staff received collaborative, hands-on training with the writing of SA-SLOs, creating or revising of an assessment plan, and inputting reflections into the TracDat system. Many individual sessions were also offered to meet the range of schedules within the service areas.

There were many robust discussions similar to those of AU-SLOs.

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Health Services Office will offer free flu shots to currently enrolled students Oct.

Access) [Website](#) Homepage). OpenStudy is an online tutorial system that offers peer-to-peer tutorial assistance in numerous subjects.

To ensure that students are aware of all services, Middlefield Campus maintains a comprehensive information resource program that features informational flyers for all college services and programs, such as health services, disabled student services, student activities and many more. Some are printed in Spanish.

In addition to the services outlined above, the Foothill College Middlefield Campus offers the following:

On-site outreach services to area high schools and community organizations through the College and Career Connections Office (3.8 Foothill College and Career Connections [Website](#));

Admissions and registration (conducted daily);

Assessment and placement testing, including testing at local high schools and educational centers (conducted daily);

Financial aid by appointment and drop-in service (conducted two days per week);

Counseling services, by appointment or drop-in that include career and transfer guidance, disability, personal and academic counseling (conducted two days per week). One Middlefield counselor is certified in disabled students, programs and services (DSPS) counseling. The counselors at Middlefield collaborate with other departments both on the main campus and at Middlefield to ensure that students experience college success.

Library services are provided online and on site. Students have access to the college's library databases, which can be accessed in the computer lab at the Middlefield campus. A librarian from the main campus is available to meet with any class at Middlefield to explain the process for accessing library books or resources. In addition, Middlefield operates a reserve book program in which textbooks for classes being offered are made available to students to use on site (3.2 Middlefield Website Services). Students also have access to all of the college's library databases, which they can access in the computer lab at the Middlefield Campus.

As on the main campus, Middlefield students have on-site monthly access to legal services.

Safety and emergency preparedness is an ongoing priority at the Middlefield Campus. Staff distribute an emergency resource sheet to all faculty and staff at the start of each quarter which details emergency contact information, emergency procedures, and advice specific to the Middlefield Campus and its unique student population.

To serve the needs of Spanish-speaking students, the Middlefield Campus offers one-to-one Spanish-speaking recruitment, a Spanish-language hotline, enrollment and admissions assistance. This is accomplished largely in part with the outreach staff at the Middlefield Campus, and through the Foothill College Career Connections [website](#) (3.8

