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CELT NEWS

Newsletter of the Center for the Enhancement of Learning and Teaching

IPFW Studies First Year College Experience through the Foundations of Excellence

In the past two semesters, over 90 IPFW faculty, staff and students serving on nine committees have been engaged in measuring the effectiveness of IPFW when addressing its first year college students through a campus-based task force using the Foundations of Excellence (FOE) model. The FOE is partially funded by the Lumina Foundation for Education, along with participating campuses around the country.

FOE was co-founded by **Betsy Barefoot** and **John Gardner** approximately four years ago. The Policy Center on the First Year of College, which administers the FOE process, describes FOE as “a comprehensive, guided self-study and improvement process of the first college year to help colleges and universities achieve their goals for student learning, success and persistence.” Its Vision Statement stresses that “institutions that strive for excellence in the first year will conduct a candid analysis of their strengths and weaknesses. Based upon that analysis, they will then commit themselves to a course of action designed to improve first-year-student learning and success.”

Rachelle Darabi (CASA Director), **Greg Anderson** (Associate Director for the First Year Experience), **Kim Wagner** (FYE Program Assistant) and **Kathleen O’Connell** (Assistant Vice Chancellor for Faculty Affairs) were first introduced to the FOE model a few years ago when they attended the National FYE Conference, which is attached to FOE. They

brought the idea back to campus for consideration and with Vice Chancellor **Susan Hannah’s** encouragement, Rachelle wrote and submitted the application to The Policy Center. IPFW was subsequently selected to join a National Select Cohort of 18 other colleges and universities from among hundreds of applicants.

Rachelle and Kathleen O’Connell serve as the FOE Campus Liaisons, providing oversight for the study, compiling data, writing up the final report, and reporting to the university. They worked with the Steering Committee comprised of several faculty members and administrators, including **Edna Neal** and Dr.

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Studio M: M is for marvelous!

The new student multimedia lab in Walb 221A was the scene of non-stop activity this semester. After a semester of operation, 150 different students have used the facility, enrolled in courses with 16 different instructors. As a result, Studio M has received funding for another year, and an allocation of \$75,000 in student technology fees has been allocated to build a similar facility at another location on campus.



Here’s what went on, according to Studio M Lab Coordinator **John Ladd** and his assistants **Mark McLendon** and **Lisa Schawbbero**.

Janet Sylvester, Interior Design, had her students use Studio M to develop their individual semester portfolio assignments. John gave an orientation to her class, and helped her students learn Flash to complete the project.

Kim McDonald’s OLS Students learned to use the video cameras available from Studio M, and how to digitize, compress, and upload the

video to the web. **Brenda Groff’s** OLS students used Studio M to complete a poster project.

Jeannie DiClementi’s PSY 100 students also learned more about shooting video and how multimedia would enhance their class presentations.

Tim Amidon’s students received an in-class orientation in Adobe Photoshop, which they used to complete an English assignment in visual rhetoric.

Students completed a DVD project for Campus Ministry utilizing iMovie on the Macintosh.

One student learned illustration techniques in Photoshop to complement a writing project.

An engineering faculty member is working with Ladd to arrange for classroom orientations and support for his students to create eportfolios in the fall.

A music student is compiling a video project of children’s songs with sign language.

A VCD student is rendering her 3D projects and COM 114 students are borrowing video cameras for their speech projects.

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Foundations of Excellence...

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Hannah. Nine Dimension committees were then formed, assigned a specific area (or Foundational Dimension), and using various forms of evidence, evaluated the level of institutional performance based on an ideal level of attainment. Rachele was on all dimension committees, attending several meetings held over the course of several months. **Connie Kracher** (Health Sciences) shadowed Rachele and was involved with almost every team.

These dimensions provided a set of principles and models to guide the committees as they measured the efforts of the university to address the first year of college (for those students who have not yet obtained sophomore standing). The nine Dimensions included such concepts as: creating organizational policies to address first year of college, delivering curricular and co-curricular learning experiences that engage entering students, facilitating students transitioning to college life, ensuring students experience a variety of diversity, and making the first college year a priority for faculty.

Each dimension of the study was chaired by two people from various departments and schools, along with a

team of several faculty members whose charge was to examine the specific dimension listed above, dialogue with faculty to develop a campus-wide perspective and evaluate the campus' situation, using a web-based self-study platform called FoEtec. Members were able to review survey data related to their particular Dimension, record their responses and recommendations, post them on the FoEtec website and report back to the Steering Committee, assigning an overall grade for the university for that dimension.

For example, the Faculty Dimension Committee was co-chaired by **Gail Rathbun** (CELT Director) and **Barbara Resch** (Music). This twelve-member committee was charged to examine four Performance Indicators as they gauged whether our campus makes "the first college year a high priority for the faculty" (Policy Center). The four indicators addressed how much faculty were encouraged by senior academic leaders and unit-level academic administrators to use pedagogies of engagement in first-year courses, to what degree the expectations for involvement with first-year students were clearly communicated to various faculty, and to what degree IPFW rewards faculty who instruct and advise first-year students.

This committee reviewed survey data

from IPFW faculty and students and other statistics provided by **Bill Baden** identifying which departments taught the most first-year students. They interviewed nine different department chairs, consulted faculty handbooks and conferred with Rachele and Kathleen who collated the information and explained the data to the committee. The Faculty Dimension committee then listed several recommendations and assigned a grade for their dimension.

When all the committees have completed their reports and submitted them to the Steering Committee, they will be reviewed and a final report will be created. That report will include an executive summary, report card and narrative, a prioritized list of action items, and an implementation plan.

Rachele presented the preliminary findings before the Academic Offices Council on April 20 which detailed both positive and negative results. According to her, while there are "pockets of excellence all over the campus [regarding the first-year college experience], there is no comprehensive or systematic program that guarantees students have access to those excellent programs."

The final report will be posted on www.ipfw.edu/casa/fye/FOE.html and is tentatively scheduled for a fall presentation on campus.

CELT Advisory Board changes



At this time every year, the CELT Advisory Board welcomes new members to take the place of wonderful colleagues who have completed their three-year terms of service. **Gary Steffen**, ECET, **Kathy Pollock**, ACFN, and **Karol Dehr**, ENGL, (shown at left) step down this year, leaving our new board members with some very large shoes to fill. CELT is especially indebted to Karol Dehr, for her dedication to the CELT News, which began during her first year on the Board.



The CELT Board chooses new members based on evidence of commitment to the philosophy and goals of CELT, evidence of teaching effectiveness, commitment to continued growth as a teacher and to the scholarship of teaching and learning, and a willingness to assume an active role in the work of CELT. Members serve overlapping three-year terms. There must be representation from at least four schools or divisions. A slate of candidates has been recommended to **Susan Hannah**, VCAA, who will make the final decision in May.

The Board's charge is to assist the Director in carrying out the mission and goals of CELT, and to help chart its future direction. Specific examples of Board members' duties include:

- advising the Director in developing, implementing, and periodically reviewing CELT policies and procedures;
- serving as CELT liaisons to faculty in their departments and schools;
- advocating for the recognition of teaching as a basis for tenure, promotion, and other rewards;
- promoting effective teaching at IPFW by overseeing or sponsoring activities related to the improvement of teaching (e.g., organizing or conducting faculty development workshops, serving as mentors or peer evaluators for other faculty; helping to involve other faculty in CELT activities);
- helping develop, and contribute to, a CELT newsletter, and help publicize CELT activities in other ways;
- reviewing instructional grant proposals and forward those recommended for funding to the VCAA;
- advising the Director on equipment, books, software, etc. that should be purchased by CELT;
- advising and assist the Director on the coordination of activities sponsored by FACET and CELT;
- serving on CELT committees.

The CELT Board will meet June 1 for its annual planning retreat. Congratulations to all Board members for your work this year, and best wishes for the year to come.

Summer Instructional Development Grants Announced for 2007

The CELT Advisory Board has awarded instructional development grants to 4 faculty: **Yanfei Liu**, Engineering, to upgrade a robotics course and its lab; **Harold Odden**, Anthropology, to incorporate an experiential learning component into a medical anthropology course; **Hossein Oloomi**, Engineering, to re-design a control systems course for diverse engineering options; and **Trent Parker**, Human Services, to add service learning and technology components to a course in behavioral therapies.

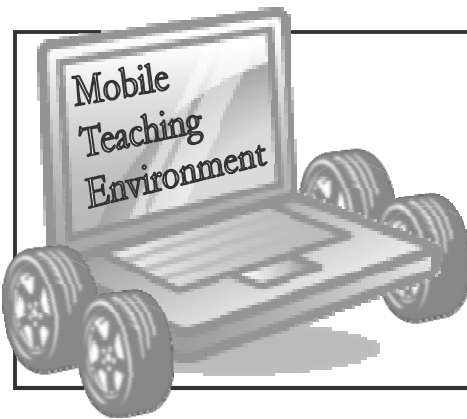
In January the Board announced the availability of the grant funding, a total of \$10,000 provided by the Vice-Chancellor

for Academic Affairs. Prospective applicants had the opportunity to learn more about the process and to discuss their ideas with past grant winners at a February 1st briefing. Applicants were encouraged to ask CELT staff and Advisory Board members to read and comment on their proposals prior to submitting them. They were also directed to reports of past grant winners on the CELT web site.

In addition to the proposal to transform an existing course and a plan to evaluate its effects on teaching and learning, grant-seekers must also provide the department chair's evaluation of the

proposal, along with an agreement to attend an institute at the beginning of the summer, and present the results of the transformation to colleagues. The CELT Advisory Board meets in March to select the proposals it will fund, using a set of criteria specified in the application materials.

Congratulations to this year's winners. Watch for their names in CELT's Spring 2008 Faculty Showcase events calendar. See past winners at <http://www.ipfw.edu/celt/grants/winners.shtml>.



Do you frequently order a mobile computer and projector for your teaching because you are scheduled in a classroom that is not equipped with these items? Would you like to be more certain that your instructional materials will display the way you want them to? Would you like to take advantage of opportunities to work on your materials while at conferences, while waiting, or "in the field"? If you answered yes to any of these questions, you might want to consider getting a laptop or tablet computer to support your teaching. Funds are available through CELT/LRC for the purpose of providing faculty members with a mobile teaching environment (MTE). Please go to the CELT web site Grants page, <http://www.ipfw.edu/celt/grants/grants.shtml>, to get the application packet.

From the Director...What is this Hybrid Stuff?

At the April 23rd 12 O'clock Scholars Brown Bag Discussion, seven of us tried to answer the question, "What is blended/hybrid learning?" Four of us (not faculty) were certain, and three of us (faculty) were not quite sure. Well, why else would you come to a session with this title?



According to research funded by the Sloan Consortium, an 11-year-old confederation of institutions "committed to quality online education," the blended/hybrid course is one that combines online and face-to-face delivery. The proportion of content delivered online in a hybrid course is 30-79%. It is different from a "web-facilitated" course, which is defined as one in which the proportion of content delivered online is 1-29%. A course in which 80-100% of the course content is

delivered online is categorized as an online course. Based on this schema, what types of courses are you teaching? CELT would be interested in knowing who is currently teaching or intends to start teaching hybrid courses.

OK, so why should you care? At IPFW, the fastest growing group of distance course enrollees is what I categorize as "hybrid schedulers"—students who are enrolled in both on-campus and distance (here I have to include both video-based and "online" in the definition of "distance") courses in the same semester. The number of full-time students in this "hybrid schedule" group has doubled from 1200 to 2400 in the past four years. Full-time hybrid schedulers carry about .5 credit hours more than on-campus-only full-time students, and almost 1 credit more than distance-only full-time schedulers. These hybrid schedulers are also more likely to stick around from semester to semester than their on-campus only counterparts.

About 74% of these students who started in Fall 2005 were still around one year later, in contrast to 66% of those starting at the same time, but maintaining on-campus-only schedules. This emerging data, I believe, should lead us to consider how we as an institution might exploit the concept of "hybridizing" both at the schedule level and at the course level to help our students finish their degrees, while at the same time maintaining and enhancing the quality of their interactions with faculty and other students.

Intensive learning formats are becoming more common as students seek to simultaneously manage education, family life, and work. The hybrid course format offers the potential for rich, high quality learning experiences within a compressed time frame. For example, students in a graduate course meeting once a month can, with support from technology, carry on discussions and team projects between class meetings. The

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CELT Advisory Board Members

Gail Rathbun KT 234 x16504
Director, CELT

Michael Bendele NF 322 x16436
Continuing Lecturer, Psychology

Chand Chauhan KT 286 x16227
Associate Professor, Mathematical Sciences

Karol Dehr CM 103 x16074
Continuing Lecturer, English & Linguistics/
Associate Director of Writing

Jeannie DiClementi NF 388D x16397
Assistant Professor, Psychology

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Assistant Professor, Consumer & Family Sciences

Kathy Pollock NF 350G x15751
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Gary Steffen ET 221E x16344
Assistant Professor,
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Worth Weller CM 124 x16773
Continuing Lecturer, English & Linguistics

EX-OFFICIO

Kathleen O'Connell KT 174 x15795
Assistant Vice Chancellor for Faculty Affairs

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-Karol Dehr, Editor
-Stephanie Haneline, Graphic Designer

Studio M... *cont. from pg.1*

Other students are using Studio M to complete projects in History, Education, Spanish, Economics, Engineering, and Fine Arts.

Each student using Studio M must provide a syllabus for the course for which the student is completing an activity or project. Students working on co-curricular activities provide a statement of support from an advisor.

John and his staff also work closely with faculty to make sure that Studio M provides services that will support the teacher's learning objectives. If you are interested in finding out how to use multimedia to support your teaching, or if you want help in integrating multimedia into your course design, start your planning now. Contact John Ladd at Studio M, x10114, or go to <http://www.ipfw.edu/studiom>. You can also contact CELT, which supervises the day-to-day operation of Studio M, at x16354.

From the Director...

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feeling of a "cohort" moving through the course together can be maintained and provide the social support that underpins successful learning.

And hybrid courses offer a way to increase the number of courses that an institution can offer, without adding classroom space. The Sloan Consortium has also found that "traditional age" students, aged 17-23, prefer on-campus or primarily on-campus delivery; and when IPFW distance students respond to Continuing Studies' end-of-semester survey, about half of them usually say that they would have taken an on-campus course if it had been available or if it had fit in their schedules. With hybrid scheduling and hybrid courses, students can get what they need and what they want (face-to-face teaching), while the university has the opportunity to maximize



Looking for a past edition
of the CELT News?
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www.ipfw.edu/celt

Changes Ahead...

Version 4 of WebCT Vista has been released. CELT is now working with Purdue and with ITS to prepare for a smooth transition to the upgraded software, which will take place sometime in the next academic year.

Events for May 2007

A Web of Connections: Why the Read/Write Web Changes Everything in Education

Wednesday, May 9, from 8:00 a.m. to 3:30 p.m.

Presented by Will Richardson, author of *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms*

Free Keynote Address. Educators and students can attend the whole day, including the Intensive Workshops and lunch, for only \$65. Teams of 3 or more can attend the whole day for \$50/person. Sponsored by Acelink. For more information call 260-481-0747 or visit the Workshops and Conferences page on the CELT website. <http://www.ipfw.edu/celt>

resources, improve retention, and maintain revenue.

What are the implications of hybrid/blended learning for professional development, instructional design and technology support, registration and classroom scheduling, remuneration of faculty, and tenure/promotion? I invite your comments and perspectives. This column will appear on the CELT Blog at <http://celtblog.blogspot.com> so that you may share your opinions on this hybrid/blended learning.

I will also be investigating these topics in the coming weeks accompanied by OAA Fellow **Elaine Blakemore**, CS Executive Director **Deb Conklin**, and CELT Instructional Designer, **Sam Birk**. I hope to share what we learn in a future newsletter and in CELT programs.

Have a great summer!

-Gail

Multimedia Lab Assistant Needed

Duties: Assist CELT Multimedia Lab Coordinator with digitizing video, processing graphics, and assembling web content.

Qualifications: Experience with any of these applications:

- Adobe Photoshop
- Adobe Premiere, or Dreamweaver
- Comfortable with a Windows environment.

Pay rate: \$8.50 – \$9.00/hour, depending on experience

Duration: Starts immediately through the summer. 15-20 hours/week. Possibility of continuing through the 2007-08 academic year.

To apply: Send a cover letter and resume to Darlene Miller at millerdj@ipfw.edu or CELT, KT 234, IPFW, 2101 East Coliseum Blvd., Fort Wayne, IN 46805.