



Saddleback College Institute for Teaching and Learning

VOLUME 1, ISSUE 1

FALL 2009

TAKE NOTE:

- We hope you find this newsletter informative. Look for new issues twice each semester.
- Various workshops will be held throughout the semester. Check out the calendar on pages 6 and 7 or online.
- CurricUNET is now programmed to accept course-level SLOs. Contact Claire Cesareo-Silva or Linda Bashor for further information.

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Institute for Teaching and Learning Established

Over the years, Saddleback College has provided many opportunities for faculty members to perfect their craft, but there has not been much coordination among the different groups offering training of various sorts. Therefore we are pleased to announce the launching of the **Institute for Teaching and Learning (ITL)**, which will centralize much of this training under one umbrella.

The Institute is a joint project of Educational Planning and Assessment (EPA), the Basic Skills Initiative (BSI) and the Distance Education program (DE), under

the auspices of the Academic Senate. Based on responses to a faculty survey given in Spring 2009, the Institute will be offering a wide variety of workshops and courses concerning instructional and course design, teaching and learning strategies, class assessment practices, the teaching of basic skills across the curriculum, and best practices in online instruction.

A newsletter will be published twice each semester showing the scheduled trainings and addressing topics of interest. If you would like to contribute an article to the newsletter, please

contact one of the individuals listed on the back page.

Be sure to explore our website as well, found at <http://www.saddleback.edu/asenate/ITL/>. Here we will post our training schedule, copies of our newsletter, and a selection of instructional resources,

Finally, please let us know if you would like to see a workshop on a particular topic, or have any other suggestions. We seek your insights and participation in building an institute that is a valuable resource for you and for all your colleagues at Saddleback College.

The CIDDE: Center for Instructional Design and Distance Education

The **Center for Instructional Design and Distance Education**, better known as The CIDDE, has been three years in the making, and is now open and ready to help you with all your instructional technology needs, both for online and on-campus classes. Join them for their Opening Celebration and Technology Showcase on August 19 from 1-2:30pm. The CIDDE is conveniently located in BGS 249.

The center is equipped with state-of-the-art technology including 20 MAC/PC computers for training and workshops, four individ-

ual workstations with MAC/PC computers, two Media Sound Booth Centers specifically designed for the creation of lectures and narrated videos for vodcast and podcast, as well as DVD production, and four PC scanning and media conversion stations.

Staff members Valerie Senior, Vivian Nguyen, and Kathy Constance offer training sessions on various instructional technologies, and are also available for individualized appointments. There are forty years of combined technological experience

housed behind the CIDDE doors, so be sure to stop in and check it out. You'll be glad you did!

The new lab in CIDDE features 20 dual-boot MAC/PC computers.



New Online Teaching Certificate Offered



Faculty can take one course or the entire series of courses.

The Distance Education Committee and the Education Department are pleased to announce the creation of an online teaching certificate at Saddleback College. This is a 16-unit credit certificate program comprised of a series of short-term courses — all online, of course! The entire certificate, including an internship, can be completed in one year. Most of the courses are short term, lasting only two to four weeks. Faculty can also elect just to take individual courses of interest.

The program is housed in the Education Department of Social and Behavioral Sciences, and course descriptions can be

found in the 2009-2010 college catalog. The courses included in the program are:

EDUC 200—Introduction to Online Teaching and Learning

EDUC 205—Teaching Models of Online Instruction

EDUC 210—Technology for Online Instruction

EDUC 215—Curriculum Design for Online Instruction

EDUC 220—Universal Design for Online Instruction

EDUC 225—Student Assessment Methods for Online Instruction

EDUC 230—Practicum: Online Instruction

This Fall, only three of the courses will be offered, EDUC 200, EDUC 205 and EDUC 210, and will begin during the second 8-week session. EDUC 200 is a recommended preparation for all of the other courses, so you should take that course first, especially if you are new to online teaching.

More information about the courses and scheduling will be sent out to all faculty. In the meantime, if you have any specific questions you can contact either June Millovich at jmillovich@saddleback.edu or Claire Cesareo-Silva at cce-sareosilva@saddleback.edu.

The Basic Skills Initiative (BSI)

This fall, the BSI Advisory Committee, in conjunction with the ITL, have organized an exciting series of workshops for faculty. The BSI will host a series of informal meetings and interactive workshops to address common concerns for Saddleback instructors whose students need assistance with the fundamentals of college study.

Additionally, in October, the nationally acclaimed professional development program for university and college faculty, **On Course**, developed by Skip Downing, will be

conducted in a two-day colloquium on the Saddleback campus aimed at promoting student success across the curriculum (see page 6 of this newsletter for more information).

Join your colleagues at the following activities:

Café BSI will be held on alternate Mondays at 3pm in the Social and Behavioral Sciences faculty lounge on the 3rd floor of BGS. These are informal, open-ended meetings that will encourage teachers from all disciplines to share their experiences in the classroom and their strategies for effective instruction. Refreshments will be provided!

The **BSI Workshops** conducted by Basic Skills specialists will be held on alternate Mondays and repeated on Thursdays in BGS 226. These workshops will focus on common pedagogical issues and will include topics such as academic reading, annotation and note-taking, information competency, writing across the curriculum, and strategies for addressing the needs of second language learners.

For more information, please consult the BSI website at <http://www.saddleback.edu/bsi/>, or contact BSI Co-Coordinator Cheryl Altman at caltman@saddleback.edu or Bruce Gilman at bjgilman@saddleback.edu.



Institutional Student Learning Outcomes are Here



We started with program-level Student Learning Outcomes (SLOs), then added course-level SLOs, now we have added another layer of outcomes assessment—institutional-level SLOs! These outcomes are meant to represent the college's educational values and encapsulate what we hope that all students know or are able to do as a result of having been a student at Saddleback College and completing a degree or transfer program.

The Institutional SLOs closely parallel the Associate Degree General Education requirements and core competencies. Below is a list of the proposed Institutional SLOs,

which will go to the Academic Senate for approval in early Fall.

Institutional SLOs

Students completing a degree or transfer program will be able to demonstrate:

- ◆ **Effective Communication**
 - Reading Competency
 - Written Communication
 - Oral Communication
- ◆ **Intellectual and Practical Skills**
 - Computer Literacy
 - Scientific and Quantitative Reasoning
 - Information Competency
 - Critical and Creative Thinking
 - Teamwork and Problem Solving
 - Skills for Lifelong Learning
- ◆ **Community/Global Consciousness and Responsibility**
 - Knowledge of Cultural Diversity
 - Interpersonal Skills
 - Civic Knowledge and Engagement
 - Ethical Reasoning and Action
- ◆ **Breadth of Subject Area Knowledge**
 - Natural Sciences and Mathematics
 - Arts and Humanities
 - Social and Behavioral Sciences

It is our hope that faculty involved

in the teaching of courses that meet one of these SLOs will work together over the next couple of years to develop specific outcomes and assessment methods. This has already begun with the Information Competency outcome. Librarian April Cunningham is coordinating a group of faculty in the writing of specific outcomes and a scoring rubric for various elements of information competency. These will then be distributed to all instructors who teach curriculum-approved information competency courses for assessment in the Fall semester.

Through the use of such Institutional SLOs, we can determine whether or not we are doing an a sufficient job in the teaching of these core competencies to our students, and work together to develop strategies for student success in all of these areas.

“These outcomes are meant to represent the college’s educational values and encapsulate what we hope that all students know or are able to do as a result of having been a student at Saddleback College.”

What is Service Learning?

In response to our faculty survey, many people asked—Just what is student Learning? Well...

Service Learning is when community service is integrated into the class curriculum with other academic course work. Service Learning is distinct from volunteerism as the experience is applied to the academic learning within the classroom and is considered an integral part of the coursework. Students take part in helping with the needs of the community and are provided with real world learning experiences and develop the skills necessary to work with diverse popula-

tions. Students apply the academic topics covered in the classroom to real world situations which encourages additional thought and evaluation skills, as well as serves the community's various needs. In addition, Service Learning helps students to develop a sense of community and civic responsibility.

More information regarding Service Learning can be found on their webpage at <http://www.saddleback.edu/sbs/sl/> or by contacting Allison Camelot at acamelot@saddleback.edu or Nicole Loftus at nloftus@saddleback.edu.

Also, check out the workshop on Service Learning to be held on October 14th.



Students engage in community service and apply their experiences to academic learning.

Reporting of Student Learning Outcomes

There is currently some confusion over the reporting of all five columns of SLOs, especially since the forms for course-level SLOs and program-level SLOs are currently different from one another. In order to simplify this process, course-level SLOs will now be input directly into CurricUNET. Program-level SLOs will still be reported on the five-column spreadsheet, but we no longer require the submission of the first-three columns — simply turn in the completed forms annually once all five columns are complete.

If you do not yet know how to use CurricUNET, don't worry. In addition to the regular CurricUNET training given by the Curriculum Committee, EPA will be devising an online training

solely for the purposes of inputting your course-level SLOs. Individual appointments with Shouka Torabi or Claire Cesareo-Silva can also be arranged for this purpose.

Because course-level SLOs are now housed in CurricUNET, they are a part of the curriculum process and are available for viewing on the official course outline. The EPA Committee also encourages all faculty to consider including these SLOs as part of your course syllabus. Not only will this help to satisfy the accreditation requirements, it will also enable students to know in advance what they will learn in the class.

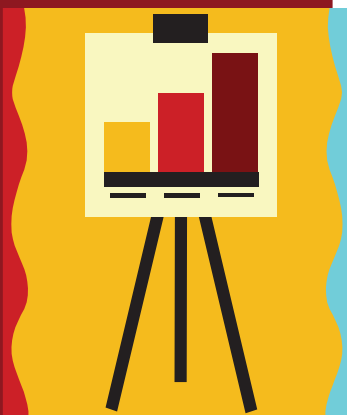
Remember:

- ◆ Program-level SLOs are due

for each instructional program on an annual basis. The deadline for submission of 3-5 completed program-level SLOs is the third Friday of September in the following year.

- ◆ Course-level SLOs for each course offering during the year are due on an annual basis. The deadline for submission of at least one completed SLO per course is the third Friday of September in the following year.
- ◆ Although each program only needs to assess one SLO per course each year, you will need to input at least 3-5 SLOs per course into CurricUNET by the end of the 2009-2010 academic year.

inFORM: The New Data Warehouse



The research office will still be providing basic data sets to all instructional programs undergoing program review. However, there is now a great tool for exploring other types of data called **inFORM**.

inFORM is a new data warehouse and querying system that is extremely user friendly and allows data to be pulled very quickly with just a few clicks of the mouse. Prior to inFORM, data was available through various formats which, at times, led to inconsistent reporting. In order to have a uniform method for data extraction, the District, with the assistance of an outside con-

sultant, Neudesic, developed inFORM to be a “one stop shop” for data.

A great feature of inFORM allows users to create their own reports! Using Excel as the platform to extract the information from the warehouse, the user will have the ability to customize reports with various criteria and filters by using a simple drag-and-drop method.

District IT, together with the district and college research and planning offices, has also created an inFORM sharepoint site which grants access to several preformatted reports for end users. These reports

include information on enrollment trends, demographics of students, and term comparisons with the ability to drill down to great detail. The inFORM sharepoint site does not only contain detailed reports, but it is abundant with training tools and glossaries to assist the user through navigation and utilization of the system.

Access to inFORM will be given to all administrators and department chairs. Training for department chairs will be held on September 4th and again on September 25th. Check your e-mail for additional information.

Introducing the Freshman Academy



“The main objective of the Freshman Academy is to support student success as students make the transition from high school to college.”

This fall, BSI is piloting a special program to create a first year experience for entering freshmen. The main objective of the Academy is to support student success as students make the transition from high school to college, and engage them in an exciting learning experience. Students become eligible for the Freshman Academy when their matriculation scores indicate an unpreparedness for the academic rigor of college with reading, writing, math, and study skills strategies.

This one-year program is designed to maximize the first year by getting students comfortable on campus, connecting with the college, and being part of a community of learners.

The first semester students enroll in essential college foundation classes English 340, English 300, Math (351, 251, or 253), Applied Psychology 140 and 3 tutorial sessions. These classes, although at an entrance level, will introduce students to the academic challenges that all college students face and provide them with strategies

to approach these challenges. This unique opportunity will group students in a small class setting with the same instructors and students all semester long, helping to foster relationships, provide networking opportunities, and make connections within the learning community. Studies suggest that freshman students who participate in similar programs have increased graduation and transfer rates, higher GPA's, and are more likely to establish and achieve their academic goals.

Other benefits of the Freshman Academy include the opportunity to:

- ◆ Enroll with priority registration
- ◆ Guarantee enrollment in classes
- ◆ Explore majors, careers, and setting goals

- ◆ Learn about campus resources
- ◆ Develop college success strategies
- ◆ Enroll in a convenient class schedule
- ◆ Gain access to academic and career counseling
- ◆ Participate in group activities, take trips to four year schools, and hear guest speakers
- ◆ Take advantage of free tutoring and faculty mentoring

This is a specialized program with limited enrollment for the pilot project. The FA cohort and control group will consist of 25 students each. Success will be measured by the retention and persistence of students in the core FA classes. All candidates will be interviewed for their commitment to succeed in college.

An orientation and reception for students who enrolled in the Freshman Academy took place on August 6th, and students were able to meet their instructors in an informal setting.

Program Review Process Revised

In order to streamline the process of program review even further and ensure that program reviews are fundamentally linked with the college's strategic planning, the EPA committee has devised a new process for completing program reviews. This process was approved by the Academic Senate in Spring 2009, and should be used by all programs completing their program review in 2009-2010.

Some key changes in the revised process include:

- ◆ The requirement that a program review must be completed for each program requesting resources.
- ◆ An annual update of the **Needs Assessment** portion of the program review.
- ◆ Electronic only submission of the review. No more paper copies!
- ◆ Enforcement of the 2-year cycle requirement for vocational programs.
- ◆ The need to address how SLOs are being assessed and utilized in your program.
- ◆ The reinstatement of short presentations to the Consultation Council (formerly PBC).

If you receive an email notification that your program review is due during the year, please contact EPA chair Claire Cesareo-Silva to review the new process before you begin.



Hard copies of Program Reviews are now a thing of the past!

AUG/SEPTEMBER 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31 Café BSI	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 Web-Enhanced Classes	16	17	18	19
20	21 BSI Workshop	22	23	24 BSI Workshop	25	26
27	28 Café BSI	29 Building Better Syllabi	30			

Workshop Info

- } Café BSI will be held from 3-4pm in SBS Faculty Lounge.
- } BSI Workshops will be held from 3-4pm in BGS 226. Monday and Thursday workshops in each week are identical. Topics will be announced on the BSI and ITL websites.
- } Sept 15 — Web-Enhanced Classes Workshop. 3-4pm in BGS 327.
- } Sept 29 — Building Better Syllabi Workshop. 5-6pm in BGS 327.

Two Day “On Course” Workshop



On Thursday and Friday, October 22nd and 23rd, from 8:30am-4:30pm in SSC 212, BSI is hosting an exciting workshop on student success entitled **On Course**.

This widely acclaimed workshop offers ideas for learner-centered education. During the workshop, experts in instructional techniques will focus on strategies for empowering students to become active, responsible, and successful learners. Faculty who attend will leave with dozens

of effective new strategies they can implement immediately in their classrooms. Colleges that have utilized the On Course strategies have seen an increase in both retention and student success (for detailed information, check out the On Course website at www.onscourseworkshop.com and click on “On Course Data”).

The workshop at Saddleback will be facilitated by Southwestern College professor

Eileen Zamora, who has been facilitating experiential workshops for educators for over 25 years.

Enrollment for this dynamic professional development opportunity is limited to 50 faculty members, so sign-up now by contacting Cheryl Altman at 949-582-4954 or caltman@saddleback.edu.

And don’t cancel your classes — call the Transfer Center and arrange for them to take over on the day you will miss!

Workshop Info

- } Café BSI will be held from 3-4pm in SBS Faculty Lounge.
- } BSI Workshops will be held from 3-4pm in BGS 226. Monday and Thursday workshops in each week are identical. Topics will be announced on the BSI and ITL websites.
- } Oct 14 — Service Learning Workshop. 3-4pm in BGS 329.
- } Oct 22 & 23 — On Course Workshop. See article on page 6 for more information.

OCTOBER 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 BSI Workshop	6	7	8 BSI Workshop	9	10
11	12 Café BSI	13	14 Service Learning	15	16	17
18	19	20	21	22 On Course Workshop	23 On Course Workshop	24
25	26 BSI Workshop	27	28	29 BSI Workshop	30	31

Campus Resources

For more information on the following topics, please contact the individuals listed:

Basic Skills Initiative

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Blackboard/Instructional Technologies

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Class Climate/Par Score

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CurricUNET

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Data Sets for Program Review/inFORM

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Distance Education

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The Institute for Teaching and Learning is a joint project of Educational Planning and Assessment (EPA), the Basic Skills Initiative (BSI), and the Distance Education Program (DE), under the auspices of the Academic Senate, whose mission is to provide faculty training opportunities that promote excellence in teaching to ensure the highest level of student learning both inside and outside of the classroom.

Visit our website:
www.saddleback.edu/asenate/ITL

The CIDDE Block

iPhone home . . .

ET isn't the only one using alternative means to find his way home. With iPhones circulating all over the place, now it's time to find out how they can be used in the service of education. If you own an iPhone, below are some tips on how you can use it to help facilitate your teaching.

Use it to keep track of your email.

One easy way to help get you started is to set up Exchange on your iPhone so you can keep in touch wherever you go.

Go to Settings > Mail, Contacts, Calendars > Add Account > Select Microsoft Exchange (note this only works for one exchange account) > put in your email address for saddleback > server = exchange.socccd.edu > user name – same as what you enter for your email and password on campus.

Then go back into the settings after it verifies your credentials and set your preferences for the calendar and contacts.

It will maintain sync with your Exchange account and alert you when new messages arrive or when you have a scheduled meeting.

Use it to browse for videos or podcasts to incorporate into your courses through applications such as YouTube and TED (Technology, Entertainment and Design).

iPhones are more than just a fun gadget — they are extremely useful for teaching as well!



Both of these sites have useful and interesting programming that can be used in your online and on-campus courses. While YouTube is widely known, TED is probably less familiar to you. Each year, the TED conference hosts a number of speakers on current issues, which are available online as vodcasts and podcasts. Recent lectures include Elaine Morgan on the aquatic ape hypothesis, Paul Romer on the chartering of cities, and Jim Fallon on the minds of psychopathic killers!

Use it to update your Facebook or MySpace page, even while on the road.

Download the application for the social networking utility of your choice. Use it to document your sabbatical travels or other intellectual pursuits so that your students can learn from your experiences!

More tech tips to come . . . from the gals at the CIDDE: Kathy Constance, Vivian Nguyen, and Valerie Senior.