



INSTRUCTIONAL HIGHLIGHTS

With so much going on this semester planning for budget reductions and upgrading systems that will bring us into compliance with state regulations, it's easy to overlook the many good things taking place. So, along with updates for the coming semesters, the last Instructional Highlights of the semester is dedicated largely to accomplishments. Two that affect most, if not all, faculty are installation of new smart classrooms and an automated method to collect TBA hours.

Two years ago we established a plan for converting classrooms into Smart Classrooms, with a ceiling mounted projector, laptop, and a wall control panel (otherwise known as “2nd generation”). Last summer we had to put that project on hold because of the sudden budget restrictions that we faced, with much uncertainty ahead of us, and because we lacked the resources (primarily staff) to continue the work. While the budget situation has only worsened this past year, we have all spent months preparing for reductions. Since we can use restricted funds/bond funds for the installation of smart classrooms, we will proceed with our plans this summer, upgrading several classrooms into “2nd generation” Smart Classrooms and replacing ceiling mounted projectors in current smart classrooms. Many thanks go to Ray Rider and Joe Nugent for their work and the work of their staff this summer to improve the instructional environment in these classrooms. We hope to have it all completed by the beginning of fall semester, but some might be done by summer session.

On a different topic: A little over a year ago, it became necessary to review and evaluate all of the courses that have census TBA hours for compliance with state regulations and to ensure that we have a method for documenting those hours. First I'd like to thank those faculty teaching such courses for their initiative and cooperation during this transition period. The Chancellor's Office is still re-evaluating some of their guidelines, so we don't have a definitive answer yet on a number of questions. Given that, we are piloting a new student login in the CTC, both at the Aptos Campus and Watsonville Center, that we believe will provide us adequate documentation in future. The new login will list the classes the student is currently enrolled in, with instructions to identify the reason for their visit to the CTC. The list will also include an “other” option in the event the student does not intend to work on one particular course during that lab visit. This login process will allow us to easily record required lab attendance for classes with TBA hours or for classes with additional lab work that is required or recommended by their instructors. Faculty will be able to access reports on students' attendance easily as well. The pilot will begin in summer session in the CTC. The program will be evaluated at the end of summer session for its effectiveness and it will be fully live in the CTC in fall. In early fall semester, Barbara Durland will meet with PCs/coordinators/faculty of other labs on campus to determine whether this is a viable option for their labs as well. Many thanks to Barbara Durland, CTC coordinator, and Marcelo Nogueiro, Coordinator of Watsonville CTC, for their work in developing this

program and their dedication to the faculty and students who need a simpler process for collecting hours of lab attendance. I will provide further updates during fall flex week and in the August Instructional Highlights for all of you. If you teach a census course with TBA hours, you will receive the update separately during flex week as we have been doing over this past year.

On a final note, I hope you all have a very relaxing, enjoyable summer and I'll see you in the fall.

~Renee

REMINDERS

Commencement: Friday, June 5, check-in 5:00 pm on the football field, refreshments provided. Processional begins at 5:45. In case of rain, alternative plans are in place for a ceremony in the gym.

Senate End-of-Year Party: Sesnon House immediately after graduation

Grades Due: Monday, June 8, 5:00 pm [Grades are still submitted to A&R in hard copy]

Summer session: June 22 – August 1 (six week); June 22 – July 15 (4 week)

Fall flex: Aug 24 – Aug 28

Fall semester: Aug 31 – Dec 19

Veterans Day – Monday, November 9

Fall semester final exam week: Dec. 14 – 19.

[NOTE: The fall *Schedule of Classes* has the wrong date printed (hardcopy only), listing Veterans Day as Nov. 11, and finals week starting on Dec 15. The correct dates are Nov 9 (Labor Day) and Dec 14 – 19 (finals week). The online version is correct. We have provided labels with corrected dates to all offices. If you have a copy of the printed *Schedule of Classes*, ask your Division office for a label to affix to your copy.]

Class times in *Schedule of Classes*: Effective Fall '09, the class times listed in the *Schedule of Classes* will reflect the actual ending time of each class section. Historically, the Cabrillo *Schedule of Classes* had listed the actual start time of the class, but printed an ending class time that included passing time between classes. This practice is not in compliance with state regulations, which require that colleges publish a *Schedule* that will show students precisely the time that they are in class. This change has been in the planning stages for several semesters, but required considerable behind the scenes work by the staff to ensure accuracy, given that we offer approximately 1700 sections of classes a semester. The new versions of the *Schedule of Classes* will be easier for both students and faculty to follow.

DSPS Statement: Please include in your summer and fall syllabi:

“Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to ensure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, 479-6379, or Learning Skills Program, Room 1073, 479-6220.”

TBA Statement: If you teach a **census class** that requires TBA hours, you should include a statement in your syllabus that tells the students about this obligation, the number of hours required per week, and where they can fulfill those hours. [Note: This does not apply to positive attendance classes.] A sample statement:

“This course requires xx hours per week of arranged hours to be fulfilled in (room #). It is the students’ responsibility to record their attendance and they should do so by signing in each time they attend the lab.”

If your arranged hours are scheduled for the CTC on the Aptos Campus or Watsonville Center, please be sure to read the announcement above on the new login process. Sample statement for your syllabus:

“This course requires xx hours per week of arranged hours to be fulfilled in room 1400 (the Aptos CTC) or room 4510 (the Watsonville Center CTC). It is the students’ responsibility to record their attendance and they should do so by identifying this course when they log into the computer each time they attend the lab.”

ANNOUNCEMENTS

Smart Classrooms: 7 new smart classrooms (2nd generation), 15 replacement ceiling mounted projectors in existing smart classrooms (1st generation).

Basic Skills Initiative Update:

ACES: Our college basic skills committee has finally settled on a name for our program! It was formerly the “Emerging Scholars Institute” but after much discussion across campus and compiling student survey results, the committee renamed it ACES (Academic Community for Educational Success--formerly the Emerging Scholars Institute). The homepage is linked from the student resource webpage at Cabrillo: <http://www.cabrillo.edu/services/aces/>.

Go to this site for more information on resources for students (all students, not just those in basic skills) and to learn more about the Basic Skills Initiative activities at Cabrillo. Current learning communities, the schedule for fall, our action plan(s), people involved, and local and national research related to basic skills can all be found there...and so much more! Email Diane Putnam if you have any suggestions or comments after looking over the site: diputnam@cabrillo.edu or vibanale@cabrillo.edu. (Sent by Diane Putnam)

Basic Skills/ACES Coordinator: For the past three years, Diane Putnam has served as the Basic Skills/Emerging Scholars Coordinator. With Diane going on sabbatical next year and the establishment of ACES, we have selected our new Coordinator of the program: Victoria Banales, English Instructor. Thank you, Diane, for your excellent leadership of this very important program, and Congratulations, Victoria, on taking the lead as we embark on the next phase.

IT Connection:

IT has been working on both online grading and authorization codes in the midst of many other demands on their time for state compliance issues. Both had been postponed but are near

completion. Sue Haas, IT manager, has said that they plan to pilot online grading this summer and hopefully will have it ready for full implementation for fall semester. I will send out an email specifically on this topic as soon as we can go live with online grading. Many thanks to the IT staff who are working madly to bring you these two IT solutions that will make the entire registration and grading process easier for the faculty, staff, and students.

CTE Grant

The college has received a \$225,000 grant from the Chancellor's Office for 2009-2010 to continue efforts to recruit and prepare students to become secondary and community college Career Technical Education teachers. The grant is in collaboration with area high schools, the COE/Regional Occupational Program, CSUMB, SJSU, and the UC Santa Cruz Educational Partnership Center. This grant will provide opportunities for high school and community college students to experience teaching and/or tutoring in high school, ROP and/or community college classes. The grant funds will also be used to bridge the gap between math, science and English by recruiting students interested in teaching curriculum for math, science or English. We look forward to another successful year! (submitted by Catherine Lachance, CEED/FTTW)

Electronic Student Update Form:

Representatives from Matriculation, CTE (Career Technical Education), IT, Counseling, and PRO are completing a multi-year project that will provide an electronic way for students to initially identify, and after more research and exposure to a field, change their major to reflect their new goals. For those of you who have been at Cabrillo awhile, this is the electronic version of the STUF (Student Update Form) that was mailed to students. This new capability to easily report and update a student's major will additionally support faculty who work with students who have selected a major in their discipline. Faculty will now be able to direct the student to the online process. Another advantage will be the potential increase in funding for the CTE programs, as the more students reported as CTE majors, the more federal funding we receive. Our goal for completion is fall 2009. We will keep you posted. If you need more information or have suggestions, please contact Margery Regalado (Matriculation), Rock Pfothauer (CTE), Sue Haas (IT), Jay Jackson (Counseling) or Craig Hayward (PRO.) [Submitted by Margery Regalado]

FACULTY AND STAFF

Two of our talented Writing Center Lab Instructional Assistants, Kristine Vanderhoof and Maria Hagan (who also teaches in ESL), presented at the 2009 Northern California Writing Center Association's 16th Annual Conference: *Awakening the Writer Within: Connecting Brains, Bodies, and Environments* on Saturday, February 28, 2009 at Gavilan College. Their presentation, both theoretical and interactive, was entitled, "Spicing up Grammar and Punctuation Lessons with Interactive Games." Congratulations to them on a job well done! (submitted by Diane Putnam, Writing Center Director)

Kathe Navarez, an LIA and adjunct instructor in horticulture, has published an article on propagation of Romneya from stem cuttings in *Fremontia*. (submitted by Peter Shaw and Wanda Garner)

STUDENTS

David Schwarz, program chair and instructor of Geology and Oceanography, has been serving as an acting science mentor to Rachel Bickert and Kelli Van Wandelen, two San Lorenzo Valley High School students, since last August. They have been monitoring the changing profile of Seabright Beach for the last 10 months for a project for their AP Environmental Science class. Their effort is part of an ongoing 10 year monitoring project that began with researchers at the United States Geological Survey studying seasonal beach characteristics around the Pacific Rim in response to El Ninos, La Ninas and rising sea level. The students got first place in the Senior Division of Earth Science and were invited to the State Science fair where they won Outstanding Coastal Science Award and got \$500! David says that it's been fun working with HS students over the years and he plans to continue.

WHAT WE'RE READING

Francine Van Meter: *Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America* by Thomas Friedman. This book may inspire you or make you wonder if we will indeed have a planet in 50 years. Thomas Friedman (NY Times columnist) makes a compelling argument for the U.S. taking the lead in creating a world-wide movement, both politically and economically based on a sustainable energy society. The book clearly explains the impact of bio-diversity loss, petrochemical power, and how we as a nation can innovate and recreate a new society that will garner respect from the world and provide a healthier planet for all.

Georg Romero: *Outliers*, by Malcolm Gladwell. The latest big-think book from the author of *The Tipping Point*, this book is another fascinating analysis of a familiar aspect of our world. Gladwell takes a look at outstanding individuals, in sports, politics, or intellectual prowess, and investigates what makes them special. What he discovers is that the clearest indicator of success is not so much ability as opportunity. Significantly large percentages of many sports teams all share birthdays in the months where they would have been best suited as children to be noticed and given additional opportunities, for instance. Over and over, Gladwell gives examples of how successful individuals were given special opportunities, either by birth, by social and economic class, or plain luck. Makes me wonder if Horatio Alger had very supportive parents or family friends.

