

# CTE NEWSLETTER

## CTE Has A New Logo

By Dorinda Smith & Vince Granito

The Center for Teaching Excellence has adopted a new logo that will become part of all publications coming out of the center. The logo was chosen from a contest in Dennis Ryan's graphic design class. In transforming the website, you will see the new logo (contest winner Robbie Beller, student of Dennis Ryan's in graphic design!). Thanks to Dr. Karen Wells, CTE was able to offer a cash prize to the winner of the CTE Logo Contest, entered by 11 of Ryan's students. Great job to Robbie and many thanks to Dr. Wells for providing recognition of his effort and talent!

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## News From The Co-Chairs

By Dorinda Smith and Vince Granito

The executive steering committee has been working on plans for a special program for the Faculty Development Days Brunch (a change from lunch this time), along with Lee Daugherty. On that Friday, January 13th, we plan to have 9:00 AM session on course redesign and a 10:00 AM session followed by a speaker and brunch. This faculty development day will provide faculty a menu of sessions at the 10:00 hour that is likely to include sessions on active teaching and learning, more on working with special needs and ADA issues, and one or two others (ideas are welcome).

The brunch speaker, Sally Albrecht, will present a stimulating session on how students learn: *Making the Most of Your Brain*. The brunch will adjourn in plenty of time to give faculty the afternoon to concentrate on spring semester. Stay tuned for further details.



**Contest logo winner!**

*Robbie Beller with Dorinda Smith & Vince Granito*

CTE is still interested in convening roundtables for faculty who are interested. If you would like to lead a roundtable, or have an idea for one, please contact Jennifer Kukis [jkukis@lorainccc.edu](mailto:jkukis@lorainccc.edu) or Valerie McGowan-Doyle [vmcgowan@lorainccc.edu](mailto:vmcgowan@lorainccc.edu)

If you would like to lead a study group, please contact Dorinda Smith [dsmith@lorainccc.edu](mailto:dsmith@lorainccc.edu)

## FACULTY FOCUS

### Applying Knowledge in a Creative Media

By Jacqueline Keeling Holland, SS/HS Division

This project is for the Ohio Board of Regents and a result of the US Department of Education's program entitled "catalyst Ohio Technology Community (CTC), Preparing Tomorrow's Teachers to use Technology." This project involves students making a short film.

When teaching US American National Government it is rare that a class topic does not reach newsworthy, front burner status during the course of a semester. However, one subject that generates less excitement would be the US Supreme Court. Where is the human interest, let alone humor in 9 sober-faced judges?

Presenting this class an opportunity to do a media presentation in lieu of a paper brought a live reaction reminiscent of an Andy Hardy movie. Judy Garland said to Mickey Rooney, "We'll build a stage and some scenery, and off we go!" You could almost touch the same raw enthusiasm for the 2005 version of doing something different with a nominally exciting subject.

Students self-selected into teams. One challenge was who owned video equipment. Each team picked a subject related to the US Supreme Court. One decided on an Illustration of the History of the Empowerment of the Court and the other, a comedy on How to pick a Supreme Court Judge.

Students had meetings in and outside of class. They were required to meet with me twice during the process. They decided the format—interview style, narrative, or storyline. Students submitted brief outlines of the intent of their project. They wrote scripts, orchestrated staging, props, music, old film footage, costumes, and location for filming. They discovered that in a quest for creating something both fun and imaginative one has to know a topic and know it well. If there is one lesson my students will remember it is the workings of the US Supreme Court both inside and out!

### CTE's Involvement With OATYC

By Vince Granito

Lorain County Community College has always had excellent representation in the Ohio Association of Two-Year Colleges. In recent years, faculty members Marilyn Valentino, Dee Gross, and George Pillainayagam have been actively involved with the leadership of this organization.

On October 21st, LCCC was again represented at the annual conference at Lakeland Community College in Kirtland. Several members of the LCCC community presented programs including, Greg Rivera, Chris Sheetz, Mike Zellers, Jennifer Kukis, Dorinda Smith, Vince Granito, Ken Smith, Elaine Colvin, and Ralph Smith. Jim Jordan was LCCC's nominee from Adjunct faculty of the year, and Janis Thompson was the nominee for Faculty of the year.

In addition, Vince Granito was elected as Secretary of OATYC and Dorinda Smith was elected to the Board of Directors.

Anyone wanted further information about OATYC can contact Vince or Dorinda, or go to their website at [www.oatyc.org](http://www.oatyc.org)

Next years conference is at Hocking Technical College on Friday November 27, 2006.

*"2005 Ohio Association of  
Two-Year Colleges  
Conference."*

## Program Review: Putting the Pieces Together

By Wendy Marley, Ph.D.

This article is the first in a series describing assistance available to program/cluster review committees as they progress through the review process. The focus of this article is on the services provided to review committees by the Office of Institutional Effectiveness and Planning (IEP).

Lorain County Community College's Program Review Manual recommends that a review committee's report include a section dealing with internal/CMDS program data. IEP, the primary source of this information for program reviews, routinely provides review committees with a standard packet of information including a minimum of three years of student headcount, FTEs, demographic data, graduation and attrition rates, average class sizes, and the number of full-time and adjunct faculty teaching in the program/cluster. With this data, committees are able to address questions such as:

- How has the student headcount for the program

changed over the past several years?

- How do the program's courses compare in terms of headcount and FTEs?
- What are the demographics of the program's students?
- What percent of the program's students achieve a grade of "C" or better?
- What is the withdrawal rate for the program?
- What is the attrition rate for the program?
- What is the average class size for courses in the program?
- How many full-time and adjunct faculty members teach in the program?
- How many sections are taught by full-time and adjunct faculty?
- How many students have graduated from the program?

Please see Program Review on page 4

## From the Desk of Vice President for Learner Services and Chief Academic Officer

By Karen Wells

I want to express my appreciation to the faculty who attended sessions on course redesign this fall. I understand the sessions have been very interesting and have motivated some of you to consider redesigning a course. As you reflect on what you have learned and begin to develop responses to the Request for Proposal (RFP), I want to remind you that the models that evolved from the research of the Center for Academic Transformation are just that, models for your consideration. You will undoubtedly recommend modifications to those five models that are more consistent with the Mission and Vision of Lorain County Community College. Or you may develop another model altogether. As long as the proposals reflect the principles of course redesign, the Center for Teaching Excellence looks forward to your creativity.

One consideration I want to mention is that you may wish to redesign a course to ensure consistency among

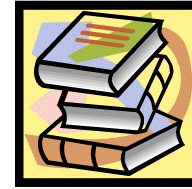
the sections of the course that are taught by adjunct faculty. The highest enrolled courses at LCCC are also the courses that have the greatest number of sections taught by adjunct faculty. While we have extraordinarily well-prepared and committed adjunct faculty at LCCC to whom we owe a debt of gratitude, it is nearly impossible for them to participate in Division meetings and curriculum activities because of a multitude of commitments. Redesigning our courses for consistency among adjunct sections would not only benefit our adjunct faculty and our students, but also could serve to inform full-time faculty about the benefits of course redesign as they consider the value of adopting the model for the whole course. This approach to the RFP is entirely within the scope of the project.

I applaud your interest in this initiative and look forward to your participation in this important work.

## CTE COURSE REDESIGN PROJECT GRANTS

By Dorinda Smith

The Center for Teaching Excellence (CTE) is actively seeking proposals for course research and redesign pilot projects that focus on one of the 30 highest enrollment courses at LCCC. CTE has been awarded an LCCC Enhancement Funding Grant for Academic Transformation that will address the future needs of students and reinforce the goals of LCCC's New Decade Challenge. Faculty interested in applying for funding through this effort should visit the CTE website link on the LCCC Intranet or [www.lorainccc.edu/cte](http://www.lorainccc.edu/cte) for complete information, including a list of the 30 courses that qualify and an application.



The deadline is February 17 for fall 2006 project research and course redesign proposals. Courses will be piloted or offered in spring 2007. Faculty interested in submitting a proposal should contact Dorinda Smith at extension 7237 or [dsmith@lorainccc.edu](mailto:dsmith@lorainccc.edu) to discuss ideas, indicate interest and submit proposals. She will be able to meet with faculty who have their own ideas or those who are thinking about redesign and need help.

## CTE INNOVATIVE LEARNING PROJECT

By Marilyn Valentino

Grants for Innovative Learning Projects are available for the 2006-2007 academic year. Innovative Learning Project grants are a great way to assess new teaching delivery methods and evaluate strategies intended to improve learning and retention of information. Those interested in securing a grant should submit a brief letter of intent to Marilyn Valentino. Final proposals are due Saturday, February 11, 2006. Examples of past projects are available in a black folder in the



Center for Teaching Excellence (CTE) office located in the library. Project criteria, proposal forms, and evaluation steps are available under the CTE link on the college Intranet. Please contact Marilyn Valentino at extension 7103 or [mvalen@lorainccc.edu](mailto:mvalen@lorainccc.edu) for help with selecting a team, writing a proposal draft or to discuss ideas.

Program Review from page 3

## CTE WEBSITE IN THE NEWS

If you have not visited the CTE website recently, you will find significant changes. Chris Sheetz (Many thanks Chris!) has been busy identifying menu items and pulling resources together that will be readily available to faculty. <http://www.lorainccc.edu/cte> Take a look!

Review committees may request additional information to address questions of unique concern to their programs/clusters, such as comparisons of withdrawal and attrition rates as a function of sub-term (e.g., 8-week or 15-week) or instructional delivery mode (e.g., land-based or Internet). IEP is also available to assist with research design; survey development, administration, and analysis; and completion of the Course Assessment Record (CAR) and Program Assessment Record (PAR).

For data requests or for further information about services available from IEP for program/cluster reviews, contact Wendy Marley at extension 7743 or [wmarley@lorainccc.edu](mailto:wmarley@lorainccc.edu).

## How People Learn: Challenges for Community College Faculty

By Vince Granito

In 2000, The National Research Council published one of the most complete books on research into learning theory called How People Learn: Brain, Mind, Experience and School. The book synthesizes the current research on learning into key findings of how people learn, and implications for teaching. The three main points are: 1. Students come to the classroom with preconceptions about how the world works, and if this initial understanding is not engaged they will fail to master any new concepts. 2. To develop knowledge in an area of inquiry, students must have a deep foundation of factual knowledge, understand facts and ideas related to the conceptual framework, and be able to organize this knowledge for retrieval and application. 3. An active approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

Given these key findings, it is important to ask the question “What challenges do community college faculty face when teaching our students”? We know that community college students enter college from a wide diversity of backgrounds and life experiences. It is not uncommon to have a 15-year old student sitting next to a 60-year old student. The faculty member has to work hard to meet the preconceptions of the students given this wide diversity. It might be helpful for faculty to do a pre-screening or initial assessment of the students before starting into the material of the class. One approach I utilized in a “Personality Theories” class this summer was to have students finish these statements “In the best class I ever had, students...In the best class I ever had, the teacher...I learn best when...I feel most confident as a learner when...Classmates compromise my attempts to learn when they...”. I was then able to structure the class around the starting point for most of the students. This seems to work best in smaller classes, as I have had difficulty finding a common ground with the bigger introductory classes I teach.



Another challenge we face, is the lack of “factual knowledge” necessary to succeed at learning. Again, we know that almost 90% of community college students are considered non-traditional (not financially independent, attends college part-time, works full-time, has dependents, is a single parent, has delayed enrollment after high school, or has not obtained a high school diploma). Furthermore, one study has found that two in every five entering freshmen at community colleges had to enroll in remedial reading, writing and math.

The Center of Teaching Excellence can be a vehicle to provide strategies to help us overcome these challenges. Hopefully, faculty will engage in the calls for innovative teaching projects, course-redesign, roundtable discussions, and study groups. These formats can be perfect forums to address these challenges for the future.

*“Center for Teaching Excellence can be a vehicle to provide teaching strategies”*

### Take the Poll! From Magna Publications

This month's poll question is, "Do you think it's possible for a faculty member to perform all his or her duties from a distance? Why or why not?"

Please participate!

Simply go to <http://www.zoomerang.com/survey.zgi?p=WEB224STKDXSZS> to submit your answer. Answers will appear in next month's *Faculty Focus*.

Last month's poll asked, "How many hours per week do you spend on the following activities this term?" This is how you responded:

Hours	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	more than 35
Teaching	0%	11%	25%	27%	21%	8%	2%	4%	1%
Preparing for teaching	1%	15%	24%	15%	19%	13%	6%	5%	1%
Advising students	9%	66%	15%	4%	4%	1%	0%	0%	1%
Committee work	16%	55%	17%	5%	1%	2%	1%	0%	2%
Scholarly activity	15%	34%	26%	13%	5%	6%	0%	0%	2%
other	11%	34%	25%	9%	5%	5%	3%	4%	4%

## ANNOUNCEMENTS

 Congratulations to Valerie McGowan-Doyle for passing her dissertation oral exam and obtaining her Ph.D., and to Robert Kaiden for receiving his Ed.D.!

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Editor

**The Center For Teaching  
Excellence**

**Executive Steering Committee, 2005-06**

Dorinda Smith	Co-Chair, Coordinator of Enhancement Project Enhancement RE Design Team
Vincent Granito	Co-Chair, Enhancement RE Design Team Newsletter Editor
Dorothy Johnson	Vice Chair/Recorder
Marilyn Valentino	Coordinator of Innovative Projects Enhancement RE Design Team
Jennifer Kukis	Assessment Liaison Roundtable Co-Chair
Christine Sheetz	Website and Research Liaison
Valerie McGowan-Doyle	Roundtable Co-Chair
Delite Gross	
Nancy Kelly	
Susan Leiken	
Iona Abraham	
Greg Rivera	
Jackie Holland	
Aimee Dickenson	
Michael Zellers	
Elisabeth Garcia	Staff Assistant

**Web Resources**

Learning Styles: for believers

A description of different theories about learning  
styles:

<http://www.ncsu.edu/felder-public/Papers/LS-Prism.htm>

An example of a learning styles test, online, plus access to an electronic book on the subject:

<http://www.howtolearn.com/personal.html>

<http://arapaho.nsuok.edu/-oiUpages/lis.htm> site of the Oklahoma Institute

Learning Styles

<http://web.indstate.edu/ctl/styles/learning.html#STYLES>

Another summary of theories

Links to online learning style tests:

<http://www.iss.stthomas.edu/studyguides/selfassessment.htm>

Learning Styles: critical:

[http://www.uwe.ac.uk/bbs/trr/Issue3/Is3-1\\_4.htm](http://www.uwe.ac.uk/bbs/trr/Issue3/Is3-1_4.htm)

<http://jan.ucc.nau.edu/~dlk/Learn.styles.html>

<http://my.execpc.com/~presswis/tarver.html>

Adjuncts as Advisors from the League for Innovations

<http://www.league.org/publication/abstracts/learning/lelabs200511.html>

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*We're on the Web!*

*Visit us at:*

<http://www.lorainccc.edu/cte>

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Web site address