

Arts and Humanities Division Meeting
12:30, 1C3 AH, Tuesday, October 5, 2010
Agenda

Doug Blake, Cathy Bowman, Dianne Broyles, Jeff Cleek, Julie Corff, Angela Cotner, Tennent Emmons, Lori Farr, Abbie Figueroa, Michael Franco, Gray Frederickson, Carlotta Hill, Sue Hinton, Jon Inglett, Kim Jameson, Darby Johnsen, Tonya Kymes, Gwin Lippert, Jorge Lopez, Marybeth McCauley, Greg Mellott, Mary Ann Moore, Stephen Morrow, Brent Noel, Rachel Olsen, Mary PUNCHES, Michael PUNCHES, Linda Robinett, Ginnett Rollins, Nina Smith, Michael Snyder, Ron Staton, Lyndsie Stremlow, Susan VanSchuyver, Chris Verschage, Bertha Wise

Note: 12:30 p.m. Tuesday, Nov. 9. 2nd Quarter Health & Safety training session in College Union Room 3. The topic is Office Safety. This session IS optional. However, Health & Safety for the 2nd Quarter is NOT optional. Please encourage your student and other staff to attend.

1. Above and Beyond

Global Queen-Julie Corff

Global Go-Getters-Ruth Charnay, Abbie Figueroa, Chiaki Troutman, Ginnett Rollins

2. Debrief of the Oklahoma Global Education Conference—Sharing What You Learned

Susan-Paul Sechrist saw the Queen!

Gwin-learned a lot about multicultural students that she didn't know.

Ruth-learned about resources for global travel. Says the food was fabulous!

Carlotta-learned things to take back to her writing students. Also learned the importance of using standardized English, the significance of symbols/idioms in the classroom. Carlotta also reminded us that international students don't have anywhere to go for the holidays, so it is a nice gesture to invite them over.

Pam-liked the luggage she received!

Bertha-enjoyed the boat ride.

Mark-suggests that OCCC should have more resources available for our international students.

3. Announcements

Enrollment for Spring Starts October 11

Evaluations of Deans and Directors by Faculty-Maybe

Text2Trade-Free Program-sponsored by State Regents. A free online resource for students at any college to sell and buy used textbooks.

Online Orientation—Promotion will start soon. Should be up in time for enrollment.

FY10 Assessment Reports due soon

Five Year Assessment Plans due in November

Budget Requests-start thinking about what you would like to request. Susan suggests you make budget requests regardless of a predictably bad economy.

4. Cooperative Learning Training (Full Time and Adjuncts)-

Dates: November 13, December 4, January 8 (Saturdays)—must attend all three days—no exceptions

Breakfast: 8:30AM

Times: 9:00-1:00

Names to Susan by Oct. 14!

(Carlotta *highly* recommends the training!)

5. Teaching Station Software for Tim W.-If you use any unique software on the Teaching Station in a classroom, please provide a list to your Department Director including name of software loaded on classroom computer and the room number of the classroom.

6. Committee or Other Reports

Faculty Association-Ginnett-had the On the Border 10% donated to student scholarships for anyone that went to On the Border.

LMS (Learning Management Systems) Committee-Ruth Charnay-just started looking at all different options for Angel. Idea is they wish to serve every student 24 hours a day/make it as user friendly as possible. Perhaps by Spring we will be able to look at true options.

Tobacco Advisory Committee-Jon Inglett-OCCC is going tobacco free on August 1, 2011. Rose State College has joined us in doing the same. The committee's task is to help implement the process of going tobacco free. The Institutional Committee has processed a draft of the policy. The Tobacco Free Advisory committee will evaluate the draft and send recommendations to the Institutional Committee. There is grant money available from the Oklahoma Tobacco Settlement Fund to aid our institution in this process.

Chris Vershage-completed the course work and requirements for his credential as a licensed minister for the Assemblies of God. The Ceremony will be at Saturday, Oct. 30, 2010, at 2:00pm at the First Assembly of God in Owasso, Oklahoma.

7. Gateway Course Recommendations and Best Practices for Online Classes—These will be attached to the minutes—saving paper for the Green Team

Events

October is Humanities Month. *Celebrate!*

Tracy Letts' Tony Award-winning Oklahoma-set play *August: Osage County* will make its Oklahoma resident-theatre premiere Oct. 7-10 at Oklahoma City Repertory Theatre. Ruth Charnay and Rick Lippert both have parts. Must See!!

Waiting for Godot Oct 7-9, OCCC Bruce Owen Theatre, 7:30

Choral Concert Thursday, Oct. 14th 7:00pm Mid-America Christian University 3500 SW 119th

Jazz Bands are performing in BOT at 7.30 on Wed Oct 20. No cover, free parking, no drink minimum.

Tips for Successful Instructors/Successful Students

You have been asked to teach a "gateway" course – a course that many first semester students take because it is required. The more students who are successful in their gateway classes, the more students who will move on to more advanced classes. Therefore we want students not only to master the basic skills and knowledge they will receive in their gateway courses, but we also want them (and you!) to have a positive experience. If you are new to the classroom, we hope you will find the following list of tips and hints helpful for providing a positive classroom experience for you and your students.

1. **Be prepared.** Teaching is demanding work that requires a lot of thought and preparation time. Students quickly lose faith in instructors that frequently lose their train of thought in class or can't seem to do the problems in the book. Having more to do rather than less is always helpful. Have a Plan B ready if Plan A does not work.
2. **Learn from others.** If this is your first semester teaching at Oklahoma City Community College, you've been assigned a faculty mentor. Take advantage of your mentor to learn how to better present material and manage your classroom. Ask to sit in on the lectures of other instructors and talk to other instructors about what works and what doesn't.
3. **Share your enthusiasm.** Hopefully you are enthusiastic about the subject you are teaching and about the opportunity to teach. Enthusiasm is infectious. Pass it on!
4. **Be active in the classroom.** Students hate having PowerPoint slides read to them. Move around the classroom, ask questions, and encourage student involvement. Check on students doing group work and encourage discussion when appropriate. Use PowerPoint for the visuals and as a springboard, not for text delivery.
5. **Connect with students.** While it is inappropriate to become buddy-buddy with students, making the effort to learn students' names and learning something about their lives can encourage students to engage with the class. If students perceive that you care about their success, they will be more willing to connect with you and the course material.
6. **Be sure you provide appropriate feedback on student work in a timely manner.** Try to make time to go over tests, homework, or essays and suggest ways students can improve.
7. **Relate material to students' lives whenever possible.** When students see those connections, they are more likely to engage with the material at a deeper level.
8. **Take time in class to talk about test-taking strategies and test study skills.** Students who are new to the college environment and who may not have had a challenging high school experience may be lacking study skills. Giving them hints and tips in your class will hopefully help them in all their classes. You can consider giving them review sessions, sample tests, vocabulary lists, or other study tools. However, students can become dependent on instructors giving them too much assistance. Consider weaning students from instructor-generated study aids during the semester by asking them to start developing their own study aids or sample test questions as an assignment.
9. **Model behavior you want to see in your students.** If you want your students to be courteous and respectful, doing simple things like saying "thank you" to a student who has asked a question can help create a positive classroom atmosphere. If you want your students to question their reading material in

a certain way, model how you yourself do that as part of your classroom presentations. If you want students to be on time to class...

10. **Have an intervention strategy that can be applied early.** Students who fail the very first exam are obviously not off to a very good start. Whether it's emailing them, phoning them, catching them after a class, urging them to come to office hours, or using the college's Early Alert System, think about how you will try to reach those students so that they don't fail the second exam.

Student Pet Peeves

On the other side of this sheet, we listed some tips for a successful class. Listed below are additional hints to help you avoid common complaints about instructor actions that students report as hindering their ability to succeed in courses. While not every class is the same and not all of these responses to common complaints apply to all classes, they are ideas to keep in mind while attempting to improve student success in your courses.

1. **Meet class regularly and punctually.** We expect our students to attend class and to be on time; they expect the same from us.
2. **Be aware that many students are on a college campus for the first time in their lives and are unfamiliar with a college atmosphere.** Many may be intimidated by their professors and avoid seeking help when they need it. Try to maintain an approachable attitude and encourage students who are having problems or who need help to seek you out.
3. **Do not bring your personal life into the classroom, unless you are using it as an example to enhance the learning experience.** Sharing episodes of your life is sometimes helpful in creating a sharing atmosphere with your class, but not when you use your class time to vent about personal problems, etc.
4. **Remember that students are here to learn, and they do not know everything that you know.** Do not assume knowledge, especially on exams. Be sure that tested material has been covered in class or in assigned readings.
5. **Students are human beings and deserve to be treated with respect.** Their backgrounds may be very different from your own, so don't assume that something that is obvious to you is obvious to them. Always treat students with the respect that you expect them to show you.

Recommendations from the Achieving the Dream Gateway Success Implementation Team

1. Distribute a list of tips/hints for a successful class to new adjunct and full time instructors in gateway courses (ENGL 1113, POLSC 1113, MATH 1513, PSY 1113, HIST 1483).
2. Beginning in Spring 2011, have time set aside during Prep and Planning Week for all interested instructors in a given gateway course, full time and part-time, to meet in course-specific groups to share ideas/experiences on what works well and what doesn't work well in the classroom for a given course (see Recommendation #6 from the Developmental Math Committee).
3. Beginning in Spring 2011, offer an in-person training session during Prep and Planning Week for adjuncts or any interested instructors on classroom management and teaching techniques similar to the sessions that used to be offered by Dr. Gus Pekara.
4. Offer online training on specific topics such as competency-based education, developing course syllabi, and different teaching methods. The Division of Arts and Humanities has developed a series of nine sessions on how to promote success with multicultural students that could be formalized and presented as online training for more full time and part-time faculty.
5. Offer financial incentives for instructors, full time and part-time, to complete the in-person or online training sessions aimed at improving instruction and classroom management.
6. Have five or six full time faculty complete the entire course of training in cooperative learning offered by the Cooperative Learning Center at the University of Minnesota so that we can offer more frequent training sessions at lesser expense for full and part-time faculty interested in learning more about cooperative learning. An attempt should be made to train faculty members from each Division.
7. Continue to offer cooperative learning training sessions, whether led by local faculty or outside consultants. The best time is after the Spring semester so faculty have the summer to prepare lesson plans etc. to adapt to the new approach.
8. Using the current model, faculty should be compensated for participating in cooperative learning training and for course development; they will continue to be expected to make presentations and to share their cooperative learning experiences as part of the five year pilot program.
9. Continue developing sections using cooperative learning. Track the success of sections implementing the cooperative learning approach by looking at the instructors' success rates in previous conventional classes versus cooperative learning classes, recognizing that there may be an initial drop in success rates with any new approach and that success rates will continue to vary from semester to semester and from class to class. Cooperative

learning will be piloted in gateway classes over a five year period to determine the validity of the approach for appropriate courses at OCCC. At the three year point of the program, it is expected that instructors substantially and consistently using cooperative learning will have success rates that are significantly higher than in their previous conventional classes.

10. While online classes are an excellent alternative for some self-motivated and well-organized students, many in-coming students wanting to take gateway courses are probably not well served by an online format. Therefore there should be a vetting and orientation process for the students who do seek the online alternative so that their chances for success are maximized. Such an orientation process is being developed by the Online Learning Committee and the Center for Learning and Teaching (see Recommendation #1 from the Online Learning Committee). The Gateway Success Implementation Team fully supports the efforts of the Online Learning Committee.
11. New online instructors in gateway courses should complete a course or training session in online "best practices" being developed by the Online Learning Committee and the Center for Learning and Teaching (see Recommendation #5 from the Online Learning Committee) before the beginning of their classes. Instructors who have taught gateway courses online before should undergo any additional training identified as necessary by the Online Learning Committee.
12. The Division of Arts and Humanities should continue to offer sections of ENGL 1103, English Composition I for Multicultural Students, and 1123, English Composition II for Multicultural Students. Academic Affairs should provide the support needed to limit the sections to fifteen students. More instructors should be trained in teaching the multicultural sections.

Recommendation for Best Practices for Online Courses

Prepared by Online Learning Committee

November 2009

- A. The Online Learning Committee recommends that the following Best Practices be used as guidelines in the development of online courses.
1. Course introduction, syllabus, current schedule, and a personal greeting from the instructor are available online.
 2. Course and unit outcomes are clearly communicated and measurable.
 3. Course grading policies are clearly stated, as are descriptions of required assignments and tasks.
 4. Course is designed for interaction between students and student-faculty.
 5. Response time for communication and grading are clearly communicated.
 6. Course design is based on appropriate pedagogy for the media and content.
 7. Continued student engagement is expected and required by course design and the enforcement of timelines/deadlines.
 8. Course design should support multiple learning styles and should exhibit high expectations for student learning.
 9. Required resources are displayed in a timely manner and provide the information to support the student during their learning.
 10. Resources should be scholarly and properly cited and permission has been received for their use.
 11. Navigation throughout the course is logical, consistent, and efficient.
 12. Multiple points of contact are listed for support resources within the online learning environment.
 13. Web design and presence should be engaging and inviting for learners.
 14. Course incorporates ADA standards.
- B. The Online Learning Committee recommends that demonstration examples of these Best Practices be made available for faculty by one or both of the following methods:
1. A course designed within the learning management environment that provides a working model showcasing the Best Practices.
 2. An online reference area that displays and explains one or more samples of the various Best Practices.

References

MarylandOnline, Inc. (2009). Quality Matters Rubric Standards 2008-2010. Retrieved September 15, 2009 from <http://qminstitute.org/hom/Public%20Library/About%02QM/RubricStandards2008-2010.pdf>.

Graham, C., Cagiltay, K., Lim, B., Craner, J., Duffy, T.M. (2001). Seven principles for effective teaching: A practical lens for evaluating online courses. Retrieved September 15, 2009 from http://www.technologysource.org/article/seven_principles_of_effective_teaching

ISTE (2008). The national educational technology standards (NETS-T) and Performance Indicators for Teachers. Retrieved September 15, 2009 from http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf