

Indian River Community College Site Visit  
February 16 – 18, 2005

**Thursday, February 17 at 9:00 – Welcome**

We met with Jack Maxwell, Henri Sue Bynum, Casey Lanceford, and Sherry Bowen.

This was a get acquainted meeting where we also shared ideas of activities, teaching and learning strategies, and areas we wanted to know to learn from them. Sherry shared their Title III grant focused on all math and biological science classes being blended (50% lecture and 50% computer activities) within the five year grant period. We were then teamed with faculty or staff for each of our disciplines. Gail was paired with Jamie Howard who was teaching MAT 1033 (Intermediate Algebras) using Quant software. Joe and Loris sat in a blended biology lab class (BSC 1010 – General Biology I) with Professor Judy.

Deb Whiting gave me a tour of the CPI (Center for Personalized Instruction) Tutoring Center and the Assessment Center. Their CPI Center is divided into two sections with the math and science on end and reading and writing on the other. All of their tutors are paid staff. **They do not have volunteer faculty serving as tutors as we do. This is a plus for us.** What I learned from them in this area is the wealth of resources they have for their science students. They have all the A & P models for students to work hands-on or visually with computer software programs. They also have some plant biology models. They use a software package called cybered.networkworld. Students enjoy the self-paced work through this computerized software. They use SkillsTutor for their pre-college classes. This is the same web based tutorial software that we use in the STAR Center. The students can also purchase time with SMARTTHINKING Tutors. This is online tutoring with an expert in their discipline. The usage for this service is very low compared to the cost. They serve about 25 students a month. We also visited the assessment center where the College Placement Test is given. The results are used to place students in pre-college classes (reading, math, and writing) or college level classes. This is comparable to our COMPASS test and our placement of student in classes.

Next, Donna Jurenas, Education Professor, shared with me the faculty development program to enhance faculty's technology skills. The faculty in Florida has to be certified to teach at the college level and take six hours or equivalent of continuing education to enhance teaching in their discipline. This course she team teaches is EME 1310 found at <http://faculty.ircc.edu/DEPT/Education> under Donna Jurevas' website. The course is 3 hours credit and can be repeated three times. With the need for faculty to complete continuing education credits, this course is easily populated each semester. Donna gave me the syllabus and websites for each of the software programs they use for teaching and designing web based activities as well as websites. This class is a hands-on experience; therefore, faculty has projects to complete.

After lunch we were invited to sit a Learning and Teaching with Technology Committee that meets every two weeks. This committee is made up of volunteer members with the goal of people excited to participate and achieve the implementation of technology to create an environment where students can become self-directed in their learning. Three reports and/or presentations were made. Dale Irwin made a presentation on the use of Maple TA software and how it can be used for testing and assessment. This software is useful for math (has the math symbols) as well as other courses. The cost for Maple TA is approximately \$12,000 with renewal of 40% the cost. They also shared a software package called Learning Cube used and developed at MIT. This software adopts the content to different learning styles. The second report was their recommendation for the 2005-2006 technology training. The committee reviewed the list and will coordinate with the other departments on campus responsible for faculty and staff development. The last group is researching a data base for housing their digital library where the learning objects, scenario-based learning, and other digital learning tools will be housed for sharing with other faculty. I was impressed that the committee was enthusiastic, willing to work together, and have a desire to help students be successful using different teaching and learning tools. Last, we viewed a video of their new Technology Building that will open in April. We were given this preview so we had an idea of the magnitude of the building.

The last thing we did for the day was to tour the Kight Center. Jose Farinos is the Dean for the area, so he was excited to take us through - construction in progress. This building will house all of their computer, electronics, graphic arts, robotics, and interior design programs. Smart Classrooms with a computer for each student will be the norm. The Teaching and Learning Center will also be housed there including a recording studio. The distance education including ITV classrooms and internet based classes will also be on the same floor as the Teaching and Learning Center. This building will have the latest technology for the programs and will be wireless. The college makes every effort to provide programs that will give the students the skills for employment in the area.

### Friday - February 18. 2005

We began the day with Gail visited Dr. Karen Mills' MAC 2233 (Business Calculus) class that was being taught via ITV. Her class notes can be viewed at <http://faculty.ircc.edu/DEPT/Mathematics/> where her web page is found under full-time faculty. Gail then met with Paul LeFavi who demonstrated Mediator Pro software used for web enhanced learning. Joe and Loris went to tour the ITV facility with Paul LeFavi and Mike Pelletier who demonstrated the Mediator Pro software used for enhancing web based learning. Next, they met with Bill Tyler, Chair of the Biological Sciences Department, who discussed with them the interactive TV Classes, taught in the division.

I spent the morning with Sherry Bowden who is the Director of the Title III Grant. **She shared with me the instrument used to evaluate the students satisfaction in the Title III courses being blended taught.** The faculty teaching a blended class uses a pre-test and post-test with 50% of the pre-test questions put on the post-test which is a comprehensive final. **What they have found is the retention rates are higher in both math and biology, but grades are higher in math and the same in biology.** She also shared with me the importance of meeting with other Title III directors for information sharing. She gave me the minutes from their Title III meeting and assured me that her Advisory Team is supportive and actively takes a role in carrying out the objectives of the grant. They meet every two weeks. I also received a copy of their policies and procedures manual. They also have more personnel working with Title

III. The program director has two activities directors for math and biology. The department chairs makes the faculty assignment for creating the blended classes.

Next, I met with Bryan Beatty, who assists with the Employee Development Program. Their department offers workshop series, new faculty orientation, mentor for new faculty. They have a Department Chair Leadership Academy that prepares seminars requested by the forty-one chairs. They meet for two hours every two weeks. They will develop other specialized training as needed. This department works very cooperatively with the Teaching and Learning Center, and the Learning and Teaching Committee to assure the training doesn't overlap and needs from all areas are addressed.

We then assembled together to tour the adult education building, Tomeo Center. Tony Iacono met and showed us the different areas for GED, ESL, and the Adult High School. The building was designed to help students become a part of the Indian River Community College culture. As they are working, they can view the campus. Full-time faculty also teaching in the program so the student can interact and get to know faculty, whom they make take for classes when enrolled. They serve over 10,000 students a years.

### **Impressive Areas**

Each college in Florida has a Foundation Board that receives for every dollar they raise from private donors a dollar from the state legislature.

They serve approximately 40,000 students on five campuses with an approximate 700 faculty and staff. They have a very large adjunct faculty pool.

The faculty in Florida has to be certified to teach and take six hours of classes or equivalent during a five year period for recertification. They are expected to embrace and use technology in the classroom. The administrators are supportive by providing the funding and personnel to make this a reality.

We learned that the Title III grant can be changed to meet the needs of the college. For example, Indian River Community College made changes in their original grant to focus specifically on math and biological sciences. Our grant focus is twenty gatekeeper courses, which is more general than Indian River Community College. A large sum of our grant funds are for faculty stipends. There is no money for hiring technical support personnel or tutors in the STAR Center.

They have the IT support for the faculty and staff that helps with the training and development for course design.

They have money to invest in numerous software applications so faculty and staff have choice when selecting the software to develop their web pages and/or web or blended courses.

Classrooms are equipped with the latest technology – SMART Boards, Elmos, students' computer stations.

The college is working toward serving the changing needs of the community by providing graduates that can work in the areas. This involves close communication with the economic and workforce development people.

They have a four story building devoted to ESL, Adult Education and a high school.

The personnel serve approximately 10,000 students each year. There are many international students in this area; therefore, they have a strong multicultural program.

### **What they do that I would like to see at Somerset Community College.**

1. Funding for Faculty IT Personnel (course design specialist) to help with the college, department, and faculty **web pages** as well as training and support for learning new software and course design that incorporates web enhanced learning.

2. Investigate the possibility to set up a Foundation for funding non-budget items.
3. Investigate the possibility of a Honors Program for student who excel and need challenges.
4. A Teaching and Learning Technology Team working with the Professional Development Team passionate about setting goals and leading the faculty toward becoming a technology literate campus.
5. Equip classrooms with the latest technology – SMART Boards, Elmos, and **student computer stations** where blended learning can happen in the classroom.
6. A room where faculty training can take place – the STAR Center is becoming more used by students; therefore, the center has little space for faculty training without disturbing students.
7. More interactive resources for students to use in the STAR Center. This, I believe, will come with more faculty projects. Title III Grant has money for these purchases.

Respectively submitted:  
Brenda M. Saunders