

**HCC Program Review Report
Academic and Student Support Programs
Instructional Development Center
Submitted July 1, 2009, by Deborah Gentry, Director**

1. Why are we here?

The mission of the HCC Instructional Development Center (IDC) is taken from the institutional purposes and goals section of the HCC mission statement. The IDC mission is “to foster excellence in teaching and learning by supporting professional development of faculty, recognizing outstanding teaching, and encouraging use of emerging technology and innovative methods.” The IDC mission statement supports the overall HCC mission statement by assisting with the provision of “excellence in teaching and learning.” Ultimately, the IDC assists faculty as they attain their desired student learning outcomes for their classes. The IDC mission statement is available through a direct link on the IDC homepage at <http://www.heartland.edu/idc/missionStatement.jsp>

The IDC primarily serves full-time and adjunct faculty at HCC at the Raab Road campus. Though the faculty at the Lincoln and Pontiac satellite sites are also served by the IDC, it is to a lesser degree that such service takes place. IDC services are also available to and attended by relevant staff and administrators.

During the 2008-2009 academic year, the mission of the IDC was carried out by a full-time administrative supervisor (The Associate Dean for Academic Support), a full-time director (Director of the Instructional Development Center), and a full-time Instructional Media Technologist. The demographic characteristics of the three positions are: two white males and one white female; one with more than thirteen years of HCC service and two with less than four years of HCC experience. It should also be mentioned that an adjunct faculty member was paid to invest a very modest amount of time consulting with a half dozen faculty members regarding the Gradebook Project, a new effort that has taken shape during the last two years. A Division Secretary for Academic Support lends helpful assistance to many IDC tasks and projects.

2. What are we doing?

The attached form (Appendix 1) shows the alignment between the mission and goals of the IDC and the programs and services it offered this past academic year. The offerings include regular workshops, seminars, and demonstrations (some of which were co-sponsored); orientation sessions for new faculty; a learning community/ circle; drop-in hours; WebCT training and WebCT helpdesk; and the IDC website. We added activities to this list that were not undertaken during the previous year: Assessment Method Mondays, Faculty Academy III (special topics), Grounds for Learning (an informal teaching-learning community/circle), and a new emphasis on scholarly teaching and the scholarship of teaching and learning. The assessment method “Program Evaluation” refers to multiple assessments of faculty activities and attitudes beyond solely an event evaluation form.

Appendix 2 shows a comparison between HCC and benchmark/peer schools with respect to the numbers of faculty and staff. Most figures were provided upon e-mail or phone request by lead staff associated with teaching-learning centers at such institutions. Other figures were found by

researching institutional websites. No real trend can be noted when comparing to figures documented in the last annual report. The current economic situation in the State of Illinois and across the nation is affecting different institutions in different ways. In general, community college enrollments are going up as expenses associated with attending four year institutions have risen significantly. Different institutions are dealing with the need to serve more students with fewer monetary resources in differing ways. Some bolster support for instruction and faculty development, while others cut back. The HCC IDC ratio went up due to the absence of an intern and the loss of part-time support.

Appendix 3 shows the workshop/seminar/demonstration attendance lists for the 2008-2009 academic year. These offerings were determined worthy of attention by an informal needs assessment conducted as the new director met one-on-one with new and continuing faculty in their offices, by feedback from our workshops the previous year, and from interested presenters and co-sponsors (e.g., Assessment Committee, Curriculum and Academic Standards Committee, English Department, and Library). Overall, the IDC attended to approximately 40-plus (non-duplicated) topics using more than 30 presenters. This represents an increase over figures mentioned in the previous annual report prepared two years ago (31 and 22, respectively). In general, attendance for most offerings was quite good. Data suggests there were 426 (or 207 when Best Practices attendance is subtracted) duplicated bodies (facilitators, guest presenters, and/or participants) who attended the various offerings that occurred over the course of the year. This is considerably more than the 146 duplicated bodies documented in the last annual report. Likewise the ratio of duplicate person count to unduplicated topic ratio (10.7) is higher than such the ratio of 6.4 reported in the 2005-06 report and 4.7 in the 2006-07 report.

The IDC's WebCT training from Summer '08 through Spring '09 produced twelve persons certified at the supplemental level, sixteen persons certified at the hybrid level, and twelve certified at the on-line level.

Drop-in hours and instructional projects involved the following types of tasks: Creating a Camtasia screen capture with audio of faculty annotated lectures; performing a variety of audio and video captures; podcasting; developing web pages; creating databases; creating event flyers and brochures; conducting graphic and layout design work; demonstrating Excel applications; assisting with assessment projects; conducting data analysis; providing WebCT assistance; and performing general technology troubleshooting. It is estimated that 80 persons took advantage of drop-in assistance related to approximately 270 tasks during the 2008-2009 year. This number of persons helped is up significantly from the 50 mentioned in the last annual report and is largely explained by the upgrading of a part-time lab assistant (known for his high quality work and dependability) to a full-time position as instructional media technologist. Positive word of mouth about the nature of IDC services contributes as well. Finally, it should also be noted that many HCC employees, no doubt, used IDC equipment without formal assistance from IDC personnel.

IDC staff members have made vital contributions to the Developmental Education Coordinating Team. For example, the IDC director developed a WebCT "course" or repository featuring information and resources for faculty development purposes. The IDC director also served on the Honors Committee, eventually being appointed as co-director of the new Honors Program. Further,

the associate dean, director, and instructional media technologist were each, in varying ways and degrees, involved in AQIP Coordinating Committee work and other Systems Portfolio tasks.

The actual physical space designated for the IDC (SCB 2401 plus the mock classroom) was well used during 2008-09. Most IDC programs were held in this space. The number of HCC employees using the space for meetings, gatherings, and informal meals seems to increase each year. Faculty members are frequent users of the computers and other electronic equipment stationed in the IDC. Plans are underway to have works completed by HCC art students displayed in the IDC. As a means of outreach to divisions, the IDC purchased 7 bulletin boards and had one hung in each division faculty workroom. IDC event flyers are posted on these boards, which were strategically hung in highly visible spots.

3. How well are we doing it?

Our key assessment methods are shown in the attached chart (Appendix 1) and include evaluation forms; general feedback forms both written and oral; and guidance and direction provided by advisory faculty teams (IDC Advisory Committee, AQIP Coordinating Committee, etc.)

Comment cards are seldom completed and submitted so their value for assessment purposes is modest to negligible. Additionally, the feedback received regarding workshop/seminar/demonstration events are typically quite positive, yet on occasion ideas for change and improvement are mentioned. For the first time, an online survey was utilized for purposes of assessing and gathering feedback about Best Practices (BP) offerings (in January). More attendees responded via this medium, though not significantly more, than was the case when hardcopy surveys were administered in August. While the August BP Workshop was deemed a success, the January BP was particularly well-received. In keeping with its theme (service learning/civic engagement/political engagement/volunteerism), a Faculty Academy III series and a new mini-grant program (INSPiRE) were instituted during the spring semester.

Additionally, two IDC personnel were nominated for employee of the month on multiple occasions; one was nominated for Heartland's annual Peer Support award; and one was nominated and selected for Heartland's Quality Service Award.

4. What does it mean?

The strengths of the IDC remain much the same as in the recent past: Visibility, including a website presence; quick responses to faculty (and student) needs; emphasis on innovative instructional technologies, especially WebCT; and the quality IDC staff. Though Faculty Academies I and II, Tech Tuesdays, and Best Practices have been steady offerings, Faculty Academy III, Grounds for Learning, and Assessment Method Mondays are new promising additions.

We can improve in the following areas: Event attendance, especially among adjuncts; more and more meaningful faculty recognition activities; and the creation of modest, IDC-sponsored, faculty development stipends. These seem to be perennial areas for improvement as they are dependent upon resource availability (both money and time). The new director is committed to reviewing the feasibility of solutions posed in the past and to generating additional new solutions.

5. Where are we going? How do we get there?

A review of the “Where are we going” section of previous annual reports is encouraging. With the exception of not being able to yet organize a faculty awards process through the IDC, all of the other goals set in the previous report were attained. Faculty Academy offerings were expanded as were workshop-demonstrations featuring instructional media technologies. Assessment of classroom learning was emphasized and supported by the new Assessment Method Monday sessions; WebCT resources and consultation services pertaining to Assessment Form use; and continuing consultation services for the Gradebook Project.

The upcoming academic year will be filled with challenges across the HCC campus: Increased student enrollment with increased, though likely modest, faculty hires; reduced financial resources; new instructional space opening, but requiring furnishings and equipment; and much more. Amidst these challenging times, considerable optimism exists. The IDC will surely play a vital role. In doing so, these goals will provide useful direction:

- Seek to hire full-time staff, if not then part-time staff, to oversee the faculty training and troubleshooting “classroom” problems during the transition from WebCT to Blackboard. Consultation support for the Gradebook Project could benefit from additional staff time.
- Seek to vary faculty development offerings: Topics, days/times, delivery modes, and resources. Consider external grants and donations to help fund particularly innovative, yet costly, possibilities (e.g., Great Teachers Retreat).
- Continue to support new and ongoing instructional initiatives serving special student populations (e.g., Developmental Education as well as the new Honors program).
- Continue to increase the visibility, attractiveness, and usefulness of SCB 2401 and the mock classroom (e.g., computer upgrades and displays of student art work).
- Continue to pursue the organization of faculty awards through the IDC and faculty development stipends.
- Welcome and support the needs of an international exchange participant from The Netherlands.

In sum, the Instructional Development Center has experienced considerable success this year. Overseen by a new director, its mission has been fulfilled, most all of the goals set this time last year have been met, and some new promising initiatives have begun.