

Teaching, Learning, and Community
Annual Report Fall 2017- Fall 2018

History

The idea for a Teaching Learning and Community (TLC) Initiative was born at the Faculty Retreat at Baker Station in August 2017 with a clap of lightning and a boom of thunder (literally). The project is an outgrowth of the Academic Wellness Educators (AWE) legacy. AWE was a long standing group and vehicle to suggest and implement change on campus. Due to changes on campus, AWE was ready to sunset but the energy for collaboration and improving student success was alive and well. Professional development was identified as a missing ingredient for achieving the College's mission and vision. The work began with a great kick-off event at the start of the fall 2017 semester where an energized group of students, staff, faculty and administrators generated ideas for the upcoming year.

Structure

Through an agreement with the Academic Senate, Lindsay Laney (Academic Achievement Center Coordinator) and Adrienne Seegers (Child Development Faculty) were compensated with a combination of reassigned time and stipends for co-facilitating the TLC initiative. Administrative support was provided by Brandon Price (Dean of Student Services through January 2020), Brian Sanders (Vice President of Instruction), and Cindy Inwood (**Executive Secretary to the Vice President of Instruction**). In December, 2018, TLC made a proposal for the initiative to report to the Institutional Effectiveness Council (IEC) and TLC has been formalized in the [Governance and Committees Handbook](#). The TLC Co-Facilitators have strategically reached out to the Classified Senate to ensure inclusion of and responsiveness to classified staff needs and have worked closely with the President and Vice President's offices to coordinate campus wide professional development activities including adjunct inservice, inservice, and flex days.

Funding for TLC activities has largely been first round Partnership Resource Team (PRT) funds from the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI). Columbia College was granted a one year extension of these funds. This funding stream will end on 6/30/2019. A multi-year plan and budget request was presented to College leadership in the spring of 2019 and the TLC activities have been funded through a variety of sources since. Annual budget requests are shared with the Vice President of Instruction, the IEC, and the Student Success Council (SSC)

Mission

The TLC mission was developed through a collaborative process and reads:

The **mission** of the **Teaching, Learning, and Community Initiative** is to promote excellence in teaching and learning across the entire college community-students, staff, faculty, and administration-in an ongoing climate of growth and improvement.

Function

The function of the Teaching, Learning, and Community Initiative is to:

- ❖ organize and promote professional development programs and themes on campus
- ❖ provide analysis and recommendations on professional development in response to campus needs and research about effective professional development strategies
- ❖ collaborate with Deans, Vice Presidents, and President to coordinate flex and in-service days to promote continuity and high quality programming
- ❖ collect and disseminate outcomes of professional development activities
- ❖ collaborate with academic and classified senates on plans and implementation
- ❖ assess and communicate the impact of TLC activities on creating a culture of meaningful assessment

Vision

By 2021 the Initiative hopes to achieve the following benchmarks:

Structure: Clear home for professional development, physical space, leadership, identified key players, processes in place for schedule, annual events, multi-year plan and budget.

Sustainability: Professional development is a key element of the campus and is widely recognized as essential to high quality teaching and learning. Stable funding has been identified for the initiative.

Outcomes: Faculty, staff, and administration have robust opportunities for professional development. Impacts of professional development on effectiveness are well documented and visible.

Key accomplishments 2017-2018

- ❖ Created a physical space (Tamarack Staff/TLC Room) and a [website](#) to house the project.
- ❖ Offered a variety of activities during the 2017/2018 year that engaged full and part time faculty, staff, students and administrators.
- ❖ Secured funding for faculty cohort activities through the IEPI.
- ❖ Developed a standard sign in and evaluation to document TLC activities.

Fall 2017 Activities

- ❖ TLC Kick-off Event
- ❖ Habits of Mind
- ❖ Brown Bag Book Club
- ❖ Technology Trainings
- ❖ Excel and Word Document Workshops
- ❖ Civic Engagement Project: DACA Panel
- ❖ Student Panel on Study Habits

❖ Good Ideas For Teaching (GIFT) Event



TLC Kick-Off Event, Fall 2017

Spring 2018 Activities

- ❖ Active Learning Conference at Merced College
- ❖ Mental Health Activities
- ❖ Budget Workshop
- ❖ Service Animal Workshop
- ❖ Active Learning Luncheon
- ❖ Technology Trainings
- ❖ MJC Visit
- ❖ Classified Retreat
- ❖ Strategic Professional Development with Pat James
- ❖ TLC Weekly Lunches hosted in TLC Staff Room
- ❖ Launched Peer Observation Pools (POPs) and Teaching Test Kitchen Labs (TTKLs)



Active Learning Lunch, Spring 2018

Fall 2018 Activities

- ❖ Two-day Instructional Skills Workshop
- ❖ New Employee Welcome
- ❖ In-service activities (adjunct and all college)
- ❖ Teaching Workshops
- ❖ Technology Trainings
- ❖ Mindshift follow-up activities
- ❖ TLC Weekly Lunches hosted in TLC Staff Room

Fall Instructional Skills Workshop (ISW) August, Foothill Horizons



Instructional Skills Workshop, Fall 2018

Historically, the Career Technical Education (CTE) Division has offered an annual Instructional Skills Workshop (ISW) just before the beginning of the fall semester. For many years, the CTE faculty and guests would retreat to Baker Station to work on their teaching and program effectiveness. This year, TLC designed an ISW and invited the whole campus to attend. Originally scheduled to take place at Baker Station, the ISW was relocated to Foothill Horizons due to the Donnell Fire.

Just under 30 people attended on each of the two days of the activity. Participants included faculty (full-time and part-time), staff, and one Dean.

Participants reported the following after the Fall 2018 ISW:

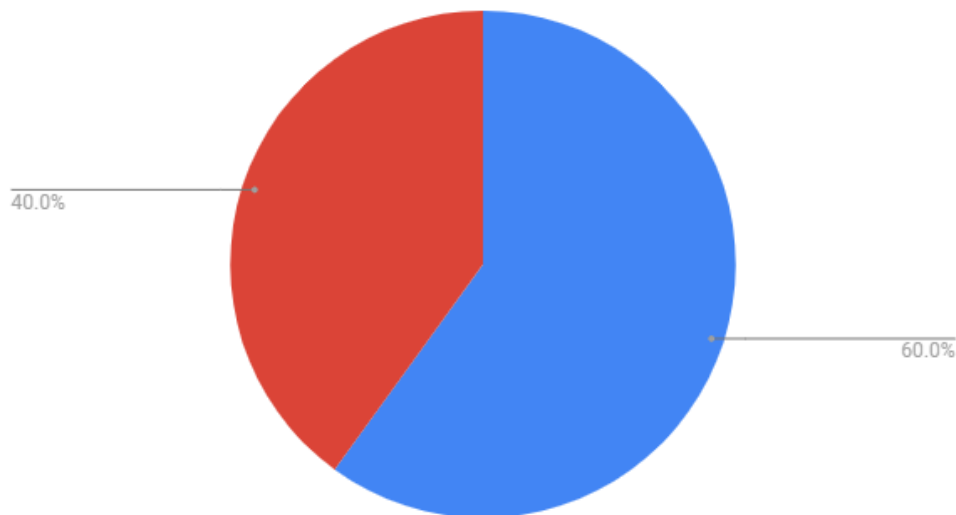
- “Conversation about innovation and experimenting creatively in the classroom was useful. Helped me to push through some self-imposed boundaries. I also loved the movement poem - this may be part of my final!”

- “I especially enjoyed the presentation from the speaker from UC Merced. I appreciated the new perspectives and the chance to learn alongside colleagues.”
- “Thanks for coordinating an inspiring conference! Trying to apply what I learned and shift my mind to a more experimental paradigm, one that is truly curious about my students' experiences. One that checks my assumptions.”

Faculty Cohorts

During spring 2018, one Peer Observation Pool (POP) cohort of ten faculty and two Teaching Test Kitchen Lab (TTKL) cohorts of nine faculty successfully completed activities. In fall 2018, one POP cohort of four faculty and three TTKL cohorts with twelve faculty successfully completed activities. A total of 25 different faculty participated in cohorts: fifteen full-time faculty (60%) and ten adjunct faculty (40%).

Faculty Cohort Participation



Peer Observation Pool

The Peer Observation Pool (POP) is an informal structure for faculty to learn from each other by spending time in colleagues' classrooms. It is not related in any way to faculty evaluation. POP members observed three faculty for at least an hour each including at least one faculty outside of their discipline. Members participated in a kick-off meeting where they shared goals and expectations and all members participated in a closing to share their experiences and takeaways. Participants also submitted short reports to document how their participation impacted their Student Learning Outcomes (SLOs).

During the closing activity, many POP members shared that they were all looking for alternatives to the traditional lecture. The takeaways included think-pair-share activities, a quiz at the start of class (student-generated), and other strategies for group work to promote student-to-student interaction. In addition to the teaching activities, POP members focused on assessment

practices and SLOs. They appreciated the ability to see SLOs from other disciplines in order to improve their own.

Lastly, the Peer Observation Pool created an opportunity for colleagues to connect and feel valued. They were able to not only connect on an individual level with faculty inside and outside of their discipline, but also with the College. Many faculty feel isolated and the POP offered a safe space to talk about teaching and learning.

Fall 2018 POP Members

Marcus Whisenant, Hospitality Management
Micha Miller, Biology
Lara McNicol, Forestry and Natural Resources
Sherie Newman, Health and Human Performance

Spring 2018 POP Members

Kim Robinson, Sociology/Psychology
Tom Johnson, History
Tim Elizondo, Speech Communication
Kathy Kenna, Biology
Marcus Whisenant, Hospitality Management
Lahna VonEpps, Math
Rebekah Elizondo, Counseling
Mary Harper, Music
Don Dickinson, Hospitality Management
Cheryl Divine, ESL/English

Teaching Test Kitchen Lab

A Teaching Test Kitchen Lab (TTKL) cohort is a small group of faculty including a lab leader. The group will identify a need or issue in the classroom connected with the SLO assessment process. Then, the group will collectively create an action plan. The action plan will explore and improve teaching and/or student success including student learning outcomes and assessments. TTKL cohorts can be made up of faculty from a single department or from faculty across disciplines.

Spring 2018 TTKL Projects and Members

Study Habits

Leader: Erin Naegle, Biology
Mike Torok, Biology
Kathy Kenna, Biology
Micha Miller, Biology

Real-time Communication in the Online Environment

Leader: Melissa Colon, Distance Education Coordinator
Anca Husher, Physics
Davia Kirkpatrick, Counseling
Randy Barton, Business/Economics
Pam Guerra-Schmidt, Child Development

Fall 2018 TTKL Projects and Members

Student Needs and Learning Outcomes in Incarceration Education Programs

Leader: Twyla Olsen, Speech Communication
Trudi Mullerworth, English
Marina Koorkoff, Psychology/Child Development

Media Skepticism as a Possible Barrier to Student Success within Argumentation and Critical Thinking

Leader: Tim Elizondo, Speech Communication
Tom Johnson, History
Kimberley Robinson, Sociology/Psychology
Rebekah Sandlin, Counselor

Blending Pedagogy, Technology & Engaging Content

Leader: Melissa Colon, Distance Education Coordinator
Kim Pippa-Tonnesen, English
Shannon Van Zant, History
Pam Guerra-Schmidt, Child Development
Kathy Schultz, Computer Science

Testimonial from Spring 2018 Teaching Test Kitchen Lab:

“Over the course of the last two semesters, I did extensive SLO assessment of BIO 10 by tracking each question of a homework assignment or test. The results indicated students tend to do well at identifying items including lab exams, and identification on diagrams, but did not do well at integrating structure with function. The result was something that I expected as reflected on the structure versus function questions on exams. I made a decision to alter assignments, model the concepts and continually reinforce the idea of structure related to function. Then, on June 28th, I had an epiphany of sorts. I received a nerve block for a rotator cuff surgery which rendered my left arm with no sensation or motor function. It was if I didn’t have a left arm!! I had all the structure outside of a few torn parts, but none of the function. As I was going to sleep, I realized that a totally different skill set was necessary to learn the relationship between function and structure! The modification of homework assignments (a sample is attached), more group discussion and activity, and modeling the expectations and relationships has made a significant

difference to date. In lab, the average grade on the first test was a B, almost 10 points more than the typical first test! The results of the first lecture exam also demonstrated an increase in class average of a full grade from previous semesters. Hopefully this trend will continue. I believe having a better understanding of structure related to function provides a stronger foundation for additional course work in the Biological Sciences and creates a broader scope of understanding for the would be clinician.” -*Kathy Kenna, Biology*

Testimonials from Spring 2018 POP participants:

“Observing these courses has been incredibly eye-opening for me. As I indicated, I was most struck by how fun the courses were, and the extent to which instructors actively fostered this sense of excitement .”

“My observations allowed me an opportunity to observe students behavior in a way that I had not been provided in years.”

“Participating in the Peer Observation Project has been an exciting and inspiring experience. The faculty I observed are exceptionally good instructors. Each brings knowledge, experience, kindness, and a high bar to their classes. I learned new teaching techniques and came away feeling energized about my own teaching. The observation process has enriched my experience as a faculty member at Columbia College. I am so grateful to work with such fine instructors as the ones I observed.”

“I have taken away many teaching tools from these observations and I’m excited to use them in my upcoming classes and labs. I would enjoy and benefit from projects like this in the future.”

“I had the opportunity to observe several faculty members both within and outside of my discipline. This observation time allowed for a structured opportunity to reflect on my own teaching style and gain strategies and tools from other instructors to enhance my classroom experiences. It also allowed for time to consider the Student Learning Outcomes of my discipline and seek strategies toward purposefully achieving those objectives by observing the style and intentions of other instructors in their classrooms.”

Comments on impacts and outcomes of TLC participation:

- “I would certainly be interested in taking part in further activity, especially if it involved how to raise enrollment and retention.”
- “Thanks for arranging for the van, great to spend riding time with faculty! We so rarely get to talk to one another about teaching and learning.”

- “Thank you for making me feel part of the community.”
- “I greatly enjoyed the connections I made with new faculty and staff during the "new" staff orientation.”
- “Opportunity to discuss teaching and learning with peers, learn new ideas, remind myself of things I know about the nature of learning but had forgotten. Gave me the opportunity to look at my class with fresh eyes again.”