ePortfolio Pilot Rolls out at Harbor for Spring

This spring faculty at Harbor College will participate in a pilot project exploring the best ways to use an electronic portfolio with their students. The Los Angeles Community College District has been selected by the State Chancellor’s office as a test site for the new state-sponsored ePortfolio program. The LACCD program is being directed by Deborah Harrington, Dean of institutional Effectiveness/Student Success. Each of the faculty members will receive training during the fall semester and then employ the ePortfolio software with their students in the spring semester.

This software, sold under the trade name eFolio, allows the student to create a portfolio of the work they have performed during the semester. It can store not only text files, but video, audio, and graphics files as well. Each student may have a number of sub-portfolios, each with a different purpose. For example, a student may have one portfolio for his or her English class, one for his or her major area, one for personal space, and perhaps one to support a job application. Once the program goes into full swing, the student will be able to use this space for life for free.

One of the key institutional learning outcomes at Los Angeles Harbor College is the ability to think critically. Included within this important skill is the ability to bring the powers of analysis and reason to bear upon one’s own actions. As students collect materials for their portfolios, they will be asked to reflect Cont. ePortfolio, p. 6

Harbor College is pleased to share with you our very own MySpace page. Designed by a student worker under the supervision of the President, the page is designed to provide the college with an official My Space presence where potential students can get an overview of the college and its resources in a format that’s both familiar and interesting to them. MySpace is accessed widely by teenagers and anyone who uses the net as a tool for social networking. It is one of the most popular of the free platforms currently available.

Use of the college colors, logo, and modifications to our official website design, as well as a modified version of the MySpace format, give the page a familiar look and feel while still maintaining the identity of Harbor College.

Mary Copeland
President's Corner

“We are off to another exciting academic year. While we face many challenges this year, we are also facing many exciting opportunities.

I know we are struggling with budgets, parking and accreditation issues, but we also are looking forward to a new campus by the time the holidays roll around.

We can choose to be depressed and bemoan our fates, or we can look out at the faces of our students and choose to be positive. We have a wonderful college, great faculty and staff, interesting and diverse students -- so, I choose to be positive. Please join me in having a great year.”

Sandra Osuna—Harbor College Success

Sandra Osuna, a Wilmington native, attended Harbor College’s “College for Kids” program during her elementary years. When she graduated from high school in 1999, she was undecided about what to do with her life so she enrolled in a familiar place, Harbor College. Here she became involved in various theatre productions; she was “Cirra Cloud” in Destination Imagination and played “Miss America” in Coming Attractions, just to name a few. She also met Juan Baez, who got her involved in being a counselor for YMCA. Not sure that she wanted to spend a lot of time with children, she was surprised to find that it came naturally to her. At LAHC she became a teacher aide in the “College for Kids” program and found her true calling.

“Showing little people how to do little things” was to define her future. Sandra went on to CSU Dominguez Hills, completed her BA, and is currently teaching preschool children at 232nd Street School. She also taught this summer in the “College for Kids” program. It was a great success for her and her students. Sandra has come full circle, from “College for Kids” student to instructor.

Joiner’s Book Garners Kudos

“Joiner’s book on gender and religion presages modern “culture wars.”


“Three citywide revivals provide the framework for Thekla Ellen Joiner’s analysis of gender, race, and religion in turn-of-the-century Chicago,” observes Margaret Bendroth of the American Congregational Association.

“[Joiner] argues that conservative evangelicals used radicalized and gendered rhetoric to...
Universal Learning Design Is Coming…

Harbor College is advancing technology in education by focusing on how to effectively integrate digital textbooks into our classes for students who have difficulties with reading and study strategies. We are responding to our next generation by pushing the boundaries of innovation with a learning platform that integrates technology with a student support network.

Using the Kurzweil 3000 text-to-speech software, the program facilitates reading and creates a virtual “Teacher within the Text” linking teachers and students together in a dynamic, digital learning environment. These innovative textbooks bridge the digital divide by transforming reading into an interactive, multi-sensory experience vital for today’s technology-savvy learners. Students see the text and hear it being read to them via a computer. They also receive information that instructors embed as footnotes into the text.

Our goal is to improve the quality of student learning by:

- Providing technology for reading and study strategies
- Embedding instructor’s guidance in the digital text
- Empowering students to be responsible for their learning

This program is supported by the Harbor College Essential Skills Committee, the Learning Assistance Center, and several faculty members across disciplines.

Harbor Welcomes Two New Full-Time Faculty

Kent Stoddart joined the English department as a full-time faculty member this fall.

For the last eight years, he has been teaching an array of English courses at Harbor and El Camino College. Prior to teaching, Kent worked professionally in theater, television, and motion pictures as an actor and a writer. He continues to write as a theater critic for The Beach Reporter.

With the help of some excellent community college professors, Kent successfully transferred from LACC to CSULA where he earned both a Bachelor of Arts and Master of Arts degree. Kent’s mother and father met while they were attending Harbor College. Needless to say, he feels right at home.

“A mind that is stretched to a new idea never returns to its original dimension.”

Oliver Wendell Holmes

Daryle Nagano-Krier, a new addition to the Communications Department in Fall 2008, was hired on as a full-time Speech Communications faculty member. For the past 11 years, she has been teaching Speech Communication and Business Writing courses at California State University and El Camino College.

She is excited and honored to be a part of the Harbor College team. Since Daryle’s passion is to communicate, she decided to complete her Bachelor of Arts and Master of Arts degrees at CSUF in Speech Communication so that she could teach in that field. She also coached and judged forensics at El Camino College. Daryle truly believes that once you find the job you love, you never have to work another day in your life! If you don’t see Daryle teaching, she is most likely traveling with her husband and three doggies.
As I embark on this fall 2008 semester of classes, I return to find many familiar sights and sounds, including a new one: “Hello, Ms. President.” While I am honored to represent the students here at Los Angeles Harbor College, I have come to realize the weight of responsibility that comes with this position. It is not just a title, a transcript notation, or a coveted parking spot.

To the serious minded, it is essentially a full-time commitment involving effective communication skills, critical thought, interpersonal skills, time management, and a few street smarts to be in “the know.” The position requires an awareness of what is happening on campus, the district, the state and the nation; even the simple changes could affect students’ academic successes. The position also requires firm boundaries, remembering and reminding other students that I am a pre-nursing student first. Both positions require many long hours to be successful.

This week I am now thankful for the many summer hours my executive cabinet and I have worked to organize and manage our office, strategically plan our calendars, and build a bridge of communications with the faculty, administration and staff. I wholeheartedly thank each department as we forge our ways through what has been to date an in-depth learning process, one salted with a few mistakes.

These experiences have led to setting many goals: to formulate a Manual and Procedure Guidebook, which my cabinet and I are working on with our Student Trustee and the Student Senate of California Community Colleges (SSCCC) for statewide distribution. This will empower student governments to succeed as they will not have to “re-invent the wheel” every year.

This guidebook will be passed forward to future A.S.O. Executive Cabinets as a statewide model.

Reflecting on these experiences. Through Service Learning, students have an opportunity to address and meet the needs of those communities in our service areas. It can be readily applicable to any course. At Harbor, students can earn 1 unit CR/NC, and the course can be repeated three times.

Students develop and learn by participating in service projects in the community and by addressing local needs. Service learning projects that are linked to the curriculum can provide enriched learning which may result in increased student satisfaction and retention. Students have an opportunity to apply classroom theory to “real world” settings, thereby broadening their life experiences, developing critical thinking skills, and learning from practitioners in the field. Additionally, Service Learning helps to create a sense of civic responsibility to the surrounding communities.

If you are interested, please contact Susan McMurray, mcmurrsww@lahc.edu to discuss potential projects for your students next semester.


Susan McMurray

Richards Takes Helm of ASO

Rachel Richards

During the process of formulating this guidebook, we have identified the following additional key goals: “Students First - a focus on Academic Success,” effective campus communication, and hosting “Round Table Study Sessions” proctored by students and faculty at finals. Encourage academically based activities in part-
Help for Those Who Have Gotten into a Hole!

Developing contracts with students subject to dismissal is one way in which Counseling has made an effort to help students turn around bad transcript situations. Students have the benefit of meeting with a counselor in order to make wise plans, learn about campus services, and feel the support to make positive changes.

Based on their spring 2008 grades, there are 156 students who are subject to dismissal from Harbor College this fall. Three semesters of probation have led to this dismissal action.

Each of the 156 students has been mailed a letter, inviting him/her to make a one-hour counseling appointment. During the appointment a Dismissal Contract and Petition for Readmission are completed. The hold on the student’s registration is then temporarily lifted, enabling the student to enroll in the prescribed classes from the dismissal contract.

After the last day to drop classes in late November, a Grade Report Form is e-mailed or mailed to each student. If the student earns C grades or better, the hold is once again cleared for the next term. If any grades are below a C grade, the hold stays on, waiting for the final grade on the transcript. The dismissal contract stays in effect until the student’s cumulative grade point average reaches the 2.0 GPA level.

In the end, this support while being subject to dismissal has seemed to pay off. From June 2007 through August 2008, sixty-three (63) students have “recovered” from being subject to dismissal.

Joy Fisher

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Richards, cont. from p. 4

nership with faculty, increase club awareness, promote Seahawk spirit and campus pride, and promote interest and action in student government. Finally, and most important, my cabinet and I are bringing focus back to the constantly rising textbook costs because we believe that access leads to success.

Access to affordable textbooks certainly leads to a student’s academic success. Although the publisher is largely the culprit for high prices by publishing new editions which feature few if any changes, marketing unnecessary expensive bundling, and concealing wholesale and retail costs from faculty and students, I strongly believe that each of us plays a part in this problem and it will take each and every one of us to speak up to make a change. We are the people; we have a voice and a choice to make a difference.

One such person has taken action on behalf of students’ cry for help: “On September 2, 2008 U.S. Senator Dick Durbin announced that his “College Textbook Affordability Act,” had been signed into law. The law requires publishers to disclose wholesale and retail costs to faculty and students, course disclosure by faculty of cost to the student by publishing ISBN advanced information so students may shop on line for lower cost books prior to the start of the course”

http://durbin.senate.gov/index.cfm. This is a huge victory for students across the nation; now it is our duty to have California follow suit and ratify this practice before the date the law goes into effect July 2010. Durbin is encouraging colleges to implement these practices now.

We as students need your help to make this happen. Please speak to your local legislative representatives. Faculty, please ask your publisher representative to inform you of the wholesale and retail costs, the exact changes between the editions, and turn your book requisitions in on time as it does impact the college budget and every little bit counts! I would like to sincerely thank Mark Zankich, Bookstore Manager, as he has been so supportive and helpful in our efforts to reduce the costs to students.

Links:
*Durbin’s College Textbook Act Signed into Law on September 2, 2008.

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Tips Using Word

Ever need to copy the format from one piece of text to another? You can do it in one stroke using Format Painter.

1.) Simply place the cursor in the text whose format you want to copy.
2.) Then click on the Format Painter icon.
3.) Click drag the target text and viola—the text has been changed. For further information, click on the “Help” icon.

This function works extremely well when you are merging text from different sources using different formats.
Joiner, from p. 2

assert moral control over the sprawling city, and suggests that those campaigns set the stage for the Evangelical agenda in the "culture wars" of the present day.

“The narrative begins with an account of the world's fair campaign in 1893. Unhappy with the pluralistic message of the Parliament of Religions and the organizers’ decision to open on Sundays, conservative Protestants employed the socially charged message of the social purity movement to mount a much broader campaign against the city's moral woes. Joiner analyzes the platform rhetoric of the central figure Dwight L. Moody to argue that the heart of the revival was social control. Though Moody relied on standard language about godly womanhood to bring the city to Christ, he was seeking to empower them only to a point. The real goal of the revival, says Joyner, was to target white, middle-class men for conversion.

Two other episodes demonstrate the same dynamic. The "Simultaneous Campaign" conducted by the professional revivalist Wilbur Chapman in 1910 enlisted local investigators of the Vice Commission to promote his masculine message of civic renewal. In 1918, the baseball player turned evangelist Billy Sunday also attempted to reach the city's men by rallying them around the prohibition cause. In both cases, revivalists were willing to uplift women as the true allies of religion and morality, but were clear that the ultimate responsibility fell to white, middle-class men.”


Joiner’s book is available from [www.amazon.com](http://www.amazon.com).

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**ePortfolio, from p. 1**

upon each item, assess it, and examine its relationship to the other pieces and to their learning goals. Coupled with an independent learning plan that identifies not only the end goal, but also intermediate goals, the assembling of materials in a portfolio provides a student with a clear sense of movement toward his or her educational goal.

Furthermore, this pilot with ePortfolio will enable us to explore the software’s value as a means of collecting the appropriate data for the analysis of program and institutional level student learning outcomes. One of the difficulties in obtaining assessment information in a college such as ours is that community college students do not come through together as a cohort. Students work on their own individual timelines, making it difficult to get students together in a group to test the outcomes. Having a student create a portfolio over time gives us the opportunity to measure some of the important program level outcomes.

The development of a portfolio is also a crucial step in helping students prepare for employment opportunities in the 21st century. This instruction will help our students prepare a living, ever-changing portfolio which will give an up-to-date representation of their work customized to employment or academic needs at a given point in their professional development.

Lora Lane will teach one online section CO INFO 1, which is required for all business majors (and many other majors). Josh Abarbanel will teach a section of Art 640 (Portfolio Development), a key element in the digital media arts program. Ann Warren will teach an online section of English 270 American literature. Finally, Anna Ryan will use the ePortfolio in two sections of English 101 in the Teacher Prep Pathway.

Future participation in the program is not limited to any particular discipline. You don’t have to be particularly computer-savvy either. For more information or to find out how you can become part of the next phase, please contact Lora lane (lanelm@lahc.edu) or Dave Humphreys (humphrd@lahc.edu).