LEARNING COMMUNITY FOR NEW FACULTY

Center for Excellence and Innovation in Teaching and Learning

2011-2012

Cañada College

CAÑADA COLLEGE FACULTY HANDBOOK

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Welcome to Cañada College and congratulations on being selected as one of our faculty members.

As the semester begins, we would like to introduce you to the online handbook for new faculty members. The handbook will provide you with information on faculty roles and responsibilities, and College policies, procedures, and resources.

Should you have any questions or concerns, please don't hesitate to contact me or your Division Dean. I can be contacted at perkinss@smccd.edu or (650) 306-3353.

I look forward to meeting you and working with you this academic year.

Sarah F. Perkins, PhD

Vice President of Instruction

LEARNING COMMUNITY FOR NEW FACULTY

LEARNING COMMUNITY FOR NEW FACULTY MISSION STATEMENT

The Cañada College Learning Community for New Faculty is designed to assist faculty in becoming fully functioning members of the learning college. This program addresses the unique needs of faculty as they are introduced to Cañada College's mission and organizational culture. These learning opportunities will provide a support system of peers, encouragement, information, and an introduction to learning college principles.

BENEFITS OF PARTICIPATION

This year-long faculty learning community focuses on

offering opportunities for new faculty to understand the learning college principles; providing information on support services and programs for faculty that can lead to improved student success; presenting professional development opportunities for faculty; and introducing methods of incorporating technology in the classroom. Participating in this Learning Community provides the following benefits:

- Connection to College Community
- Portfolio Preparation
- Strengthening professional development skills

CAÑADA COLLEGE MISSION STATEMENT

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

CAÑADA COLLEGE VISION

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

CAÑADA COLLEGE VALUES

As a student-centered community college, Cañada is committed to the following core values:

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community;
- Providing a personal, caring atmosphere.
- Promoting student access, success, self-efficacy, and passion for learning
- Encouraging a passion for life-long learning
- Demanding and insuring excellence in teaching and supporting our students
- Incorporating ethical approaches into all aspects of the educational process;
- Striving to be an innovative college by responding to the changing needs of students, community, and industry
- Practicing the inclusion of shared governance processes in all appropriate aspects of College life

GOAL I: OFFER OPPORTUNITIES FOR NEW FACULTY TO PARTICIPATE IN THE CULTURE OF INQUIRY

By including, but not limited to

A.   Providing opportunities for focused inquiry.
B.   Explaining the learning outcomes and assessment cycle as practiced at Cañada.
C.   Providing new faculty with forums to discuss the development of a learning syllabus and grading rubrics.
D.   Demonstrating how faculty conduct the program review process.

FACULTY OUTCOME: Faculty will identify ways to address differing learning styles, theories of brain-based learning, principles of learning-centered teaching and goals of information literacy in their classes. They will incorporate at least one of these areas into their courses through a written assignment, adapted lesson plan, changes in course syllabus…

ACTIVITIES

- This resource is a 37-page "Self-Directed Guide for Designing Courses for Significant Learning." (click to download) This is intended as a "do it yourself handbook." It introduces each major step and then provides a workshop for applying that step to the design of a course. It is also frequently used as a pre-workshop reading assignment. By reading the text (they don't need to do the application exercises for this purpose), they get an initial overview of the basic ideas. This allows the workshop leader to spend more workshop time on application exercises.
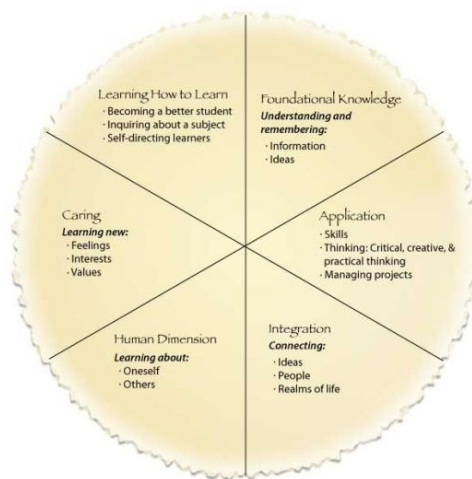

Figure 1 Taxonomy of Significant Learning

- Using Irburic.com create a rubric for the assignments in your class.
- Meet with one of the faculty who teach in one of the college Learning Communities and observe the class.

- Attend one of the Focused Inquiry Network workshops

RESOURCES

Angelo, T.A. & Cross, P.K. (1993). *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass.

Creating Significant Learning Experiences for College Classrooms: An Integrated Approach to Designing College Courses. San Francisco: Jossey-Bass: 2003.

Grade Keeping: Keeping grades electronically can result in more accurate and efficient recording of student work. Once you have carefully considered your grading scheme, enter your preferences into the grading program. Then, enter the assignments and the students' scores. The program does the calculations for you. Fast and easy grade reports can be created, displayed on the web and printed for the entire class - saving you time.

Electronic Grade Keeping

WebAccess Grades.doc (link to theWebAccess grades tool.) GradeKeeper Instructions.websmrtgrkwbdv.doc

Use your SMCCD emailname@smccd.edu and password.

Download GradeKeeper at   http://ww.gradekeeper.com/download.htm
SMCCD WebAccess Tutorial: https://smccd.mrooms.net/course/view.php?id=6271

REFLECTION

How have you modified your syllabi and how do you plan to continue assessing your syllabi every semester?

GOAL II: PROMOTE INNOVATIVE STRATEGIES TO IMPROVE STUDENT ENGAGEMENT AND COMPLETION

BY INCLUDING, BUT NOT LIMITED TO

A. Demonstrating how new faculty can become involved in the curriculum development process.
B. Bringing in representatives from each of the libraries and other learning support areas of the college to review resources and to demonstrate ways of including information literacy in their classrooms.
C. Explain the concepts and practice of learning communities at Canada College.
D. CIETL Resources: books, online links, journals

FACULTY OUTCOME: Faculty will develop course syllabi based on the approved Course Outline of Record for their courses. Faculty will prepare a draft proposal for a Learning Outcomes Assessment Project based on the student learning objectives outlined in one of their Course Outlines. Faculty will be able to explain the processes and forms required to have a new course approved by the Curriculum and Instruction Committee. Faculty will be able to explain the Program Review Process, identify the necessary components involved, and discuss possible methods for assessing program-level student learning outcomes. Faculty will be able to identify the members of the enrollment

ACTIVITIES

- Attend one Curriculum Committee meeting this semester. optional.
- Collaborate with other faculty teaching the same course.

For the courses you teach, download the Course outline of Record from the Curriculum Committee Website and identify some objectives that are fundamental for students to succeed in this class. With a colleague in your department discuss how you can help students to learn those concepts. Using the following framework, create your inquiry plan.

Framework for Making an Inquiry Plan

1. You have a tentative goal for student success/student completion in mind that you would like to pursue.

2. You have some ideas about what might be impeding student success and attainment of the goal.

3. You have questions that you would like to investigate to gather more data to check out your ideas.

4. Now what? How do you go about gathering more information? What's your inquiry plan?

RESOURCES

- Cañada College [Program Review](#)
- Cañada College [SoTL (Scholarship of Teaching & Learning)](#)
- Cañada College [Student Learning Outcomes and Assessments](#)
- [Faculty Inquiry Network](#)
- Faculty Collaborations for Course Transformations ([FACCTS](#))
- This 15 minute film offers an introduction to the iterative steps that underlie effective [Faculty Inquiry](#).

REFLECTION

Explain briefly, your plan for inquiry into the area you identified earlier.

GOAL III: PROVIDE INFORMATION ON THE SUPPORT SERVICES AVAILABLE TO STUDENTS

By including, but not limited to -

A.   Offering details of the services provided by the Library, MESA and Learning Center.

B.   Bringing in representatives from counseling, advising, Health Services, DSPS, Trio and student activities to discuss their roles in student learning.

FACULTY OUTCOME: Faculty will send their students to the Library, MESA and Learning Center, counseling, advising and/or student activities as appropriate OR, incorporate one of these services into an assignment.

ACTIVITIES

- Take the placement tests and complete the application process
- Attend a student orientation
- Attend a student club meeting
- Attend a counseling meeting
- Organize a MES, Library, and/or Learning Center orientation for your students.

RESOURCES

STUDENT SERVICES

- Alternate Media Center
- Bookstore
- Counseling / Career / Transfer Center
- Disability Resource Center (DRC)
  Extended Opportunity Programs & Services
- Financial Aid
- First Year Experience
- Health Center
- Learning Center
- Library
- MESA
- Public Safety/Parking
- Psychological Services
- Student Activities
- TRiO Student Support Services Program
- Veteran's Education Benefits

How do you plan to identify to address your student needs provided through student services? How will you assess your actions?

GOAL IV: PRESENT TO NEW FACULTY THE ORGANIZATIONAL SYSTEM OF THE COLLEGE AND DISTRICT

By including, but not limited to

A.   Utilizing a mentoring program to further expose new faculty to the organizational system.

B.   Discussing the governance system

C.   Explaining the connections between various committees

FACULTY OUTCOMES: Faculty will fully participate in all aspects of the Mentoring Program, including meeting with their mentor at least twice a semester. Faculty will attend one meeting representative of shard governance.

ACTIVITIES

Over the first year, attend at least one meeting for each of the following committees:

- Academic Senate
- Basic Skills Committee
- Board of Trustees
- Budget Committee
- College Planning Council
- Curriculum Committee
- Diversity Committee
- Equal Employment Opportunity Advisory Committee
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)

Create an organizational chart of any one of the divisions on campus (other than your own)

RESOURCES

INSTITUTIONAL REPORTS

- Institutional Self-Study Report in Support of Reaffirmation of Accreditation 2007 (6.8MB)
- Focused Midterm Report 2004 (pdf 210k)
  Report with attachments available in Instruction Office.
- 2002 Interim Report (pdf 85k)
- Evaluation Committee's Response to Institutional Self Study June 2001 (pdf 928k)
- Institutional Self Study 2000 (as single pdf file 4.18MB) (html file)
- Educational Master Plan 2008-2012 (7.3MB)
- 2001 Education Facilities Master Plan
- Strategic Planning Committee Recommendations 2003
- Budget Reports: http://www.smccd.net/accounts/smccd/aboutdistrict/budget.asp
- **2006 Facilities Master Plan (in process)** See March 2 & March 29 All College Presentation and Minutes

- [Student Equity Plan 2004-2005](#)
- [Noel-Levitz Student Satisfaction Survey 10/2006](#)
- [Employee Accreditation Survey 10/2006](#)
- [Employee Accreditation Survey Additional Comments 10/2006](#)
- [Student Survey Report (Feb 2008)](#)

REFLECTION

What kind of guidance or mentorship do you anticipate you will need over the next year? How will you plan to get that guidance?

GOAL V: COMMUNICATE THE VALUES AND BENEFITS OF A DIVERSE CAMPUS CULTURE

By including, but not limited to

A.   Providing workshops on issues such as multicultural affairs and students with disabilities.

B.   Bringing in representatives to discuss diversity issues such as minority students.

FACULTY OUTCOME: Faculty will incorporate alternative methodologies into their courses which address diverse learners and learning styles.

ACTIVITIES

- Attend at least one meeting from the groups listed below:
    - The diversity committee
    - Student Activities
    - Student clubs
- The map represents faculty development as the central element needed for teaching global learning outcomes, straddling curricular and co-curricula arenas. Using the online software, Creately, draw a map representing how you visualize professional development.
- Join an on-line community focusing on equity and diversity
    - Shared Futures
    - Cañada College Facebook groups

RESOURCES

- Cañada College Equity Plan
- California Community College's System Strategic Plan, Goal A5
- Diversity Assessment Model
- Academic Senate whitepaper: Student Equity: Guidelines for Developing a Plan
- Diversity Web
- Center for Multicultural Education, University of Washington
- James Irvine Foundation Campus Diversity Initiative Evaluation Project
- National Conference on Race and Ethnicity in American Higher Education
- Diverse Issues in Higher Education

REFLECTION

How do you plan to contribute to the campus needs regarding diversity and equity?

GOAL VI: INTRODUCE METHODS OF INCORPORATING TECHNOLOGY IN THE CLASSROOM

By including, but not limited to

A. Introducing information on distance learning and online courses, as practiced at Canada.

B. Providing training in WebAccess

FACULTY OUTCOME: Faculty will incorporate one or more components of electronic educational resources into their courses. These can include but are not limited to a posted bulletin board, creation of a personal web page, use of WebCT to post grades…

ACTIVITIES

Use WebAccess to create your class site

What is SMCCD WebAccess?

WebAccess is our district's branded version of Moodle, an open-source course management system designed to help educators create effective online learning communities using sound teaching principles based on social constructionist pedagogy. To learn more about Moodle and the global Moodle learning community visit http://moodle.org/

How can I use SMCCD WebAccess?

Use SMCCD WebAccess to teach a fully online course or merely supplement a traditional course. WebAccess features may be used alone or together, allowing you to teach using just the technology you feel most comfortable with.

Post	Interact	Collaborate
Syllabus / Handouts	Class Email List	Wikis (collaborative writing)
Web Pages	Forums	Workshops (peer evaluation)
Resource Links	Chat (virtual office hours)	Journals (group or individual)
Assignments	Blogs	Elluminate Live (virtual classroom)
Grades	Lessons (learning paths)	
Quizzes	Polls (Choice tool)	
Calendar of Events	Surveys (Feedback tool)	

RESOURCES

- **Pedagogies of Engagement**

Effectiveness of Dual-Delivery Mode Using CCC Confer

Amelito Enriquez, Engineering

WHAT I DID: Used CCC Confer to deliver lecture simultaneously to face-to-face students and online students. Recorded and archived audio and video of lectures.

WHY: Initially, to increase enrollment in courses; face-to-face class is too small.

Technology Implementation

No special software or hardware needed.

I use "Teach and Confer" and "Office Hours". They work exactly the same way!

There are only three buttons I click:
1. Turn on microphone
2. Share desktop
3. Record.

I even ask students to remind me every meeting!

Teach & Confer is a live interactive classroom to meet with your students.

> ► STUDENT LOG IN
> ► View Teach & Confer Archives

Faculty and students can interact using the phone and the internet for meetings, tutoring, counseling and more.

> ► STUDENT LOG IN
> ► View Office Hours Archives

Impact on Teaching

- I now use CCC Confer for all my lectures. I do not need to upload lectures. CCC Confer automatically archives when you record.
- Almost all online and face-to-face students review archives regularly.
- I am less worried about classes being cancelled due to low enrollment.

Drawback:
- Slightly more on-campus students miss lectures.
- I have to watch everything I say now; there is a permanent public record of it!

Impact on Student Learning

Circuits — Online, On-campus: Retention, Success, HW Ave, Test Ave, Final Exam, Final Grade
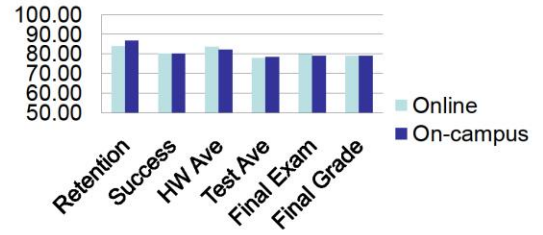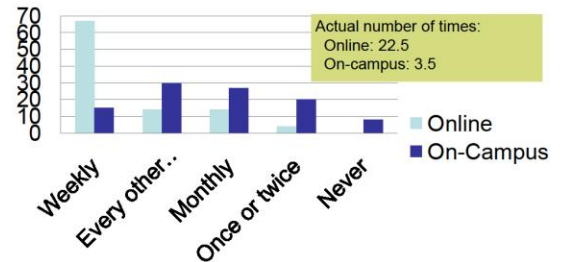
No statistically significant difference in retention, success, and performance of online and face-to-face students despite favorable demographics for face-to-face class (more EE majors; more students taking lab class concurrently.)

How did online students perform so well without "attending" lectures?

They download and review archived lectures!!

Student Survey: Reviewed Archives — Online, On-Campus: Weekly, Every other.., Monthly, Once or twice, Never

Actual number of times:
Online: 22.5
On-campus: 3.5

CCCCONFER	Teach & Confer is a live interactive classroom to meet with your students. All you and your students need is the internet and a phone!	Watch Video
Google Docs	Documents, spreadsheets, drawings and presentations. Work online without attachments.	Watch Video

Jing   Snap a Picture of your screen, Record video of on-screen action, and share Watch Video
        instantly over the web or email

Pollevereywhere *Know what your students are thinking and learning right now.* Bringing   Watch Video
        interactive social assessment to every classroom is now possible and
        affordable.

Creately is a very powerful flowcharting, mindmapping tool. You can get a free account.

Box.net is a magical, online document repository. Instead of emailing back and forth latest versions of documents, use the box.net as a single place to store your documents. There are also a number of mobile apps for various mobile devices. Get a free account.

Online video editing software. You can apply for a free educator account that will allow you to create accounts for all of your students. There is an app for the iPhone/Touch/iPad.

Online community sticky notes, brainstorming tool. Free account.

Multiple people can edit a document simultaneously.

Create posters that can include images, text, music and video. Great for projects. Free account.

EVERNOTE

Use Evernote to save your ideas, things you see, and things you like. Then find them all on any computer, phone or device you use.Use Evernote to save your ideas, things you see, and things you like. Then find them all on any computer, phone or device you use. [Download the desktop and mobile versions.](#) Get a free account.

Gravatar

This puts your picture in a lot of different sites.

YouTube

What can I say, get an account.

REFLECTION

How do you plan to use technology in your classes next semester?

CAÑADA AND DISTRICT STANDING COMMITTEE MEETINGS 2011-2012

	Monday	Tuesday	Wednesday	Thursday	Friday
1st	District Education Services Planning Council (ESP) 9:00 am - 12:00 pm District Executive Conference Room District Shared Governance Council 2:15-4:00 pm Board Room Committee for Student Equity 3:30 pm	Chancellor's Council 9:00 am - 12:00 pm	Administrative Council 9:00 - 11:30 am Bldg 9-153 Budget Committee 1:30 - 3:30 pm Bldg 3-142	Cabinet Meeting 9:00-11:30 am Bldg 9-252 ASCC 12:00 - 2:00 pm Bldg 13-110 College Planning Council 1:30 - 3:30 pm Bldg 3-142	Instructional Planning Council 9:30-11:30 am Bldg 9-354
2nd	District Instructional Technology Council 2:00 - 3:30 pm District Academic Senate 2:00 - 4:00 pm District Research Council 3:00 - 5:00 pm	Chancellor's Cabinet 9:00 am - 12:00 pm	Administrative Council 9:00 - 11:30 am Bldg 9-153 Student Services Planning Council 1:00 pm- 3:00 pm 9-354	Cabinet Meeting 9:00-11:30 am Bldg 9-252 ASCC 12:00 - 2:00 pm Bldg 13-110 Division Assistants Meeting 2:00-3:30 pm Bldg 9-153 Academic Senate Governing Council 2:00 - 4:00 pm Bldg 3-104	Curriculum Committee 9:30-11 Bldg 22-114 (Fall 2010, Spring 2011 location TBD)
3rd	District Shared Governance Council 2:15-4:00 pm Board Room Classified Senate 1:30-3:00 pm Bldg 8-119 Committee for Student Equity 3:30 pm	Chancellor's Council 9:00 am - 12:00 pm Safety Committee 10:30 am -12:00 pm 8-119 Basic Skills Committee 3-4 pm Bldg 3-104	Administrative Council 9:00 - 11:30 am Bldg 9-153 Budget Committee 1:30 - 3:30 pm Bldg 3-142	Cabinet Meeting 9:00-11:30 am Bldg 9-252 ASCC 12:00 - 2:00 pm Bldg 13-110 College Planning Council 1:30 - 3:30 pm Bldg 3-142	Instructional Planning Council 10:00-11:30 am Bldg 9-354
4th	District Research Council 1:30 - 3:30 pm Diversity Committee 1:30-3:00 pm	Chancellor's Cabinet 9:00 a.m. -12:00 pm	Administrative Council 9:00 - 11:30 a.m. 9-153 Student Services Planning Council 1:00 pm- 3:00 pm 9-354 Board of Trustees Meeting 6:00 pm	Cabinet Meeting 9:00-11:30 a.m. Bldg 9-252 ASCC 12:00 - 2:00 pm Bldg 13-110 Academic Senate Governing Council 2:00 - 4:00 pm Bldg 3-104	District Manager's Meeting 9:00-11:00 Board Room Curriculum Committee 9:30-11 Bldg 22-114 (Fall 2010, Spring 2011 location TBD)

DISTRICT ON-LINE RESOURCES

Academic Calendar (or download from Portal)

Email - Access your district email account (@smccd.edu).

Faculty Door Cards - Post your faculty office hours online for students and co-workers.

Course Management Systems - eCollege: http://online.smccd.edu WebAccess: http://smccd.mrooms.net

Portal - Web resource for all SMCCCD Employees who need access to District Web Services & Sites.

Sharepoint - Microsoft Sharepoint Portal Server for posting committee files to share.

WebSMART - A student, faculty and staff web resource for viewing your student and employee information.

QUICK REFERENCE TO COLLEGE RESOURCES

STANDING COMMITTEES

- All Standing Committees Calendar
- Academic Senate
- Accreditation Oversight
- Basic Skills Committee
- Board of Trustees
- Budget Committee
- Classified Senate
- College Planning Council
- Curriculum Committee
- Diversity Committee
- Educational Master Planning
- Equal Employment Opportunity Advisory Committee
- Facilities Master Planning
- Instructional Planning Council (IPC)
- Safety Committee
- Student Equity Committee
- Student Services Planning Council (SSPC)

FACULTY & STAFF RESOURCES

- Academic Calendar (or download from Portal)
- Academic Integrity Policy, Info, Form
- Accreditation 2007
- Adobe Reader free download
- Classified Staff Development
- Central Duplicating
- CIETL
- Course Outlines (new or revised in past 2 years. Must have Word & Excel installed on your computer.)
- Employee Organizations: AFT | AFSCME | CSEA
- Facilities Request Form - Internal
- Facilities Work Order Request (login to Facilities Helpcenter on District Portal)
- Faculty Door Cards
- Faculty Professional Development Resources
- Faculty/Staff Directory
- Faculty/Staff Directory - Searchable
- Guide to Services Summer 2011 (pdf 95k)
- Institutional Reports
- Key Request

- Opening Day 'Packet'
- Planning, Research & Student Success
- Program Review
- SoTL (Scholarship of Teaching & Learning)
- Strategic Plan
- Student Learning Outcomes and Assessments
- University Center Partners - official use only

COLLEGE COMMUNICATIONS

- College Map, Logos and Directions on Use
- Letterhead - MS Word template
- Web Policies and Guidelines (pdf 96k)

NEWS & INFORMATION

- **EVENTS CALENDAR**
- The Olive Press: Cañada Online
- Current News Releases
- CCC Chancellor's Office
- SF Chronicle
- SJ Mercury News
- SF Business Times
- Silicon Valley Business Journal
- The Almanac
- San Mateo County Times

QUICK LINKS

- Academic Support Services
- Admissions & Records
- Athletics/PE
- Bookstore
- Business, Workforce & Athletics
- Catalog
- CTL
- District Facilities & Capital Improvement Program info
- District Portal
- Humanities & Social Sciences
- Instruction, Office of
- ITS Help Desk (login to HelpCenter Portal)
- Learning Center
- Library
- Science & Technology
- University Center