

San Jacinto College

Faculty Resource Document

This Faculty Resource document contains numerous links; for clarity, we did not write out the URLs in the links, but you can find an electronic copy of this document with clickable links at the following location: stufiles.sanjac.edu/EdTech/CETL/PTF/FacultyResourceDocument.pdf

QEP—Quality Enhancement Project

The San Jacinto College **Quality Enhancement Project (QEP)** is part of the College's reaffirmation of its accreditation by the Southern Association of Colleges and Schools (SACS). Designed to improve student learning, the QEP is titled "It's in the Book!" and emphasizes student engagement with the readings that are important to success in their courses.

College faculty who volunteer to be part of the QEP recognize the importance of a student's reading and using course materials to his or her success. These faculty include activities in their courses that help students manage the course readings to gain understanding of the concepts and terms in the course. In QEP classes, students appreciate the value of coming to class ready to participate in class discussions and understand more fully the information that is presented by their professor.

Faculty involvement has been the key to the success of our QEP. The project began in 2007 with faculty-led brainstorming sessions that resulted in the identification of a project topic. The first faculty volunteers became part of the project in 2008. In November 2008, the SACS Site-Visit Team approved the San Jacinto College QEP. They recognized that our QEP addresses a problem shared by institutions of higher education across the United States and noted that our project might have regional and national implications for improving student success. Once we had gained that stamp of approval, QEP faculty began to work successfully with their students on these factors. Additional faculty became part of the project in 2009 and in 2010. QEP instructors observe their classes carefully to identify challenges to student success in managing course texts. Teachers then develop QEP strategies to engage their students with their course readings so that they can learn effectively.

Studies of successful college students suggest that students who are prepared for class by reading their course materials are more likely to be active learners who typically are more successful in completing assignments and in taking tests.

QM—Quality Matters

Quality Matters (QM) is a peer review process for online and hybrid courses that is faculty-centered and faculty-driven. Quality in online education is important to many different parties—students, faculty, administrators, institutions, consortia, accrediting agencies, legislators, and tax-payers, to name but a few. The rapid growth of online education has forced institutions, faculty, and students to adopt and adapt quickly to this new mode of education. Given its newness and sudden evolution, many still question the quality of education achieved through the online format. The larger questions for the collective online education community then become: How do we identify and recognize quality, motivate and instill quality, assess and measure quality, and assure to ourselves and various stakeholders that quality exists?

In 2003, the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) awarded a three-year grant to Maryland Online, Maryland's higher education distance learning consortium, as a means to begin to address the larger issues of online course quality assurance. This grant was titled *Quality Matters: Inter-Institutional Quality Assurance in Online Learning*. QM Certification grew out of the work completed for this grant.

San Jac has been using the assessment rubric that evolved from the original grant to evaluate Blackboard sites submitted by faculty volunteers. The evaluation teams are comprised of faculty members and instructional designers from the Ed Tech department working in conjunction with the course faculty member to align the design of the Blackboard site with the Student Learning Objectives (SLOs) for the course.

Success at SJC, Part 1: *On Course*

When we first started the Success at San Jac workshops, we held periodic sessions with faculty and staff. When our chancellor, Dr. Brenda Hellyer, attended one of the workshops, she knew this would be a great workshop for all faculty, staff, and administrators at San Jacinto College to attend so we could all understand the concepts our students are mastering in the Guided Studies (GUST) classes as well as to experience personal and professional growth as we think about the different topics in this workshop. The College has invested significant time and resources in our people, and all members of the College community have participated in this workshop. We knew we would need a way to bring this material to new hires after the initial live workshops, so that is how the development of an online version of Success at San Jac came to be.

The material we cover in the workshop comes from the GUST course textbook called *On Course: Strategies for Creating Success in College and in Life* by Skip Downing. Skip Downing is a college educator who became interested in studying how the choices people make can lead to successes or struggles—in both education and professional situations. The book helps students review significant concepts including: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, and emotional intelligence.

The Center for Excellence in Teaching and Learning (CETL)

The CETL provides professional development for faculty, staff, and administrators. San Jacinto College is committed to the broad engagement of all employees in the success of our students. College Community Day is held each spring with the college completely closing to allow all employees to attend a day of professional development. The opening session always includes a review of college-wide data and campus data reports along with a State of the College report by the Chancellor. The employees are given opportunities to attend a wide array of break-out sessions to learn more about different programs and initiatives all geared towards improving student success, retention, and completion.

Other professional development initiatives the CETL office coordinates include our New Faculty Academy, a year-long mandatory training for newly hired full-time faculty, various staff workshops and certification trainings, lunch & learn discussions, and the Distinguished Faculty Program, a multi-year investment by faculty to enhance classroom teaching and service to San Jac.

In an effort to also include our part-time faculty in the culture of the college and further address our commitment to broad engagement, an Assistant Director for Part-time Faculty was hired in our Center for Excellence in Teaching and Learning office. As a result, part-time faculty have been given opportunities to attend focus groups, complete surveys, attend professional development opportunities online, participate in fall and spring Teaching and Learning Conferences, and receive quarterly newsletters emphasizing student success.

CCSSE

The Community College Survey of Student Engagement (CCSSE) is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students.

Administered during the spring to mostly returning students, *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention. Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their college studies and to achieve at higher levels. This connection has been emphasized in a number of major studies and reports on the undergraduate experience.

The *CCSSE* includes items calling for students to report the frequency with which they engage in a number of activities representing good educational practice (e.g., participating in classroom discussions, interacting with faculty in and out of class, etc.). Respondents also indicate whether they have participated in or plan to take advantage of a variety of learning opportunities, including college orientation programs, internships or clinical placements, developmental education, and organized learning communities, for example. Students then are asked to report the number of hours spent each week on activities that include preparation for class, participation in extracurricular activities, work, parenting, and so on.

Other items assess the frequency with which students use the academic and student support services provided by the college, as well as their ratings of the importance of such services and their satisfaction with services received. Respondents also indicate through responses to several items the level of academic challenge they experience at their college—for example, the amount of reading and writing they have done during the current school year, the difficulty of their examinations, and the kinds of mental activities (e.g., memorizing facts vs. analysis or application) that their coursework requires. And students are asked to report their perceptions regarding the quality of relationships on campus and the extent to which they receive needed support from the college, as well as from family and friends.

Through additional survey items, students estimate the extent to which their experience at the college has contributed to their development of knowledge, skills, and dispositions in a number of areas such as acquiring a broad general education, communication, working effectively with others, and so on. They also respond to direct questions about their overall satisfaction with their educational experience at the college.

Excerpted from <http://www.ccsse.org>

San Jacinto College Values

Integrity: Ethical and Professional

“We act in ways which instill confidence and trust”

Excellence: In Everything We Do

“We achieve quality results in everything we do”

Accountability: It's Up to Us

“We take responsibility for our commitments and outcomes”

Innovation: Lead the Way

“We apply our knowledge, skill, insight, and imagination to recognize opportunities, solve problems, and recommend new solutions”

Sense of Community: Caring for Those We Serve and Ourselves

“We demonstrate genuine concern for the well-being of our students, our community and ourselves”

Student Success: Our Ultimate Measure

“We enable students to achieve their goals”

Diversity: Celebrate the Differences

“We celebrate the diversity of ideas and cultures”

Collaboration: We work Together

“We work together for the benefit of the college”

AtD – Achieving the Dream

Achieving the Dream (AtD) is a national nonprofit group dedicated to closing achievement gaps and accelerating student success through efforts on four fronts:

- 1) transforming community college practices,
- 2) driving policy change,
- 3) generating knowledge, and
- 4) engaging the public.

"Achieving the Dream: Community Colleges Count" was conceived as a national initiative in 2004. Over the course of the first six years, Achieving the Dream demonstrated that innovative, evidence-based community college programs and interventions can produce and sustain improved student success. Then in 2010, with the support of the founding investor and founding partners, Achieving the Dream's Managing Partner established an independent national nonprofit organization: Achieving the Dream, Inc. This nonprofit is led by an influential and diverse Board of Directors and professional leadership team and continues to work closely with an extensive network of partners, investors, advisors, coaches, colleges, and state policy teams to help millions of community college students realize greater economic opportunity and achieve their dreams.

Today, Achieving the Dream leads the most comprehensive, non-governmental reform network for student success in higher education history. With more than 200 colleges, 100 coaches and advisors, and 15 state policy teams—working throughout 34 states and the District of Columbia—Achieving the Dream helps 3.8 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.

San Jac Students Today

Our students' success depends on your understanding of how they learn best. According to an article by Mary Bart in *Faculty Focus* (November 16, 2011), there are "Five R's of Engaging Millennial Students" that were the results of a study by Dr. Christy Price. Millennials prefer active learning methods such as less lecture time, the use of multimedia, and collaboration with peers. Millennials are used to being able to find information easily on the Internet, so your role as faculty is shifting from a provider of information to a connector of content to real life relevance. Millennials typically are raised in a less authoritarian manner than Boomers, so they more readily comply with policies when you provide them with a rationale. Millennials prefer less formal learning environments in which they can interact informally with the professor and the other students. Millennials value relationships, and they are more willing to do their assignments when the professor makes an effort to connect with them on a personal level. As Dr. Price states, "You don't have to be their best friend. You just have to be perceived as being on their side."

Services for San Jac Students

San Jac students have a wide range of services available that all faculty should promote. Tell your students about these resources, because they may not be aware of them!

Free Tutoring - All three San Jac campuses have Student Success Centers available for all students. Detailed information can be found on the [Tutoring page](#) of the San Jac website. Online tutoring is available also, through SmarThinking, which can be accessed in the Tools area after logging in to Blackboard.

Disability Services—San Jac's disability counselors can meet with students to determine special accommodations that may be needed, such as extended time for tests, note taking, and the use of specialized technologies, for example. More information can be found on the [Disability Services](#) page on the San Jac website and in the [Disability FAQ for Faculty document](#) (click to open).

Career and Employment Center—Students can get help writing a resume, searching for a job, figuring out a career, and practicing for an interview. Details can be found on the [Career and Employment Center page](#) of the San Jac website.

Centers of Excellence for Veteran Student Success—Each campus has a Veteran Center available to student veterans. Detailed information can be found at the San Jac website, on the [Veteran Services page](#).

Educational Planning & Counseling—Students can get help planning their degrees and registering for classes by meeting with educational planners. More information about this and related services can be found on the [Educational Planning & Counseling](#) web page of the San Jac website.

FYE: First Year Experience

The First Year Experience (FYE) Office plans and coordinates campus and online mandatory New Student Orientation (NSO) before each fall, spring, and summer term. The purpose of NSO is to foster student success, establish social and academic connections, introduce college resources, and engage students in the San Jacinto College culture in a fun, supportive environment.

Faculty can represent their department at Student Resource Fairs that occur during NSO sessions in order to share information about their programs with new students.

Honors Program

The San Jacinto College Honors Program offers academically talented and highly motivated students special opportunities for enriched learning and recognition. The Program provides a stimulating range and depth of scholarly pursuits within an interdisciplinary context. Classes are limited to fifteen students in traditional transfer courses as well as an interdisciplinary honors course that combines English and History. Each campus has an Honors Program lounge that includes computers for the students to use as well as a location for social events. For more information, you may visit the Honors website: <http://www.sanjac.edu/honors>

Safety

Providing a safe and secure environment for our students, faculty, and staff is a top priority at San Jacinto College. In light of the tragic situations in recent years at other colleges, the College has partnered with Blackboard Connect to create SJC ALERTME, which will contact members of the campus community through voice and text messages in the event of an emergency situation.

SJC ALERTME will provide San Jacinto College with another communication tool to keep students, faculty, and staff informed during threatening situations and weather-related closings. In order to receive voice and text messages, you must provide your telephone and/or cell phone number to the College by logging into your account on SOS and clicking on the red SJC ALERTME tab.

SJC ALERTME will be activated when the College determines a serious threat exists and the College community must take immediate action to remain safe and secure. The system will also be used to announce an unscheduled College and/or campus closing, or cancellation of classes due to severe weather.

Report Emergencies: From campus phones: 5555. From cell phones: 281-476-9128

Library

Each campus has a library for students and faculty, as well as online resources available from a linked tab once you have logged into Blackboard. The library's site includes live chat capabilities and citation guides, as well as links to the [online catalog](#).

Faculty can request a custom "LibGuide" or "Research Guide" for their classes that provide links to relevant research materials for students. Librarians are also a great resource for faculty on issues such as plagiarism and copyright. Bookmark the [SJC Library's Research Guide](#) page for future reference.

College Prep

San Jacinto College's **College Prep** refers to developmental and remedial pre-academic classes. San Jacinto College is committed to student success, and College Preparatory is one example of that commitment. College Preparatory is recognized both across the state and nationally for its innovation and willingness to assist students in being successful. Students take the Texas Success Initiative Assessment (TSIA) upon applying to attend San Jac, and those not deemed college ready by that assessment must enroll in college preparatory courses.

Courses that may be required include developmental mathematics, integrated reading and writing, ESOL, and student success. Each term this area serves over 12,000 enrollees. San Jacinto College is a leader in many areas including the student success focus of the College Preparatory program.

Educational Technology (EdTech) Department

Educational Technology Services' goal is to facilitate innovative and effective integration of technology throughout the college and to collaborate with the college community to facilitate active, collaborative, and authentic interactions that bolster student success, enhance employee performance, and establish San Jacinto College as a leader in technology innovation and excellence.

EdTech:

- offers consultations to improve the teaching and learning experience with active, collaborative, and authentic interactions
- collaborates with faculty to design, develop, and deliver a wide range of multimedia resources that enhance learner engagement
- provides training and advanced support for college technology systems in an effort to enhance workplace performance and collaboration
- integrates contemporary learning theories and proven instructional strategies for all learning environments: face-to-face, hybrid, and online
- continuously explores and evaluates emerging and innovative technologies and trends that impact the college environment.

The Instructional Design team, led by Sherry Ransdell, supports faculty in the use and integration of technology and instructional pedagogy. Contact your campus instructional designer or Sherry Ransdell to request a consultation. A few of the tools that are available through SJC that can enhance learning include:

[NBC Learn](#)—A collection of educational videos

[Turnitin](#)—A plagiarism detection and grading tool

All new faculty members at San Jac should read and bookmark the online [Technology Resources Orientation Document](#) and review the sites below for easy future reference.

[Ed Tech Blog](#)

[Ed Tech Twitter](#)

[Ed Tech Facebook](#)

Blackboard Tech Support

Blackboard is the Learning Management System (LMS) that SJC uses to host course information online. All instructors are required to have a minimal Blackboard presence, even for face-to-face courses. Support Specialist team members are available to assist when faculty experience functionality and/or technical issues within the Blackboard system. Phone support, email, and walk-in services for Blackboard are available.

Contact Blackboard (Bb) Technical Support at San Jacinto College:

Phone: 281-542-2084 (on campus, extension 2084)

Email: bbsupport@sjcd.edu

Website: <http://sanjac.edu/edtech>

Atomic Learning

Atomic Learning offers SJC students and employees access to a complete training library of over 50,000 short, show-and-tell video training tutorials on over 205 of the most common software applications (i.e., Microsoft WORD, Excel, PowerPoint, etc.). Atomic Learning is an online, web-based video library. This resource provides all San Jac employees and students on-demand access to thousands of short, easy-to-understand tutorial movies on more than 110 applications students use every day. The videos may be used as a resource to support classroom learning or to facilitate your own personal learning.

Accessing the Atomic Learning video library requires San Jac authentication by first logging in to Blackboard, and then clicking the Atomic Learning link which can be found on the Blackboard Welcome page under the Tools menu (the landing page once you login to Blackboard).

ACAdemic Learning

ACAdemic Learning is an online course for San Jac faculty, facilitated by instructional designers in the Ed Tech Department, required for faculty who teach online. The *ACA* stands for *active, collaborative, and authentic* instruction. This online course is the standard for online instructor certification at the college.

The ACAdemic Learning certification provides faculty a basic background in educational design principles and teaching methods including effective content design and delivery, learning environment design, alternative methods of assessment, effective integration of technology resources and other relevant pedagogical content. The focus of ACAdemic Learning is keeping learners engaged through active, collaborative, and authentic instructional experiences. The EdTech ACAdemic Learning course was recognized by the League for Innovation in the Community College as an "Innovation of the Year."

SPARK

The [Spark Learning Portal](#) is the College's Professional Development System, which allows users to search, register for, and track training and professional development activities. Spark is web-based, so users can login from wherever, whenever.

Users will use the same login for SJCD Spark Learning Portal that they currently use for Success Factors (firstname.lastname). All employees will also be able to search the online course catalog, register for a course, and track their training and professional development activities within in one system. Users will have direct access to more than 1,000 on-demand resources including courses, books, videos, and more that are available through Skillsoft via the SJCD Spark Learning Portal. The single sign-on method for Spark and Skillsoft will also help to simplify the process and keep all learning and training information in one place. Learning histories will be stored in Spark and training and professional development activities will also be tied to performance management profiles in Success Factors for full-time faculty and staff.

Attendance

We expect San Jacinto College students to attend all classes and laboratory periods. An education is more than just acquiring information. Through regular class attendance students gain clearer insight into complex issues through interaction with professors and other students. We also expect faculty members to maintain attendance records to be kept after the semester in case questions arise.

If students miss a significant percentage of the total class hours, faculty may request that the student drop the course and if not eligible to drop or if the student chooses not to drop, the instructor may award a grade of FX at that time, which will prohibit the student from attending class. Faculty should consult with their department chairs to understand the preferred attendance recording method for the department.

Campus Locations

Links here to google maps and campus maps

SOS is the San Jacinto College Online Self-Service System (SOS). The SOS Login page is: <http://www.sanjac.edu/soslogin>

In the SOS system, faculty can access:

- (1) Personal Information (PIN management, View and Update Address, Phone, Email, and Emergency Contact Information, etc.),
- (2) Registration, Financial Aid, and Student Records,
- (3) Faculty Services (View Schedules and Class Lists),
- (4) Employee Information (SJCD employees can view Pay Stubs, Leave Balances, Earnings History, Deductions History, W-4 Withholding Status and W-2 Earnings Statement)

Faculty can also access SOS from the [main San Jac homepage](#) by first clicking on "MY SANJAC" in the upper right hand corner of the website, and then click on the SOS icon.

Syllabus

Faculty can find the official district syllabus for each assigned course in SOS. Some elements are mandatory and cannot be altered. Faculty may edit the official syllabus with content-specific material. A sample syllabus is available by clicking the button below.

Grade Books and Grade Center in Blackboard

Beginning in fall 2014, all faculty will be required to use [Blackboard's Grade Center](#). Although not required to do so, faculty may also wish to keep two separate versions (i.e., one in Blackboard and one in an Excel spreadsheet or a hard copy grid) in case one is lost or corrupted.

Whichever format faculty decide to use for recording grades must be clearly labeled; all elements of how the overall grades are calculated, the names of assignments, and the percentages for tests, assignments, participation, and any other grade category must be explicitly indicated so that a department chair or dean could determine how the overall grade had been calculated in case of grade disputes later. Often these questions come up months and sometimes even years later; departments keep the grade records of all classes for such disputes.

For future reference, faculty should not delete students who drop the course from the grade books. When a student drops, faculty should record the drop date. The Financial Aid office may ask faculty for the last date attended for students they need to contact to pay back unused financial aid money. Faculty are responsible for providing this information.

The Enrollment Services department sends out Email messages regarding deadlines and when the final grade submission roster is available each semester. Faculty should check with their departments for specific instructions on what the department needs relative to grade submission, but each individual faculty member is responsible for submitting grades within the submission time frame set up by Enrollment Services. The process for submitting grades after the deadline is complicated and difficult for many people, involving several administrator signatures and additional paperwork. Faculty are advised to submit grades on time.

Be sure to check the [Spark training portal](#) for training sessions on how to use SOS to manage faculty information. Training is also available on the Blackboard Grade Center.

[Procedure to Award a Final Grade of FX](#)

FERPA: The Family Education Rights and Privacy Act of 1974

The following information concerning student records maintained by San Jacinto Community College District is published in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA):

The College gives access to records only to those persons and agencies that the Privacy Act specifies and the College will keep a record of all persons who receive access. The College will release only directory information without a student's consent including high school dual credit/early admission students.

A student may ask that this information be withheld from the public on his/her application for admission or in a written request to the Enrollment Services Office. The student may make this request at any time. Once a student has requested that directory information be withheld, no information will be released except with written approval from the student.

School officials (faculty, administrators and staff, including part-time and student workers) may have access to student records when a legitimate educational interest exists. Students wanting their parents, friends, or other individuals to access or obtain their records should give those persons a signed release specifying what information the student needs and a photocopy of the student's picture ID. Directory information includes the student's:

- (1) name,
- (2) current and permanent address,
- (3) telephone listing,
- (4) date and place of birth,
- (5) marital status,
- (6) major and minor,
- (7) classification,
- (8) eligibility for and participation in officially recognized activities and sports,
- (9) terms of attendance,
- (10) enrollment status (full-time or part-time),
- (11) dates of degrees and awards received,
- (12) previous educational institutions attended, and
- (13) student photo.

Faculty General Guidelines

Faculty are required to maintain a [minimal presence](#) on the Blackboard Learning Management System (LMS). A minimal presence means that faculty must include the course syllabus and the faculty member's contact information on the Blackboard site for each assigned course section. Future plans will expand this to include use of the Grade Center.

Faculty are required to use San Jac Email as the primary communication method in class. Information about course deadlines, grade submissions, and other College-wide information will be conveyed through San Jac Email throughout the year.

Faculty consult their department chair if they need a substitute. The department may augment the procedures outlined in the [Substitute Guidelines](#); faculty should check before missing a class section.

Good Teaching

Good teaching encompasses many elements—from time management to empathy, from structure to reasonable flexibility. Most instructors have an easier time describing what is *not* a good teaching practice, but all faculty can learn different ways to be effective college instructors while fostering student success.

Good teachers are experts in their fields, embrace the philosophy that all students can and do learn, engage a wide variety of students, and energize the learning environment to maximize successful and lifelong learning.

Good teaching isn't about knowing a handful of tricks for exciting activities, although good teachers do maintain incredible tool kits to enhance learning. Good teachers recognize the enormous responsibility they have to impact the future through the influence they have on their students. Continually searching for and implementing best practices and innovative methods in the classroom and online, instructors build up a repertoire to share with students and other faculty members.

The Texas Higher Education Coordinating Board (THECB) "provides leadership and coordination for the Texas higher education system," according to their website, www.thecb.state.tx.us. This organization has a great deal of free information to help faculty expand their good teaching practices.

One such resource was developed for THECB by the University of Houston—Clear Lake and contains significant, relevant information for effective teaching strategies, from course design to preparing a lesson, developing assignments, student engagement, rubrics, assessment, and at-risk students. Faculty can open this module and bookmark it for later viewing at "[Best Practices in Undergraduate Teaching and Learning](#)."

Classroom Assessment Techniques (CATs)

All faculty need to assess learning and determine what students grasp and what may be confusing, but assessment is not limited to the familiar formal testing situations such as multiple choice tests and essay examinations that are worth significant percentages of the overall grade.

Classroom Assessment Techniques (CATs) are ways to spot-check understanding of the material without the pressure of formalized testing. The idea is to keep the assessment low-key and relevant while allowing students to recognize areas in the material that need further study and concentration.

CATs can be any activity that allows students to engage in some sort of self-check of material, such as pair/share activities, in which students meet in pairs to study material independently and then share their findings with their partner; quizzing games, such as academic versions of familiar game show question/answer games; and other collaborative study techniques that allow students to determine their level of understanding at a certain point in the study cycle. Bookmark the sites below for future ideas.

[Field-tested Learning Assessment Guide](#)

[Virginia Commonwealth University CATs Online Resource Guide](#)