

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Instructional Design and Innovation



MARCH 17 - 18, 2017

San Jose Marriott Hotel

CONTENTS

WELCOME LETTER	3
GENERAL SESSION ONE	5
BREAKOUT SESSION ONE	6
GENERAL SESSION TWO	8
BREAKOUT SESSION TWO	9
BREAKOUT SESSION THREE	11
BREAKOUT SESSION FOUR	14
GENERAL SESSION THREE	16
PRESENTERS	17
HOTEL MAP	19

Dear Participants,

Welcome to the second annual Instructional Design and Innovation Institute. This event focuses on strategies to improve student success and build more effective college programs for all. California has 113 community colleges, and these institutions are constantly innovating in an effort to improve their service to students. This institute is an opportunity to share ideas, discover new ways to improve your college, and build a network of colleagues to touch bases with around the state. To facilitate those activities, breakout discussions include many timely topics such as cultivating partnerships to create new opportunities for students, improving the collaboration between instruction and student services on college campuses, discovering different strategies in curricular design, integrating instructional technology into the classroom to enhance teaching, and effectively institutionalizing innovative programs to ensure that they do not disappear.

The institute is coordinated into four strands: Faculty Professional Development, Campus Culture of Innovation and Leadership, Cultural Competency Across the Curriculum, and Innovations in Teaching and Learning. Find a strand of breakouts that speaks to you or try a breakout in each. In addition, general sessions focus on Guided Pathways, Quantitative Reasoning, and Civil Discourse. These topics have relevance to all students and faculty in the California community colleges.

In the Academic Senate's continuing effort to promote sustainable and environmentally sound practices, we are utilizing the ASCCC website more and paper less. Whenever possible, breakout presenters are sharing digital copies of their slides and handouts that are acces-

sible online at any time after the institute. The shift to electronically disseminating information may also facilitate and promote attendees sharing useful content at their local colleges and districts.

The Academic Senate would like to thank all of our presenters for their work to plan and prepare for this event. The ASCCC Executive Committee members have invested time and energy into the program, and their service and input is much appreciated. The ASCCC staff has done a fantastic job coordinating the efforts that make this event possible. When you see some of these individuals this weekend, please take the time to thank them for their hard work and dedication.

The ASCCC would also like to take a moment to thank you: thank you for your commitment to our students and communities. We hope you find that the breakout topics and general sessions contain elements not only to provide answers to questions but also to provoke thoughts and ideas that value and affirm the work that you do. And thank you for continuing to recognize and value the vital role of innovation to the health and future of our system.

We look forward to spending the weekend with you. Have a great institute.

John Stanskas

ASCCC Vice President

FRIDAY

March 17

9:00 a.m. to 10:00 a.m. Continental Breakfast and Check-In

Salon Foyer

GENERAL SESSION ONE

10:00 a.m. to 11:15 a.m.

Salon III/IV

Welcome

John Stanskas, Vice President, Academic Senate for California Community Colleges

Reimagining our Model to Focus on Student Completion: The Guided Pathways Approach

Darla Cooper, Director of Research and Planning, RP Group

The best efforts by our best people to significantly improve community college completion rates have not produced the scaled improvements in outcomes we had hoped for. This session will explore how to build on past efforts and evolve our thinking about how students are recruited to, enter, and progress through our colleges with an eye towards students completing their goals at markedly higher rates. The session will use a best-of-breed approach from Dr. Cooper's work on the American Association of Community Colleges' Pathways Initiative, Student Support (Re)defined, Completion by Design, the Aspen Prize for Community College Excellence, Beyond Financial Aid, and other Research and Planning Group projects.

BREAKOUT SESSION ONE

11:30 a.m. to 12:45 p.m.

New Faculty Orientation

Guadalupe

Dan Crump, Library Science, American River College

Julie Oliver, Local Academic Senate President, Cosumnes River College

Facilitator: John Stanskas, ASCCC Vice President

Many colleges have been fortunate to have a significant number of new full-time faculty hires in the last several years. All institutions hope and believe that they have hired the best faculty possible, but these new additions still need to be acclimated to the local college environment. Even if the faculty member has previously served as part-time faculty at the college, he or she will still have things to learn and discover. Orientations for new faculty can range from a one-day event to a program that runs from a quarter or semester to an entire year. Join us to discuss various models, including the New Faculty Academy at American River College, and to share questions and comments regarding orientation programs for new faculty.

Continuing the Conversation: Further Exploration of Guided Pathways

Willow Glenn

Darla Cooper, Director of Research and Planning, RP Group

Facilitator: Ginni May, ASCCC North Representative

In this follow-up session, Dr. Cooper will facilitate an open discussion of what guided pathways are and are not and what they could mean to California community college students and their success. Attend-

ees will explore what excites them about guided pathways and what concerns they may have. The session will also provide an opportunity to explore what guided pathways means at individual colleges. Participants will consider opportunities to capitalize on work already being done, bring disparate initiatives and programs together, and examine the different challenges colleges may face in moving toward guided pathways.

Civic Engagement as a Component of Discipline Instruction

Blossom Hill

Karen Chow, English De Anza College

Marc Coronado, Women's Studies and English, De Anza College

Alicia De Toro, Environmental Studies De Anza College

Jim Nguyen, Local Academic Senate Vice-President, De Anza College

Facilitator: Julie Adams, ASCCC Executive Director

Incorporating civic engagement activities into college courses empowers students. When students apply the skills and knowledge they learn towards informing others and getting them to care about a social justice issue, they experience the impact of using their voice. Because most civic engagement projects and activities are collaborative, students also develop more skills in working with others and developing compassion and understanding for people whom they may or may not share common identities or experiences with. Finally, students may experience a self-transformation profound enough to alter the course of their educational and career goals. The presenters will share specific civic engagement activities they have incorporated into the courses they teach, which span the disciplines of English, Women's Studies, Political Science, and Environmental Studies. They will also discuss how they have created campus-wide civic engagement activities where courses from different disciplines come together.

Beyond Words: Making Concepts Real Through Movement

Almaden

Julie Land, DSPS, El Camino College

Facilitator: Cheryl Aschenbach, ASCCC North Representative

The Educational Development Department for students with disabilities, which is part of the El Camino College Special Resource Center, was recently recognized by the Board of Governors as a Board of Governors Exemplary Program Award “Honorable Mention” winner. One of the innovative strategies used in the department incorporates the use of movement and props to help students grasp and recall elusive or challenging concepts. Join us to learn more about this innovative strategy, to apply it to examples in math and language arts, and to consider ways in which you might incorporate movement to help students in your own discipline improve their learning and their retention.

GENERAL SESSION TWO

1:00 p.m. to 2:30 p.m.

Salon III/IV

Lunch

Welcome

Ginni May, President, Academic Senate Foundation for California Community Colleges

Quantitative Reasoning Instruction—Serving Students with Innovation and Inter-Segmental Collaboration

Cheryl Aschenbach, Basic Skills Committee Chair, ASCCC

Ginni May, Educational Policies Committee Chair, ASCCC

Kate Stevenson, Director of Developmental Mathematics, CSU Northridge

The current California State University policy regarding quantitative reasoning requirements relies on the phrase “intermediate algebra” as shorthand for full college preparation through high school and defines baccalaureate-level quantitative reasoning as the math that builds on this level. The Academic Senate for the California State University has adopted the Quantitative Reasoning Task Force Report and its recommendations, which suggest changes to this fundamental system that will have profound implications for both high school students and students in the California Community College System.

BREAKOUT SESSION TWO

2:45 p.m. to 4:00 p.m.

The Professional Learning Network

Guadalupe

*Andrea Chatwood, Project Manager, The Professional Learning Network
Facilitator: Julie Adams, ASCCC Executive Director*

The Professional Learning Network (PLN) is a project of the Chancellor’s Office-led Institutional Effectiveness Partnership Initiative (IEPI). This session will explain how the PLN can facilitate the sharing of valuable education resources including promising and effective practices, rubrics, methodologies, and presentations. Users can access free online professional development trainings through Lynda.com, Skillsoft, and Grovo. Saved resources, certificates of completion, and user’s professional development plans can be saved on the MyPD page for easy reference. The presenter will discuss how the PLN came about and its content and will give a full interactive demonstration of the site and answer questions from attendees.

Flipping the Classroom through Faculty Inquiry Groups

[Willow Glen](#)

Sarah Gaete, RDN, Adjunct Faculty, Health Sciences Division, College of the Desert

Donna Greene, Associate Professor and Instructional Designer, College of the Desert

Facilitator: Ginni May, ASCCC North Representative

Instructional designer Donna Greene and nutrition faculty member Sarah Gaete will share how College of the Desert faculty were able to create a faculty inquiry group around flipping the classroom. The group's goal is to enhance student engagement and success by employing more technology in the classroom. Donna will share how the idea was conceived and implemented. Sarah will share her successes in implementing a flipped model. Participants will learn how to begin a similar group at their own campuses, the benefits of a flipped model of instruction, and ways to integrate technology in the classroom to enhance student success.

Innovation in Your Developmental Math Sequence: Students' Perspectives on Pre-Statistics

[Almaden](#)

Hal Huntsman, Mathematics, City College of San Francisco

A panel of community college students.

Facilitator: Cheryl Aschenbach, ASCCC North Representative

Pre-statistics can be an important piece of improving success for students in developmental math. Even though about 1/3 of California community colleges offer pre-statistics courses, these classes are still

relatively new. Many misconceptions persist about the courses, the level of rigor, and the students who take them. This student panel is an opportunity to hear directly from former pre-stats students about the kinds of activities they did in the courses, the level of challenge the courses provide, and the support the students received. Students will also share their math fears, how they gained confidence, and some of their resulting accomplishments after pre-statistics.

BREAKOUT SESSION THREE

4:15 p.m. to 5:30 p.m.

Online Equity and Ensuring Access

Guadalupe

Michelle Pilati, Training and Outreach Coordinator, Professional Learning Network

*Anna Stirling, Project Director, @ONE Educational Project Coordinator
Facilitator: Julie Adams, ASCCC Executive Director*

In the online realm, whether a website delivering information or a course being taught as distance education, accessibility challenges often contribute to an inequitable experience and uneven outcomes. Taking steps to ensure the accessibility of all online resources is a critical component of ensuring that colleges are not inadvertently creating disadvantages for some populations. This session will begin by demonstrating the importance of an accessible experience and how compliant content benefits everyone. The presenters will also provide an introduction to an array of resources intended to assist faculty in creating an optimal online experience, including an introduction to @ONE's newest accessibility course, creating accessible content pages in Canvas, checking PDF, Word, and PPT files for accessibility, and captioning video.

Working Together, Community Building on Campus

Willow Glen

Howard Blumenfeld, Mathematics, Las Positas College

Steve Chiolis, Humanities, Las Positas College

Marty Nash, English, Las Positas College

Marsha Vernoga, Nutrition, Las Positas College

Facilitator: Ginni May, ASCCC North Representative

This presentation will begin with a description of the “Working Together” model for community building and institutional effectiveness. This model is not only intended for faculty but is also meant to be inclusive for classified professional staff and administrators. Following a brief description of the model, presenters will engage participants in a themed activity involving the sharing of individual anecdotes, multimedia content, and small group conversations centered around developing authentic and meaningful dialogue with colleagues from different disciplines and backgrounds. Presenters will then reflect on the discussion and explain next steps of how to implement the “Working Together” model at the participants’ educational institution.

Cultivating International Content in Curriculum

Blossom Hill

Anne Argyriou, Reading, De Anza College

Clara Lam, ESL, De Anza College

Anthony Santa Ana, Intercultural Studies, and Program Coordinator, De Anza College

Monika Thomas, Economics, De Anza College

Susan Thomas, Psychology, De Anza College

Facilitator: Dolores Davison, ASCCC Secretary

Five De Anza faculty and staff members from different disciplines have re-designed their curriculum to incorporate international content while participating in the Stanford Global Studies Program EPIC Fellowship. Presenters will explain how they have changed their courses by infusing diverse perspectives, structuring student interaction, and creating new assignments.

Accelerated Time to Completion, A Path to Quantitative Reasoning

Almaden

Gina Abbiate, Mathematics, San Diego Mesa College

Toni Parsons, Mathematics, San Diego Mesa College

Facilitator: Cheryl Aschenbach, ASCCC North Representative

This presentation will provide the background and implementation of Mesa's innovative beginning and intermediate algebra course (MATH 92). This course was designed with awareness of ELM standards, equity issues, student success, and contextualized and collaborative learning. Presenters will provide data on student success and retention through this course as well as in sequential courses and how the success in this course has also benefitted the traditional basic skills pathway. The session will also examine grant funding, reassigned time, professional development, and other support surrounding this course and its students.

SATURDAY

March 18

7:30 a.m. to 8:30 a.m. Breakfast

Salon III/IV

BREAKOUT SESSION FOUR

9:00 a.m. to 10:15 a.m.

Equity, Love, and Liberation

Guadalupe

Tom DeWit, English, Chabot College and Co-Director for Umoja

Facilitator: John Stanskas, ASCCC Vice President

The Umoja Community has provided professional development to several thousand faculty, staff, and students over the last decade. In this workshop, participants will experience Umoja's holistic culturally relevant professional development approach that both leads to sustainable programs and closes the achievement gap. This session will be very interactive, and participants will learn about Umoja Community Practices by personally experiencing slices of workshops used in Summer Learning Institutes. Some examples include Being Intentional and Deliberate, Everybody's Business, Live Learning, Ethic of Love, Porch Talk, and Language as Power. Participants will also interact with Umoja students as they collectively respond to James Baldwin's prompt, "If I Were Your Teacher...."

Credit for Prior Learning

Willow Glenn

Dolores Davison, Secretary, Academic Senate for California Community College

Jory Hadsel, Executive Director, Online Education Initiative

Barbara Illovsy, Chief Academic Affairs Officer

As more students are arriving at colleges with experience from prior work or military service, institutions are confronting the question of how to award college credit that is appropriate and accurately reflects the prior experience. The Online Education Initiative and the ASCCC, in conjunction with a work group from the Chancellor's Office, are exploring models whereby students can receive credit without compromising the overall integrity of a program. This breakout will update attendees about these efforts, along with a discussion of how colleges may begin to look at the question of credit for prior learning.

Integrating Open Educational Resources to Support Student Success

Almaden

Dianne Bennett, Chemistry, Sacramento City College

Facilitator: Cheryl Aschenbach, ASCCC North Representative

Open access textbooks are the evolution of the traditional hard copy text and can be an efficient and effective platform for students to access all course materials. Students can take notes while watching pre-recorded, online video lectures before class to create space for more student engaged activities during classroom sessions. Free, online practice quizzes can help students self-assess their mastery of the basic course knowledge needed for understanding and applying the more complex course concepts.

Civility, Support, and Resources for All

Sylvia Dorsey-Robinson, CSSO, West Hills College Lemoore, President, CCCCSSAA

Adrienne Foster, Area C Representative, Academic Senate for California Community Colleges

Cynthia Rico, Dean of Student Support, San Diego School of Continuing Education

In the age of fast-paced, knee-jerk, and personal responses to differences of opinion, society sometimes seems to have lost the will and temperament to engage in respectful and civil discourse. California's community colleges should be refuges for all students where we create space that allows civil engagement of different perspectives and thoughtful dialog to thrive. Respectful discourse and supportive engagement are worthy principles for all members of the college community to model in the hope that such behavior reaches beyond our institutions and into our communities. This general session is designed to provide an opportunity to share strategies to affirm and restore civil discourse in society.

Closing Remarks

John Stanskas, Vice President, Academic Senate for California Community Colleges

Presenters

Abbiate, Gina, Mathematics, San Diego Mesa College

Adams, Julie, Executive Director, Academic Senate for California Community Colleges

Argyriou, Anne, Reading, De Anza College

Aschenbach, Cheryl, North Representative, ASCCC

Bennett, Dianne, Chemistry, Sacramento City College

Blumenfeld, Howard, Mathematics, Las Positas College

Chatwood, Andrea, Project Manager, The Professional Learning Network

Chiolis, Steve, Humanities, Las Positas College

Chow, Karen, English, De Anza College

Cooper, Darla, Director of Research and Planning, RP Group

Coronado, Marc, Women's Studies and English, De Anza College

Crump, Dan, Librarian Science, American River College

Davison, Dolores, Secretary, ASCCC

De Toro, Alicia, Environmental Studies, De Anza College

DeWit, Tom, English, Chabot College and Co-Director of Umoja

Foster, Adrienne, Area C Representative, ASCCC

Gaete, Sarah, RDN, Adjunct Faculty, Health Sciences Division, College of the Desert

Greene, Donna, Associate Professor and Instructional Designer, College of the Desert

Hadsel, Jory, Executive Director, Online Education Initiative

Huntsman, Hal, Mathematics, City College of San Francisco

Illowsky, Barbara, Chief Academic Affairs Officer

Lam, Clara, ESL, De Anza College

Land, Julie, DSPS, El Camino College

May, Ginni, North Representative, ASCCC

Nash, Marty, English, Las Positas, College

Nguyen, Jim, Local Academic Senate Vice-President, De Anza College

Oliver, Julie, Local Academic Senate President and Biology Professor, Cosumnes River College

Parsons, Toni, Mathematics, San Diego Mesa College

Pilati, Michelle, Training and Outreach Coordinator, Professional Learning Network

Rico, Cynthia, Dean, Student Support, San Diego School of Continuing Education

Dorsey-Robinson, Sylvia, CSSO, West Hills College Lemoore, President of CCCCSSAA

Santa Ana, Anthony, Intercultural Studies and Program Coordinator, De Anza College

Stanskas, John, Vice President, ASCCC

Stevenson, Kate, Director of Developmental Mathematics, CSU Northridge

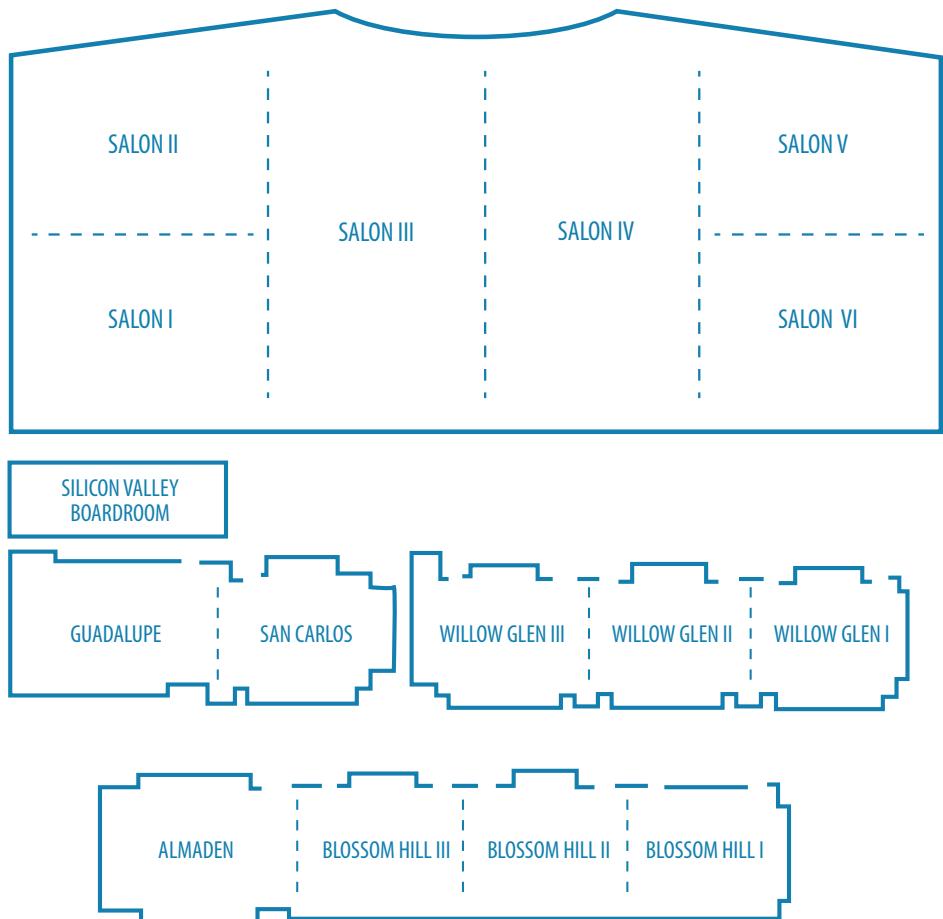
Stirling, Anna, Project Director, @ONE Educational Project Coordinator

Thomas, Monika, Economics, De Anza College

Thomas, Susan, Psychology, Faculty, De Anza College

Vernoga, Marsha, Nutrition, Las Positas College

San Jose Marriott Layout





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