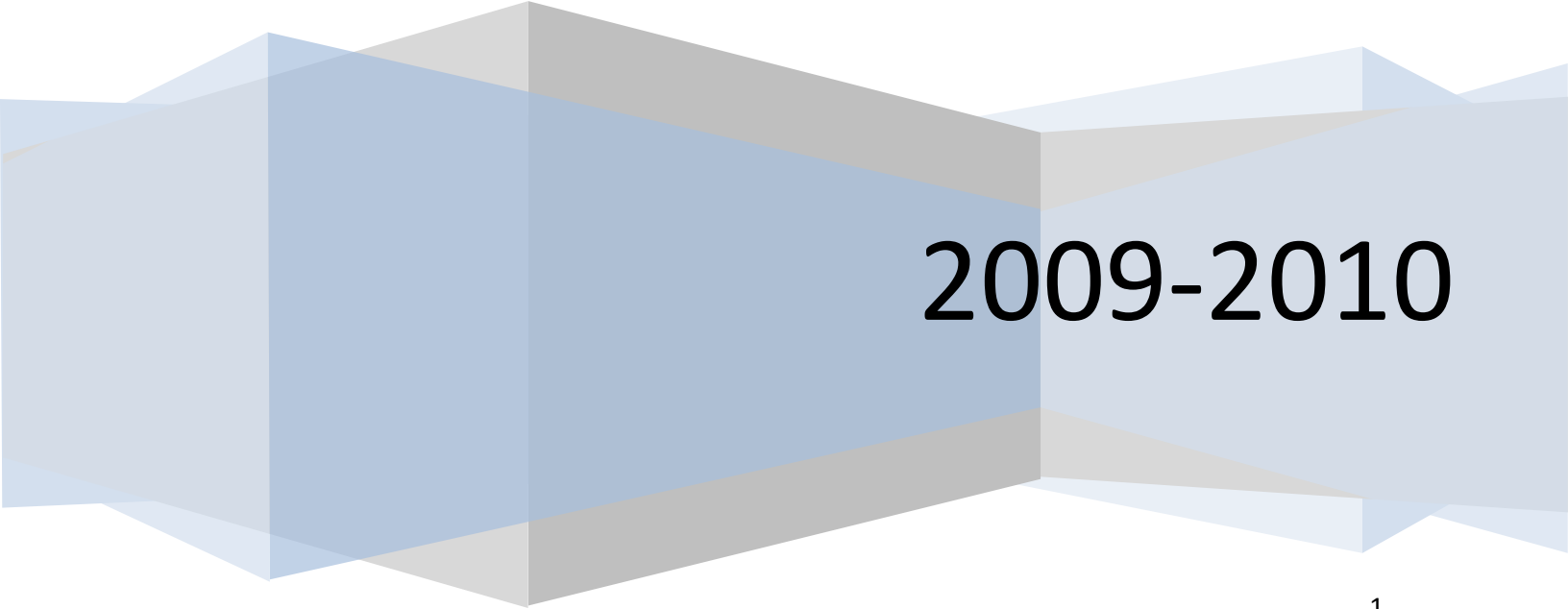


Heartland Community College, Normal, IL

Instructional Development Center Annual Report

HCC Program Review of Academic Support Center Programs

Submitted July 16, 2010 by Deborah Gentry, Director



2009-2010

Why does the Instructional Development Center (IDC) exist at Heartland Community College?

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 2009-2010 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 fourteen years of HCC service and two with less than five years of HCC experience. It should also be mentioned that an adjunct faculty member was paid to invest a very modest amount of time working on the Gradebook Project, a new effort that has taken shape during the last three years. A Division Secretary for Academic Support lends helpful assistance to many IDC tasks and projects.

What activities has the Instructional Development Center undertaken this year?

The attached tables (Appendix 1) show 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; learning community and writing circle offerings; drop-in hours; WebCT/Blackboard training and helpdesk; and the IDC website. 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. Figures pertaining to full-time faculty, part-time faculty, and FTE were obtained from the Illinois Community College Board (ICCB) Table II-1 and Scott Parke, ICCB staff member. Figures related to teaching-learning staff were obtained from e-mail exchanges with teaching-learning center directors and websites for those centers. The current economic situation in the State of Illinois and across the nation is affecting different institutions in different ways. Financial support from the state continues to decrease. Community college enrollments remain high 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. This year, the ratio of IDC staff to HCC faculty has increased, as compared to last year.

Appendix 3 shows the workshop/seminar/demonstration attendance lists for the 2009-2010 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, Developmental Education Coordinating Team, Academic Advising, Information Technology, and Library). Overall, the IDC attended to 40-plus (non-duplicated) topics using approximately 50 different facilitators/presenters. This represents an increase over figures mentioned in the previous annual report prepared two years ago (40 and 30, respectively). In general, attendance for most offerings was quite good. Data indicates there were 454 (or 299 when Faculty 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 more than the 426 duplicated bodies documented in the last annual report. Likewise the ratio of duplicate person count to unduplicated topic ratio (11.4) is higher than the ratio of 4.7 reported in 2006-07 and 10.7 reported in 2008-09. It should be noted that the January 2010 Faculty Best Practices workshop suffered a decline in attendance due to a major winter storm that rendered many roads impassable.

In Spring 2010, Heartland piloted Blackboard 9.0 in nine classes. WebCT was officially retired at the end of Spring 2010 and Blackboard was used in all Summer 2010 courses. The IDC offered forty-eight Blackboard Transitions sessions in Spring 2010 and offered sixteen sessions in Summer 2010. As of July 1, 2010, sixty-nine faculty had completed Blackboard Certification and fifty-nine others had attended training and still needed to complete their certification before August 6, 2010.

Drop-in hours (also call-in and e-mail inquiry) and media technology 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 and maintaining web pages; creating event flyers and brochures; conducting graphic and layout design work; developing tutorial videos and handouts; providing WebCT/Blackboard assistance; and performing general technology troubleshooting. It is estimated that more than 75 persons (faculty, staff, and students) took advantage of media technology assistance (often more than once) related to a multitude of tasks during the 2009-2010 year. Finally, it should also be noted that many HCC employees, no doubt, used IDC equipment without direct, formal assistance from IDC personnel. Positive word of mouth about the nature of IDC services contributes to such success.

IDC staff members have made vital contributions to the Developmental Education Coordinating Team, Political Engagement Program, and Institutional Effectiveness Council. For example, the IDC director helped coordinate a three-part workshop related to developmental education that was offered in Spring 2010 as well as coordinated the INSPIRE (service learning) Mini-Grant Program. The IDC director also

served as co-director of the Honors Committee and attended its advisory committee meetings. In this capacity, the director engaged in a collaborative effort with a HCC librarian. A pretest-posttest assessment of Honors Seminar I students' information literacy knowledge and skills was conducted. Results indicated instructional interventions were very helpful. 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. Collaboration with external entities also took place this year. For example, the IDC director served on steering committee to organize and carry out Global Youth Service Day made up of persons from Illinois State University, Illinois Wesleyan University, State Farm and other community members.

The actual physical space designated for the IDC (SCB 2401 plus the mock classroom) was well used during 2009-10. 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. Pieces of art work completed by HCC art students were displayed in the IDC all year long. As a means of outreach to divisions, the IDC maintained 6 informational bulletin boards that strategically hang in highly visible spots across the campus.

How well is the Instructional Development Center attending to its mission and goals? How is this measured?

Our key assessment methods are shown in the attached chart (Appendix 1) and include online evaluation forms; general feedback, both written forms and oral; and guidance and direction provided by advisory faculty teams (IDC Advisory Committee; Assessment Committee and Curriculum and Academic Standards Committee, which help to plan the Faculty Best Practices workshops; AQIP Coordinating Committee; etc.)

Comment cards, designed to fit into a ballot type box, are seldom completed and submitted so their value for assessment purposes is modest to negligible. However, the feedback received regarding workshop/seminar/ demonstration events are typically quite positive, yet on occasion ideas for change and improvement are mentioned. Online surveys were used to gather evaluative feedback for both August and January Faculty Best Practices workshops, as well as to gather feedback concerning both fall and spring semesters' faculty development offerings. See Appendices 4 and 5 for summary results. More attendees responded via this medium, though not significantly more, than was the case when hardcopy surveys were administered in August. As was previously mentioned, the January Faculty Best Practices workshop was poorly attended due to a significant winter storm the hindered travel to and from campus. Overall, those who participate in IDC sponsored or co-sponsored faculty development offerings are satisfied with their experiences, as well as find value in and seek to apply what they have learned.

Additionally, two IDC staff member were nominated for employee of the month on one or more occasions; one was nominated for Heartland's annual Peer Support Award as well as the Quality Service Award and was ultimately awarded the Peer Support Award.

Finally, a doctoral graduate student from the Educational Administration and Foundations Department at Illinois State University carried out a summer internship with the Instructional Development Center. This focus of the internship was assessment. One project the student got underway was a meta-analysis of a sample of completed Assessment Forms. Faculty members were asked to voluntarily share Assessment Forms that they had developed in the past for such analysis. More than 15 Assessment Forms have thus far been shared. Preliminary results indicate most faculty members are catching onto how to use the form, yet show areas where future training and consultation could be of benefit.

What conclusions can be drawn about the Instructional Development Center?

The strengths of the IDC remain much the same as in the recent past: Visibility, including a website presence; quick responses to faculty, staff and student needs; emphasis on innovative instructional technologies, especially with regard to online instruction; and the quality IDC staff that willingly collaborate with others on a variety of endeavors. Though Faculty Academies I and II, Tech Tuesdays, and Faculty Best Practices have been consistently popular, new Faculty Academy III offerings, as well as teaching-learning communities and writing circles, have also been well-received.

We can improve in the following areas: Attracting a more diverse audience; greater number 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). Despite a climate of economic uncertainty, the new director is committed to reviewing the feasibility of solutions posed in the past and to generating additional new solutions.

What plans for the future does the Instructional Development Center have?

A review of the "Plans for the future" section of the 2008-09 annual report reveals both successes and challenges.

- 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.

This goal was partially accomplished. A person was hired to do a small amount of Gradebook Project consultation in during the 2009 fall semester. When a new person to oversee the transition to Blackboard could not be hired, the current media technologist re-aligned his duties and time to assist with the transition to Blackboard. Additionally, a full-time faculty member was compensated 1 ECH to assist with the transition.

- 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).

Though faculty development offerings were most frequently offered on Fridays, every day of the week was utilized throughout this academic year. More faculty development offerings were provided during evening (primarily for Tech Tuesdays) and weekend time (primarily for Blackboard training) periods. The IDC Director attended the North Carolina Great Teachers Retreat. One purpose in doing so was to assess the feasibility of adapting or replicating this kind of faculty development offering at HCC.

- Continue to support new and ongoing instructional initiatives serving special student populations (e.g., Developmental Education as well as the new Honors program).

Faculty development offerings for were provided for Developmental Education and Honors faculty. The doctoral intern provided assistance to Project Rise staff.

- 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).

Student art work was displayed throughout the year. Care was taken to avoid scheduling formal IDC offerings over the noon hour Monday through Thursday. Thus, faculty and staff could utilize the facilities for lunchtime meals and networking.

- Continue to pursue the organization of faculty awards through the IDC and faculty development stipends.

The climate of economic uncertainty prevented serious pursuit of this goal.

- Welcome and support the needs of an international exchange participant from The Netherlands.

Due to unforeseen problems that arose on the Netherlands side of this exchange, this goal was not completed. The faculty member from Netherlands did not travel to the U.S. and HCC, nor did the IDC Director travel to the Netherlands.

As was the case last year, the upcoming academic year will be filled with challenges across the HCC campus: High 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. A new president will be leading the College. The IDC will seek make a valuable, positive contribution. In doing so, these goals will provide useful direction:

- Coordinate the planning, implementation, evaluation, and follow-up to a successful [Illinois Community College] 15th Annual Assessment Fair in February 2011.

- Seek to hire at least one part-time staff person to oversee the faculty training and troubleshooting “classroom” problems regarding online instruction with Blackboard. Consultation support for the Gradebook Project could benefit from additional staff time.
- Reconstitute the composition of the IDC Advisory Committee and engage members in an innovative effort such as planning and carrying out a Great Teachers Retreat, or an adaptation of that program.
- Devise and implement ways of enhancing the diversity of faculty and staff that attend IDC events. For example, attract a greater number of participants and presenters from divisions that have played lesser roles in the past.
- Continue to support new and ongoing instructional and curricular initiatives serving special student populations (e.g., IGEN Greening of the Curriculum Project (new) and Developmental Education, Honors, and INSPIRE (service learning) programs (ongoing)).
- 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 Switzerland. Seek to apply innovative ideas learned from IDC Director’s two-week visit to a university in Switzerland.

In sum, the Instructional Development Center has experienced considerable success this year. Overseen by a relatively new director (just completing a second year of service) , 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.

Appendix 1

HCC Instructional Development Center Goals and Programs/Services Matrix

2009-2010 Academic Year

	Supporting Professional Development of Faculty	Recognizing Outstanding Teaching	Encouraging use of Emerging Technology and Innovative Methods
IDC Offerings			
Workshops*	X	X	X
Seminars, Brownbags, & Demos*	X	X	X
New Faculty Orientation	X		X
Drop-In Hours	X		X
WebCT/Blackboard Help Desk	X		
WebCT/Blackboard Training	X		X
Faculty WebCT/ Blackboard Support	X		X
IDC Website	X	X	X
Learning Community/Circle	X		X
Faculty Projects**	X		X
Student WebCT Support			X

*Includes Faculty Academies, Best Practices, Assessment Method Mondays, Tech Tuesdays, etc.

**Faculty Projects involve instructional support and faculty development for such programs as Developmental Education, Honors Program, etc.

Appendix 1....Continued

HCC Instructional Development Center

Assessment Methods Matrix

2009-2010 Academic Year

	Event Evaluation Form	Comment Cards	Event Attendance/ User Tracking	Faculty Advisory Team Feedback	Evaluations of Faculty Presentations	Program Evaluation
IDC Offerings						
Workshops*	X		X	X	X	X
Seminars, Brownbags & Demos*	X		X	X	X	X
New Faculty Orientation	X		X			X
Drop-In Hours			X			
WebCT/Blackboard Help Desk			X		X	
WebCT/Blackboard Training	X		X			X
Faculty WebCT/ Blackboard Support			X	X		
IDC Website				X		
Faculty Projects**			X			X
Learning Community/ Writing Circles	X		X	X		
Student WebCT/ Blackboard Support			X			

*Includes Faculty Academies, Best Practices, Assessment Method Mondays, Tech Tuesdays, etc.

**Faculty Projects involve instructional support and faculty development for such programs as Developmental Education, Honors Program, etc.

Appendix 2: HCC Instructional Development Center and Centers of Peer Schools for 2009-2010 Academic Year

School	Center Name and Website	FT Unit Staff	PT Unit Staff	FTE Unit Staff*	FT Faculty FTE	PT Faculty FTE	Total FTE Faculty	FTE Faculty/FTE Unit Staff
Heartland	Instructional Development Center http://www.heartland.edu/idc/idcStaff/hours.jsp	3	0	3.00	89	98	187	62.33
Black Hawk	Teaching and Learning Center http://facweb.bhc.edu/tlc	2	2	2.67	134	88	222	83.15
Elgin Community College	Center for Enhancement of Teaching and Learning (website on college Intranet)	1	1	1.33	131	172	303	227.82
Illinois Central College	Teaching and Learning Center www.icc.edu/innovation	3	3	3.33	196	166	362	108.71
Lincoln Land	Instructional Technology and Distance Learning http://www.llcc.edu/Default.aspx?alias=www.llcc.edu/itde	6	1	6.33	125	112	237	37.44
Moraine Valley	Center for Teaching and Learning www.morainevalley.edu/ctl	6	2	6.67	182	203	385	57.72
Parkland	Center for Excellence in Teaching and Learning http://www.parkland.edu/cetl	3	0	3.00	169	168	337	112.33
Richland	Human Resources http://www.richland.edu/	1	0	1.00	73	49	122	122.00
Rock Valley	Academy for Teaching and Learning Excellence http://www.rockvalleycollege.edu/Academics/Academy-of-Teaching-and-Learning-Excellence.cfm	1	2	1.67	154	67	154	92.22
Southwestern Illinois	Faculty Technology Center http://www.swic.edu/sw-content.aspx?id=2984	1	4	2.33	156	215	371	159.23

*FTE Unit Staff = FT Unit Staff +1/3 PT Unit Staff

Source: ICCB Table II-1; Scott Parke, ICCB; e-mail exchanges with center directors; websites

Appendix 3: 2009-10 IDC Event Participation Record

Participant Last Name	First name	IDC Event	Topic	Semester	Completed/ Partially Completed		Unit	
Approx. 110 attendees		Best Practices	Critical Thinking	Fall				
Gentry	Deborah	Faculty Academy I		Fall	Facilitator	6 sessions	ASC	ASC
Cole	Lisa	Faculty Academy I		Fall	Presenter	1	Reading	ASC
Munge	Jessica	Faculty Academy I		Fall		4	Comm	HFA
Vadakkan	Deepa	Faculty Academy I		Fall		3		
Snyder	Jackie	Faculty Academy I		Fall		1		SBS
Caruso	Jennifer	Faculty Academy I		Fall		1		MS
Biundo	Francesca	Faculty Academy I		Fall		2	Span/Ital	HFA
Sutter	Randi	Faculty Academy I		Fall	Presenter	2	Library	ASC
Baker	Carol	Faculty Academy I		Fall		2	Tutoring	ASC
King	Dana	Faculty Academy I		Fall		1	ASCM	SBS
Epsicokhan	Sanduilah	Faculty Academy I		Fall		4	Tech	Tech
Folger	Paul	Faculty Academy I		Fall	Presenter	1	Pol Sc	SBS
King	Todd	Faculty Academy I		Fall		1	Eng.	HFA
Parish-Meyer	Erin	Faculty Academy I		Fall		1	History	SBS
Chen	Min	Faculty Academy I		Fall		1	Chinese	HFA
Mitchusson	Karen	Faculty Academy I		Fall		1	Account	SBS
Corcoran	Tom	Faculty Academy I		Fall	Presenter	1	IDC	ASC

Miller	Emily	Faculty Academy I		Fall	Presenter	5	Advising	Stud Serv
Bradley	Celeste	Faculty Academy I		Fall	Presenter	5	Advising	Stud Serv
Ernst	John	Faculty Academy II	bell hooks	Fall	Facilitator	5 sessions	Film	HFA
Gentry	Deb	Faculty Academy II	bell hooks	Fall		4	ASC	ASC
Folger	Paul	Faculty Academy II	bell hooks	Fall		4	Pol Sc	SBS
Alaniz	Dana	Faculty Academy II	bell hooks	Fall		3		SBS
Camp	Jane	Faculty Academy II	bell hooks	Fall		3	Art	HFA
Bush	Glen	Faculty Academy II	bell hooks	Fall		4	Eng/Com	HFA
Munge	Jessica	Faculty Academy II	bell hooks	Fall		5	Com	HFA
Scott	Jeremy	Faculty Academy II	bell hooks	Fall		5	Eng	HFA
McCulley	Tom	Faculty Academy II	bell hooks	Fall		4	ENG	HFA
Colloton	Anne	Faculty Academy II	bell hooks	Fall		3	Eng	HFA
Koos	Sue	Faculty Academy II	bell hooks	Fall		2	Nursing	HHS
Corcoran	Tom	Tech Tuesday	Podcasting	Fall	Facilitator		ASC	ASC
Ammons-Scott	Kym	Tech Tuesday	Podcasting	Fall			CED	CED
Cochran	Kelly	Tech Tuesday	Podcasting	Fall			Challenger	
Chen	Min (Amanda)	Tech Tuesday	Podcasting	Fall				HFA
Legner	Lisa	Tech Tuesday	Podcasting	Fall			Child D L	HHS
Thomas	Brad	Tech Tuesday	Podcasting	Fall			Math	MS
Fei	Hong	Tech Tuesday	Podcasting	Fall				MS

Voyles	Jill	Tech Tuesday	Podcasting	Fall			IT	IT
Riepe	Kathleen	Tech Tuesday	Podcasting	Fall			Reading	ASC
Marx	Nanette	Tech Tuesday	Podcasting	Fall			Nursing	HHS
Kelley	Kim	Tech Tuesday	Podcasting	Fall			Tutoring	ASC
Flannery	Mary	Tech Tuesday	Podcasting	Fall			Math	MS
Shinville	Padriac	Tech Tuesday	Podcasting	Fall			ASC	ASC
Corcoran	Tom	Tech Tuesday	Flyer Design	Fall	Facilitator		ASC	ASC
CANCELLED								
Corcoran	Tom	Tech Tuesday	Flip Video	Fall	Facilitator		ASC	ASC
Marx	Nanette	Tech Tuesday	Flip Video	Fall			Nursing	HHS
Fei	Hong	Tech Tuesday	Flip Video	Fall			ASC	ASC
Shinville	Padriac	Tech Tuesday	Flip Video	Fall			ASC	ASC
Swanson	Bret	Tech Tuesday	Flip Video	Fall			IT	IT
Borg	Barb	Tech Tuesday	Flip Video	Fall			Nursing	HHS
Smallman	Lora	Tech Tuesday	Flip Video	Fall			Library	ASC
Aikerson	LaShanya	Tech Tuesday	Flip Video	Fall			Business	SBS
Ruifang	Cao	Tech Tuesday	Flip Video	Fall			Appl Comp	SBS
Marshall	David	Tech Tuesday	Flip Video	Fall			English	HFA
Cochran	Kelly	Tech Tuesday	Flip Video	Fall			Challenger	Learning
Corcoran	Tom	Tech Tuesday	Basic HTML	Fall	Facilitator		ASC	ASC
Marshall	David	Tech Tuesday	Basic HTML	Fall			Eng	HFA
Beach-Davis	Janet	Tech Tuesday	Basic HTML	Fall			Science	MS
Cao	Ruifang	Tech Tuesday	Basic HTML	Fall			Appl Comp	SBS

Fei	Hong	Tech Tuesday	Basic HTML	Fall				MS
McClure	Jeremy	Tech Tuesday	Basic HTML	Fall			Math	MS
Childers	Matt	Tech Tuesday	Basic HTML	Fall			Math	MS
Aikerson	LaShanya	Tech Tuesday	Basic HTML	Fall			Business	SBS
Muench	John	Tech Tuesday	GoogleDocs	Fall	Facilitator		Chemistry	MS
McMahon	Mary	Tech Tuesday	GoogleDocs	Fall		session 1	Business	SBS
Moore	Susan	Tech Tuesday	GoogleDocs	Fall		session 2	Chemistry	MS
Fei	Hong	Tech Tuesday	GoogleDocs	Fall		session 2		MS
Aikerson	LaShanya	Tech Tuesday	GoogleDocs	Fall		session 2	Business	SBS
Marx	Nanette	Tech Tuesday	GoogleDocs	Fall		session 2	Nursing	HHS
Fraser	Julie	Writing Across Curr		Fall	Facilitator		ENG	HFA
Aikerson	LaShanya	Writing Across Curr	Workshop 1	Fall			Business	SBS
Wasson	Don	Writing Across Curr	Workshop 1	Fall			History	SBS
Schwartz	Russel	Writing Across Curr	Workshop 2	Fall			Biology	MS
Mueller	George	Writing Across Curr	Workshop 2	Fall			Tutoring	ACS
Armenth-Brothers	Francine	Writing Across Curr	Workshop 2	Fall			Health	HHS
Nichols	Sarah	Writing Across Curr	Workshop 2	Fall			Music	HFA
Nichols	Sarah	Writing Across Curr	Workshop3	Fall			Music	HFA
Merkle	Rod	Writing Across Curr	Workshop 3	Fall			Business	SBS
Parish-Meyer	Erin	Writing Across Curr	Workshop 3	Fall			History	SBS
Schwartz	Russell	Writing Across Curr	Workshop 3	Fall			Biology	MS
Schupbach	Ed	Writing Across Curr	Workshop 3	Fall			Religion	HFA
Mueller	George	Writing Across Curr	Workshop 4	Fall			Tutoring	ACS
Gentry	Deborah	Writing Across Curr	Workshop 4	Fall			IDC	ACS
Trice	Chris	Writing Across Curr	Workshop 5				Photog	TECH

Stivers	Rachelle	Copyright Policies		Fall	Facilitator		LIB	ASC
King	Dana	Copyright Policies		Fall			ACSM	SBS
Marx	Nanette	Copyright Policies		Fall			Nursing	HHS
Miller	Catherine	Copyright Policies		Fall			HHS	HHS
Avery	Cindy	Copyright Policies		Fall			Disability	ASC
Kearney	Jennie	Copyright Policies		Fall			ASC	ASC
Clemens	Tom	Copyright Policies		Fall			English	HFA
Gentry	Deborah	Copyright Policies		Fall			IDC	ASC
McCulley	Tom	Copyright Policies	lunchtime user	Fall			English	HFA
McLaughlin-Olson	Barb	Copyright Policies	lunchtime user	Fall			Nursing	HHS
Gentry	Deborah	Assessment Mondays		Fall	Facilitator	6 sessions	ASC	ASC
Bradley	Celeste	Assessment Mondays		Fall		1	Pers. Dev.	Advise.
Diel-Hunt	Sarah	Assessment Mondays		Fall		1	SBS	SBS
Schupbach	Ed	Assessment Mondays		Fall 1 & 2		2	Religion	HFA
Evans	Nancy	Assessment Mondays		Fall 2		1	Business	SBS
Armenth-Brothers	Francine	Assessment Mondays		Fall 2		1	Health	HHS

Langhoff	Jackie	Faculty Academy III	Online Surveys	Fall	Facilitator	2 sessions	IT	IT
Corcoran	Tom	Faculty Academy III	Online Surveys	Fall		1	IDC	ASC
Gentry	Deb	Faculty Academy III	Online Surveys	Fall		1	IDC	ASC
Kelley	Kim	Faculty Academy III	Online Surveys	Fall		1	Tutoring	ASC
Avery	Cindy	Faculty Academy III	Online Surveys	Fall		2nd	Disability	ASC
Meyer	Stacey	Faculty Academy III	Online Surveys	Fall		2ND	Recruitmt	Stud Sup
Marx	Nanette	Faculty Academy III	Online Surveys	Fall		2nd	Nursing	HHS
Miller	Catherine	Faculty Academy III	Online Surveys	Fall		2nd	Assoc. Dean	HHS
Smith	Amy	Faculty Academy III	Human Subjects	Fall	Faciliator	2 sessions	IR	IR
Wills	Darlene	Faculty Academy III	Human Subjects			1	Child Care	HHS
Mohr	Jill	Faculty Academy III	Human Subjects			1	Nutrition	HHS
Gentry	Deb	Faculty Academy III	Human Subjects			1	IDC	ASC
Hill	Rachel	Faculty Academy III	Slow Education	Fall	Faciliator	5+ sessions	Eng	ASC
Winters	Alaina	Faculty Academy III	Slow Education	Fall			Comm	HFA
Spencer	Jami	Faculty Academy III	Slow Education	Fall			Eng	HFA
Fraser	Julie	Faculty Academy III	Slow Education	Fall			Eng	HFA
Shinville	Padriac	Faculty Academy III	Slow Education	Fall			ASC	ASC
Schupbach	Ed	Faculty Academy III	Slow Education	Fall			Religion	HFA

Cherry	Jennifer	Faculty Academy III	Slow Education	Fall			Eng	HFA
Rankin	Cherie	Faculty Academy III	Slow Education	Fall			Eng	HFA
Cole	Lisa	Faculty Academy III	Slow Education	Fall			Reading	ASC
Bradley	Celeste	Faculty Academy III	Inside the Box	Fall	Faciliator	2 sessions	Advising	ASC
Kirk	Dawn	Faculty Academy III	Inside the Box	Fall			Reading	ASC
Kriegsman	Bethany	Faculty Academy III	Inside the Box	Fall			HFA	HFA
Shinville	Padriac	Faculty Academy III	Inside the Box	Fall			ASC	ASC
Gentry	Deborah	Faculty Academy III	Inside the Box	Fall			IDC	ASC
Rose	Stacey	Faculty Academy III	Inside the Box	Fall			Biology	MS
Chapman	Jane	Faculty Academy III	Clickers	Fall	Facilitator	3 sessions	Biology	M & S
Jongky	Thuong	Faculty Academy III	Clickers	Fall	Facilitator		Biology	M & S
Cochran	Lydia	Faculty Academy III	Clickers	Fall	Facilitator		IT	IT
Gentry	Deb	Faculty Academy III	Clickers	Fall	Facilitator		ASC	ASC
McMahon	Mary	Faculty Academy III	Clickers	Fall			Business	SBS
Kelleher	Sharon	Faculty Academy III	Clickers	Fall			Nutrition-P	HHS
Rose	Stacey	Faculty Academy III	Clickers	Fall			Bio	MS
Fei	Hong	Faculty Academy III	Clickers	Fall				MS
Vales	Melanie	Faculty Academy III	Clickers	Fall				TECH
McClure	Jeremy	Faculty Academy III	Clickers	Fall			Math	MS
Asher-Mohr	Jill	Faculty Academy III	Clickers	Fall			Nutrition	HHS
Marx	Nanette	Faculty Academy III	Clickers	Fall			Nursing	HHS
Lamont	Becky	Faculty Academy III	Clickers	Fall			Nursing	HHS
Caruso	Jennifer	Faculty Academy III	Clickers	Fall			Math	MS

Kishore	Manjushri	Faculty Academy III	Clickers	Fall			Biology	MS
Aberle	Lisa	Faculty Academy III	Clickers	Fall			Radiography	HHS
Moore	Susan	Faculty Academy III	Clickers	Fall				MS
Urquizo	Kerry	Faculty Academy III	Helping ESL stud	Fall	Faciliator	3 sessions	ESL	
Riepe	Kathleen	Faculty Academy III	Helping ESL stud	Fall		1	Reading	ASC
Colloton	Anne	Faculty Academy III	Helping ESL stud	Fall		2	English	HFA
Kratz	Stephanie	Faculty Academy III	Helping ESL stud	Fall		2	English	HFA
Munge	Jessica	Faculty Academy III	Helping ESL stud	Fall		2	COM	HFA
Shinville	Padriac	Faculty Academy III	Helping ESL stud	Fall		1	ASC	ASC
Baker	Carol	Faculty Academy III	Helping ESL stud	Fall		1	Gens	ASC
Palomino	Victor	Faculty Academy III	Helping ESL stud	Fall		1	Spanish	HFA
Ransley	Donna	ABCs of Learn. Disab.		Fall	Facilitator	1 session	DSS	ASC
Avery	Cindy	ABCs of Learn. Disab.		Fall			DSS	ASC
Aikerson	LaShanya	ABCs of Learn. Disab.		Fall			Business	SBS
Gentry	Deb	ABCs of Learn. Disab.		Fall			ACS	ASC
Kearney	Jennie	ABCs of Learn. Disab.		Fall			ACS	ASC
Riepe	Kathleen	ABCs of Learn. Disab.		Fall			Reading	ASC

Approx. 45 attendees		Best Practices	Academic Integ	Spring				
Finley	Mark	Faculty Academy II	Finkel	Spring	facilitator	6 sessions	Science	MS
Gentry	Deb	Faculty Academy II	Finkel	Spring			ASC	ASC
Kriegsman	Bethany	Faculty Academy II	Finkel	Spring			HFA	HFA
Beach-Davis	Janet	Faculty Academy II	Finkel	Spring			Science	MS
Jacobs	Randall	Faculty Academy II	Finkel	Spring			Manuf.	Tech
Bott	Tina	Faculty Academy II	Finkel	Spring			Registrar	Registrar
Scott	Jeremy	Faculty Academy II	Finkel	Spring			English	HFA
Munge	Jessica	Faculty Academy II	Finkel	Spring			Communic	SBS
McHale	Kim	Faculty Academy II	Finkel	Spring			Math	MS
Horna	Ruben	Faculty Academy II	Finkel	Spring			Spanish	HFA
Chen	Min(Amanda)	Faculty Academy II	Finkel	Spring			Chinese	HFA
Schupbach	Ed	Faculty Academy II	Finkel	Spring			Religion	HFA
Mitchisson	Karen	Faculty Academy II	Finkel	Spring			Account	SBS
Munson	Amy	Faculty Academy III	Dev Ed	Spring	Facilitator	2 sessions	Eng	HFA
Kratz	Stephanie	Faculty Academy III	Dev Ed	Spring	Presenter		Eng	HFA
Cole	Lisa	Faculty Academy III	Dev Ed	Spring	Presenter		Reading	ASC
Fraser	Julie	Faculty Academy III	Dev Ed	Spring	Presenter		Eng	HFA
Baker	Carol	Faculty Academy III	Dev Ed	Spring		2	Gens	ASC
Flannery	Mary	Faculty Academy III	Dev Ed	Spring		2	Math	MS
Chen	Min	Faculty Academy III	Dev Ed	Spring		1	Visiting	Intern'l Stud

Farmer	Melissa	Faculty Academy III	Dev Ed	Spring		1		HFA
Adanri	Bunmi	Faculty Academy III	Dev Ed	Spring		1		ASC
Gentry	Deb	Faculty Academy III	Dev Ed	Spring		1	IDC	ASC
Winters	Alaina	Faculty Academy II	Non-viol Comm	Spring	facilitator	9 sessions	Commun	SBS
Fraser	Julie	Faculty Academy II	Non-viol Comm	Spring			Eng	HFA
Ranking	Cherie	Faculty Academy II	Non-viol Comm	Spring			Eng	HFA
Cherry	Jennifer	Faculty Academy II	Non-viol Comm	Spring			Eng	HFA
Schupbach	Ed	Faculty Academy II	Non-viol Comm	Spring			Religion	HFA
Cole	Lisa	Faculty Academy II	Non-viol Comm	Spring			Reading	ASC
Hills	Rachel	Faculty Academy II	Non-viol Comm	Spring			Eng	ASC
Spencer	Jami	Faculty Academy II	Non-viol Comm	Spring			Eng	HFA
Shinville	Padriac	Faculty Academy II	Non-viol Comm	Spring			ASC	ASC
Salazar	Susan	Faculty Academy II	Non-viol Comm	Spring			Commun	HFA
Gilbert	Cathy	Faculty Academy II	Non-viol Comm	Spring			Eng	HFA
Folger	Paul	Faculty Academy II	Non-viol Comm	Spring			Pol Sci	SBS
Olivares	Cecilia	Faculty Academy II	Non-viol Comm	Spring			Advising	Stud. Serv
Munge	Jessica	Faculty Academy II	Non-viol Comm	Spring			Commun	HFA
Duvall	Laura	Faculty Academy II	Non-viol Comm	Spring			Psych	SBS
Sutter	Randi	Faculty Academy III	Journal Alerts	Spring	facilitator		Library	ASC
Gentry	Deb	Faculty Academy III	Journal Alerts	Spring			ASC	ASC
Kelly	Kim	Faculty Academy III	Journal Alerts	Spring			Tutoring	ASC
Parish-Meyer	Erin	Faculty Academy III	Journal Alerts	Spring			History	SBS

Gentry	Deb	Assess. Method Mon.	Assess Forms	Spring	Facilitator		IDC	ACS
Kull	Steve	Assess. Method Mon.	Assess Forms	Spring			Econ/Bus	SBS
Hahn	Carol	Assess. Method Mon.	Assess Forms	Spring			Art	HFA
Schupbach	Ed	Assess. Method Mon.	Assess Forms	Spring			Religion	HFA
Simpson	Noma	Assess. Method Mon.	Assess Forms	Spring			Child Dev	HHS
Wendling	Hal	Assess. Method Mon.	Assess Forms	Spring			Econ/Bus	SBS
Avery	Cindy	Faculty Academy III	Autism/Asperg	Spring	Facilitator	3 sessions	DSS	ASC
Kunce	Linda	Faculty Academy III	Autism/Asperg	Spring	Guest facilitat	2	IWU	IWU
Moody	Virginia	Faculty Academy III	Autism/Asperg	Spring	Guest facilitat	2	IWU	IWU
Gentry	Deb	Faculty Academy III	Autism/Asperg	Spring	Faciliator	1	IDC	ASC
Trimble	Jen	Faculty Academy III	Autism/Asperg	Spring		2	Child Dev	HHS
Beach-Davis	Janet	Faculty Academy III	Autism/Asperg	Spring		3	Science	MS
Coughlin	Angie	Faculty Academy III	Autism/Asperg	Spring		2	Traf. Safety	Com Ed
Hall	Joyce	Faculty Academy III	Autism/Asperg	Spring		2	staff	staff
Stoneking	Sally	Faculty Academy III	Autism/Asperg	Spring		3	staff	Data Entry

McHale	Kim	Faculty Academy III	Autism/Asperg	Spring		1	Math	MS
McHale	Kim's mom	Faculty Academy III	Autism/Asperg	Spring		1	guest	guest
Legner	Lisa	Faculty Academy III	Autism/Asperg	Spring		2	staff	CD Lab
Hahn	Carol	Faculty Academy III	Autism/Asperg	Spring		2	Art	HFA
Hartweg	Ramona	Faculty Academy III	Autism/Asperg	Spring		1	staff	Traffic Safety
Kearney	Jennie	Faculty Academy III	Autism/Asperg	Spring		2	Traf. Safety	Com Ed
Oyer	Joyce	Faculty Academy III	Autism/Asperg	Spring		2		SBS
Nightingale	Tiffany	Faculty Academy III	Autism/Asperg	Spring		1		Outreach
Gobtop	Star	Faculty Academy III	Autism/Asperg	Spring		2	Adult Ed	Adult Ed
Shaw	Karen	Faculty Academy III	Autism/Asperg	Spring		1	Educ	SBS
Moore	Anita	Faculty Academy III	Autism/Asperg	Spring		1	DSS	ASC
Corcoran	Tom	Tech Tuesday	Podcasting	Spring	Facilitator	1, 2	IDC	ASC
Austin	Keely	Tech Tuesday	Podcasting	Spring			English	HFA
Cochran	Lydia	Tech Tuesday	Podcasting	Spring			IT	IT
Dawson	Cory	Tech Tuesday	Podcasting	Spring			Trio	Stud. Aff
LaMont	Becky	Tech Tuesday	Podcasting	Spring			Nursing	HHS
Muench	John	Tech Tuesday	Podcasting	Spring		2	Chem	MS
Rose	Stacie	Tech Tuesday	Podcasting	Spring		2	Math	MS
Cochran	Kelly	Tech Tuesday	Podcasting	Spring		2	Challenger	Com Ed
Johnson	Cindy	Tech Tuesday	Podcasting	Spring		2	Math	MS
Corcoran	Tom	Tech Tuesday	XML, RSS, iTunes	Spring	Facilitator	1,2	IDC	ASC
Austin	Keely	Tech Tuesday	XML, RSS, iTunes	Spring			CED	CED

Dawson	Cory	Tech Tuesday	XML, RSS, iTunes	Spring			ENG	HFA
Marshall	David	Tech Tuesday	XML, RSS, iTunes	Spring			ENG	HFA
Reynolds	Colleen	Tech Tuesday	XML, RSS, iTunes	Spring			TECH	TECH
Johnson	Cindy	Tech Tuesday	XML, RSS, iTunes	Spring		2	Math	MS
Corcoran	Tom	Tech Tuesdays	Flip Video, etc.	Spring	Facilitator	1,2	IDC	ASC
Moore	Anita	Tech Tuesdays	Flip Video, etc.	Spring		1	DSS	ASC
Surratt	Cheryl	Tech Tuesdays	Flip Video, etc.	Spring		1	HALO	Com Ed
Thomas	Brad	Tech Tuesdays	Flip Video, etc.	Spring		2	Math	MS
Corcoran	Tom	Tech Tuesdays	Screen Recording & Camtasia	Spring	Facilitator	1,2	IDC	ASC
Felumlee	Matt	Tech Tuesdays	Screen Recording & Camtasia	spring			Eng	HFA
Corcoran	Tom	Tech Tuesdays	Flyer design	spring	Facilitator	1,2	IDC	ASC
Gentry	Deb	Tech Tuesdays	Flyer design	spring			IDC	IDC
Smith	Amy	Tech Tuesdays	Flyer design	spring			IR	IR
Chen	Min	Tech Tuesdays	Flyer design	spring			Visiting	Int'l Stud

Johnson	Cindy	Tech Tuesdays	Flyer design	spring		2	Math	MS
Brumbaugh	Kathleen	Tech Tuesdays	Flyer design	spring		2	ReadRight	ASC
Corcoran	Tom	Tech Tuesdays	Photoshop	spring	facilitator	1,2	IDC	ASC
Gentry	Deb	Tech Tuesdays	Photoshop	spring		1	IDC	ASC
Voyles	Jill	Tech Tuesdays	Photoshop	spring		1	PeopleSoft	IT
Stringwell	Amy	Tech Tuesdays	Photoshop	spring		1	Admiss	Admiss
Vales	Melanie	Tech Tuesdays	Photoshop	spring		1	Tech	Tech
Chen	Min	Tech Tuesdays	Photoshop	spring		1	Visiting	Int'l Stud
Eichelberger	Kathie	Tech Tuesdays	Photoshop	spring		1	Tech	Tech
Donhardt	Jan	Tech Tuesdays	Photoshop	spring		1	Workf Dev	WFD
Peterson	Kathy	Tech Tuesdays	Photoshop	spring		1	Comm Ed	Comm Ed
Miller	Catherine	Tech Tuesdays	Photoshop	spring		2	Nursing	HHS
Thomas	Brad	Tech Tuesdays	Photoshop	spring		2	Math	MS
Banicki	Andrea	Tech Tuesdays	Photoshop	spring		2	Read Right	ASC
Corcoran	Tom	Tech Tuesdays	Basic HTML	spring	Facilitator	1,2	IDC	ASC
Cherry	Jennifer	Tech Tuesdays	Basic HTML	spring		1	Eng	HFA
Avery	Cindy	Tech Tuesdays	Basic HTML	spring		1	DDS	ASC
Voyles	Jill	Tech Tuesdays	Basic HTML	spring		1	PeopleSoft	IT
LaMont	Becky	Tech Tuesdays	Basic HTML	spring		1	Nursing	HHS
Muench	John	Tech Tuesdays	Basic HTML	spring		1	Chem	MS
Rambo	Amanda	Tech Tuesdays	Basic HTML	spring		1	Assessment	Stud Serv

Hill	Jeannie	Tech Tuesdays	Basic HTML	spring		1	Admissions	Stud Serv
Thomas	Brad	Tech Tuesdays	Basic HTML	spring		2	Math	MS
Corcoran	Tom	Tech Tuesdays	Basic CSS	spring	Faciliator	1,2	IDC	ASC
Cherry	Jennifer	Tech Tuesdays	Basic CSS	spring		1	Eng	HFA
Avery	Cindy	Tech Tuesdays	Basic CSS	spring		1	DSS	ASC
Voyles	Jill	Tech Tuesdays	Basic CSS	spring		1	PeopleSoft	IT
Wefer	Mark	Tech Tuesdays	Basic CSS	spring		1	IT	IT
Sutter	Randi	Tech Tuesdays	Basic CSS	spring		1	Library	ASC
Bruce	Carrie	Tech Tuesdays	Basic CSS	spring		1	Foundation	Mrkting
Thomas	Brad	Tech Tuesdays	Basic CSS	spring		2	Math	MS
Gentry	Deborah	Honors Fac Dev		Spring	Facilitator	6 sessions	ASC	ASC
Carroll	Ed	Honors Fac Dev		Spring	Facilitator	1	History	HFA
Hills	Rachel	Honors Fac Dev		Spring		5	Reading	ASC
Dowell	Doug	Honors Fac Dev		Spring		4	Sociology	SBS
Ernst	John	Honors Fac Dev		Spring		4	Comm/Film	HFA
Kishore	Manju	Honors Fac Dev		Spring		6	Biology	MS
Clemens	Tom	Honors Fac Dev		Spring		5	English	HFA
Austin	Keely	Honors Fac Dev		Spring		4	English	HFA

Gentry	Deborah	Summer FA II: Writing Circle	Peer support	Summer	Facilitator	5 sessions	ASC	ASC
Felumlee	Matt	Summer FA II: Writing Circle	Peer support	Summer	Facilitator		Eng	HFA
Colloton	Anne	Summer FA II: Writing Circle	Peer support	Summer		4	ENG	HFA
Hahn	Carol	Summer FA II: Writing Circle	Peer support	Summer		4	Art	HFA
Mueller	George	Summer FA II: Writing Circle	Peer support	Summer		5	Tutoring	ASC
Kearney	Jennie	Summer FA II: Writing Circle	Peer support	Summer		4	ASC	ASC
Fraser	Julie	Summer FA II: Writing Circle	Peer support	Summer		4	Eng	HFA
Smith	Amy	Summer FA II: Writing Circle	Peer support	Summer		4	Institutional Research	Institutional Research
Merkle	Rod	Summer FA II: Writing Circle	Peer support	Summer		4	Business	SBS
LaMont	Becky	Summer FA II: Writing Circle	Peer support	Summer		3	Nursing	HHS
Marshall	David	Summer FA II: Writing Circle	Peer support	Summer		2	Eng	HFA
DeBlasis	Shelley	Summer FA II: Writing Circle	Peer support	Summer		1	Eng	HFA

Appendix 4: Faculty Best Practices Workshop Evaluative Feedback

Heartland Community College
Faculty Best Practices Workshop
Thursday, August 13, 2009

Workshop Evaluation Survey Results n = 44

(n=46 in Aug. '07, n=31 in Jan. '08, n=42 in Aug. '08, n=36 on Jan. '09)

For statements 1 - 4, please select the answer that most reflects your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree

CONTENT

1. The Best Practices sessions were informative and helpful to those in attendance.
95% SA or A
2. The Best Practices sessions reinforced and confirmed my own beliefs and practices.
96% SA or A
3. The Best Practices sessions provided me with new information and insight.
86% SA or A
4. I will be able to use the information gained from Best Practices sessions.
87% SA or A

For questions 5 – 15 below, please select the answer that best reflects the sessions you attended and your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree DNA = Did not attend session

SPECIFIC SESSIONS

5. The opening plenary session presented by Heartland Community College faculty panelists helped me to clarify my thinking about ways to foster critical thinking and problem solving skills among my students.
82% of those attending who answered said SA or A
6. The exhibits by various Heartland Community College academic/instructional support units provided me with helpful information that will improve my classroom teaching, my students' learning, and/or any classroom assessment studies I may undertake in the future.
43% of those attending who answered said SA or A
7. The breakout session presented by external speaker on the topic of classroom management helped me to clarify my thinking about effective strategies for minimizing student misbehavior that can disrupt teaching and impede learning.
63% of those attending who answered said SA or A

8. The breakout session titled “Critical Questions for Critical Thinking” helped me to clarify my thinking about ways to foster critical thinking and problem solving skills among my students.
57% of those attending who answered said SA or A
9. The breakout session that took place at the new Child Development Lab helped me to clarify my thinking about ways to create conducive learning environments for young children.
Too few respondents to provide reliable data.
10. The breakout session(s) titled “Infusing Critical Thinking in HCC Honors” helped me to better understand the mission, goals, objectives, and activities of the new HCC Honors Program.
83% of those attending who answered said SA or A
11. The co-presented breakout session titled “Staying ‘On Course’ with the Whole Developmental Student” helped me to clarify my thinking about ways to foster critical thinking and problem solving skills using *On Course* strategies.
95% of those attending who answered said SA or A
12. The breakout session(s) titled “When Disability Arrives in My Classroom: An Approach to Teaching Learners with Disabilities” helped me to clarify my thinking about effective ways to facilitate learning on the part of students who grapple with various disabilities.
80% of those attending who answered said SA or A
13. The co-presented breakout session titled “Blending Activism and Critical Thinking” helped me to clarify my thinking about ways to foster critical thinking, problem-solving, and activism among students.
76% of those attending who answered said SA or A
14. The performance provided by members of the ISU Improv Mafia drama troupe during lunchtime was not only entertaining, but also suggested a novel instructional technique that could be incorporated into my classroom teaching.
63% of those attending who answered said SA or A
15. The information presented by IT staff at the close of the day’s events was beneficial to me.
60% of those attending who answered said SA or A

For statements 16 – 20 below, please select the answer that most reflects your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree

DELIVERY

16. As a whole, the day’s events were well organized.
98% SA or A
17. Overall, the day’s events were well delivered.
95% SA or A

OVERALL SATISFACTION

18. Overall, the day was a good use of my time.
84% SA or A
19. In sum, I would recommend Best Practices to other colleagues.
91% SA or A
20. Taken in its entirety, Best Practices met my expectations.
91% SA or A

For questions 21 – 24 below, please provide further feedback about this and future Best Practices Workshop(s).

COMMENTS

21. What did you like and/or find most useful about the day and why?
See attached
22. What could have been done to improve this day, in particular, or what can be done to improve Best Practices Workshops in the future?
See attached
23. Do you have any suggestions for topics for future Best Practices Workshops?
See attached
24. Is there anything else you would like to tell the BP Planning Committee about this specific day or Best Practices Workshops in general?
See attached

Thank you for taking time to complete this survey. Please submit electronically now.

Note: Attendees had until August 28 (16 days) to complete and submit the survey.

Answers to Question: What did you like and/or find most useful about the day and why?

Better understanding how others outside my discipline/field think, teach, and engage in problem-solving.

Liked the theme of Critical Thinking. Liked the panel.

I liked the day.

Good variety in sessions.

Breakout sessions gave me the chance to choose what I thought was most useful.

Panel & improv group. Both were insightful and the improv was entertaining.

Today's experiences could serve as a model for future B P workshops.

I thought the panel was wonderful and easily could have continued for another 30-45 minutes. Of course, one can never guess whether a particular panel will be successful, informative and interesting, so I understand the need to limit the time. However, perhaps we could have shortened the break since the panel was going so well, or suggested that the microphones would remain open for another 10-15 minutes for those who would like to stay and continue the panel discussion. I very much enjoyed the short workshops and wish I could have attended all of them -- choosing only two was the most difficult part of the day!

Information about Students with Disabilities needs to be expanded to include entire faculty rather than solely as a breakout session because it is so important.

In addition to my responses, which were positive, I can say that I enjoyed associating with those in attendance.

The opportunity to choose which presentations I attended was helpful because it allowed me to address some areas in which I felt I could improve while not attending presentations on issues I felt were less useful for me as an instructor.

Critical Thinking Panel. Breakout sessions.

I enjoyed the Mafia very much. Brought back some creative energy to my day.

I found it helpful to hear about what other faculty are doing in their areas.

Anita Moore's information was great, but she didn't have enough time given to her to really answer questions we had.

The panel presentation because it was a nice, relatively brief summary of examples of critical thinking in different disciplines.

The panel discussion and the Success Session.

I enjoyed hearing about Critical Thinking in Art classes. I'd like to team teach with an art instructor.

The panel was helpful as I learned more about how other disciplines use critical thinking, what my discipline has in common with them and how we differ.

The critical thinking panelists.

I really enjoyed the Improv Mafia. A welcome break to laugh and relieve stress.

Hear and know was good. Interdisciplinary insights as to critical thinking.

I really enjoyed Anita Moore's presentation.

SPECIFIC practices: theory AND practice.

The improv mafia was very fun! I hope they come back.

Variety of breakout sessions.

The opening session was great.

I liked the ISU speaker because his approach to classroom management was unique. I think we could have used a whole semester on his approach.

The ISU Students were wonderful...we need to find ways to include our HCC student voices.

I really enjoyed the panel discussion about critical thinking at the beginning of the day. Well done!!!

Answer to Question: What could have been done to improve this day, in particular, or what can be done to improve Best Practices Workshops in the future?

Maybe a different menu for breakfast and lunch next time.

More time and more discussion. It's a tough balance but the panel could have generated a great discussion....perhaps some time for table discussions not just at lunch (though we couldn't talk at lunch as much this time) but right after a presentation with guided table questions.

Don't start so early. Those of us who commute into town would appreciate a 9am (at least) start time.

I think that you need to plan for more time for panels. It always seems that just when things get interesting, time runs out. Maybe be a bit more stringent on panelist presentation time to allow for more question/answer time. Or, perhaps just schedule the panel for a longer time frame. I really found the discussion/debate at the end very interesting and wish it could have gone on longer.

Quit calling it 'Best Practices' and focus more on information dissemination because that's basically what it is, or maybe some sort of tip sessions. Best practices needs to be set into a whole philosophy toward teaching, not something that can be gained in four 25 minute sessions.

I felt the classroom management presentation was not really geared to the college climate.

The 25 minute sessions may have been improved by being a little longer.

I was a bit disappointed by the speaker from ISU (Ducett). I felt that too much of his presentation was an iteration of the slides, rather than an expansion of them/examples from real life that illustrate the principles. I suppose I felt that a lot of his presentation was common sense ... but perhaps I am so used to the environment at HCC -- which values the whole person and usually incorporates student input/an element of give-and-take in the classroom -- that the information wasn't new or innovative. Perhaps in a more 'old-fashioned' school, the idea of a democratic classroom would have been intriguing and new ... but Heartland is anything but old-fashioned.

The panel discussion was painful, eliminate this format.

Different table arrangements would be good. It was necessary for many people in attendance to turn sharply or crane their necks for lengthy periods while in CCB 1406/7 because of the positioning of the tables and chairs. This was uncomfortable enough at times to become distracting.

Allow the original panel to progress if things are going well. In other words, call the break for people who want one and yes, encourage folks to go out to the hallway and visit the exhibits, etc. BUT, also, keep the mics open, have the panel or speaker stay, and let the conversation continue for those who want to remain in the room. The conversation today just got started and it had to end. I did not want less information from the critical thinking panel--they were great! Rather, I wanted MORE TIME for discussion afterwards.

Though Bill Ducett and the Improv Group presentations benefitted by some redirection or comments from facilitator, it was also interruptive.

Ask speakers to truly provide a workshop experience and not just lecture. The classroom management speaker asked the audience their preference and then proceeded to lecture in spite of the audience's request for discussion. He treated us as students rather than professionals who already had the base of knowledge that he shared. Our audience had a lot to share on this topic and I wanted the opportunity to discuss some of the suggestions with the people at my table as well as the other faculty present.

Having a description of what the presenter plans to do in the workshop would be very helpful. Sometimes, the title alone does not convey what the workshop is about.

I didn't need so much time between the first several sessions. Yes, some time was helpful to visit the poster sessions, but there was extra time in there that I felt would have been better spent on having longer sessions.

Add more time to the breakout sessions.

Make it more thematic.

Put the IT update FIRST on the agenda (I guess you'd have to limit their time!). Continue to provide details about each session so we can decide which session is most helpful to attend. PLEASE, no more ISU presenters!!!

If faculty in EACH and EVERY discipline across the College provided at least one best practice to share (in written form), this would be amazing.

An extension of the Success Session by Kim, Kim, and Amy.

The workshop on behavior by Bill (Dulcet?) was very informative. I would have liked it to have been more in depth though.

Okay as is. Could repeat everything twice?

Lunchtime could have been without Mafia --- I wanted time to talk and meet people from different areas.

Make sure that presenters from other institutions share that which is practical as well as theoretical.

Nothing... the day was well organized and had a good mix of presentations and downtime (like to explore the exhibits).

I have always found discussion on topics like critical thinking. It might have helped to have a 'debriefing' session at the end of the day to pull everyone back in and give us the opportunity to discuss what we have learned.

More diet soda.

Nametags are kind of silly since we introduce ourselves to each other. The smaller table clusters are nice. I've found that if I can return to my office after a session and think about how the information I just heard applies to my own teaching, that is most helpful. I'm not sure how anything could be changed in that regard (giving time between each session for contemplation would extend the workshop late into the day!) but I just wanted to mention it. Maybe structured time to reflect and discuss between sessions (instead of breaks) could help.

Answer to Question: Do you have any suggestions for topics for future Best Practices Workshops?

Collaborating, mentoring, team teaching and ethics.

Let's run through the rest of the GE outcomes: Diversity, Problem Solving, and Communication. I'm always a sucker for assessment stuff as well.

Active Learning! And how it benefits multiple learning styles!!

Special challenges of the non-traditional student. On Course. Back to Basics -- how to address and improve students' basic life/college skills that are necessary for success. The survey from last fall's BP showed that the instructors all felt students needed to improve or develop some very basic skills -- how can each instructor/program/division help do that? Is a First-Year Experience course the answer? The future of teaching: new practices, theories and tools for teaching.

Make a portion discipline oriented, but with a new focus brought in.

?

Unsure.

Opportunity for personal development as well as professional development.

How to use group work effectively.

I'd be interested in learning more about the research process, in particular finding and obtaining grants for research. I would also be interested in hearing more about the practical applications of major concepts. For example, many panelists in the first Critical Thinking Sessions emphasized incorporating critical thinking in class from day one, but only one panelist (Carol) suggested a way she actually did that with the line drawing.

Really getting concrete ideas is the most helpful. Esoteric discussions of 'what is critical thinking?' just doesn't help me in my classrooms.

I would like to hear Bill or another talk about love and logic or positive reinforcement as strategies for behavior management. I'd like a more interactive session.

Innovations and more specific applications.

Authentic assessment.

Promotion portfolio work.

Maybe cover the other 'learning outcomes' or whatever they are called now in succession in a similar fashion.

Examples of specific assignments that tap into critical thinking. On overview of support services available for students.

How to get students to attend classes regularly, especially in developmental classes.

How about teaching us the Socratic method and spending the whole day on it?

The role of rules in syllabi etc.

How to help students, especially our non-traditional ones, balance their life and keep education as a priority. It can be very difficult for many of our students.

More with working with developmental students; assessment and evaluation of learning outcomes.

Answer to Question: Is there anything else you would like to tell the BP Planning Committee about this specific day or Best Practices Workshops in general?

Our own faculty are super!!

Thanks for your hard work.

Great day--good job!!!

Keep up the good work.

Nice job, keep it up.

Thanks for the effort.

Continue making use of the talent at HCC, our presenters do just as good a job as the presenters from elsewhere.

Appreciate your hard work and look forward to the next one!

I felt bad for some of the poster session folks who were out in the hall when no one else was...is there a better way to work with them?

Keeps getting better and better.

The entertainment was fun but longer than needed. I would have appreciated more time at lunch to talk with the other faculty.

Really enjoyed it! Thank you for putting this together.

What works for me is getting to pick and choose what I go to. Hence, the current set up is ideal! I have no suggestions beyond the ones I suggest in questions 6 and 7. Thank you for asking for feedback.

Muy bien hecho.

Nicely done.

Great job! This was by far one of the best BP days yet.

Again, concrete help is the most important use of my time. Activities that can be used or modified. College services that can be explained in more detail. Things of real, practical value are important to me and my students. Esoteric discussions can be held on someone's own time, not on my time. Otherwise, we might give up on coming to Best Practices. From the name, it sounds like it is supposed to be about real best practices that will help us, not philosophical discussions.

BPs keep getting better!

I thought the On Course workshop was one of the best! I would've been interested in learning more there.

Other observations:

It was good that President Astroth joined Dr. Saaf in welcoming attendees.

It would be helpful to be able to show visuals on two screens rather than one. Once the decision was made to put the panel in the middle, then to have visuals only able to be shown on the screen at the far end of the room was frustrating.

Divisions were generous in contributing items for door prizes.

When the call for proposals for presentations was issued, only one proposal was submitted by the deadline.

Recommendations for future Best Practices:

Consider focusing on topic of academic integrity.

Feature more presenters from among HCC faculty.

Provide a descriptive blurb about each presentation/session as well as each exhibit.

Heartland Community College
Faculty Best Practices Workshop
Thursday, January 7, 2010

Workshop Evaluation Survey Results n = 17*

(n=46 in Aug. '07, n=31 in Jan. '08, n=42 in Aug. '08, n=36 in Jan. '09, n=44 in Aug. '09)

* The poor weather conditions this day contributed to low event attendance and thus a low number of responses to this survey.

Introduction: It is important to those who planned the January 2010 Best Practices Workshop to know how well various components of the workshop were received by participants. If you attended this workshop, planners want to have your feedback. Survey findings will guide decision-making for the next workshop. Please take just a few minutes to complete this online survey. Unless you pointedly reveal your name when answering an open-ended question, your input will be given anonymously.

For statements 1 - 4, please select the answer that most reflects your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree

CONTENT

- 25. The Best Practices sessions were informative and helpful to those in attendance.
94% SA or A
- 26. The Best Practices sessions reinforced and confirmed my own beliefs and practices.
89% SA or A
- 27. The Best Practices sessions provided me with new information and insight.
89% SA or A
- 28. I will be able to use the information gained from Best Practices sessions.
89% SA or A

For questions 5 – 14 below, please select the answer that best reflects the sessions you attended and your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree DNA = Did not attend session

SPECIFIC SESSIONS

- 29. The opening remarks presented by Amy Robillard (Illinois State University English professor) helped me to clarify my thinking about ways to foster academic integrity among my students.
Speaker was unable to attend and deliver these remarks due to poor road conditions.
- 30. The explanation provided by Laura Duvall (Psychology/Academic Integrity Committee Chairperson) about the composition, mission, goals and activities of HCC's Academic Integrity Committee was helpful to me.
88% of those attending answered SA or A

31. The breakout session presented by Nancy Evans (Business) helped me to clarify my thinking about ways to foster academic integrity among my students.
100% of those attending answered SA or A
32. The breakout sessions presented by Dawn Kirk (Academic Support) helped me to clarify my thinking about ways to prevent academic misconduct and foster academic integrity among my students.
80% of those attending answered SA or A
33. The breakout sessions presented by Kim Kelley (Academic Support/Tutoring) and Jessica Munge (Communication) helped me to clarify my thinking about ways to detect academic misconduct and foster academic integrity among my students.
34. 89% of those attending answered SA or A
The breakout session presented by Fraser, Petrea, Mueller, Sutter, and Smallman (English/Writing Services/Academic Support Center) helped me to clarify my thinking about ways to prevent academic misconduct and foster academic integrity.
Too few respondents gave input on this question to result in reliable data.
35. The concluding session presented by Kathleen Collins and her staff (Academic Affairs) helped me to clarify my thinking about effective policies and procedures for addressing incidents of academic misconduct here at HCC.
47% of those attending answered SA or A
36. The large group discussion moderated by Janice Malak (Sociology) and Sarah Diel-Hunt (SBS Division) was a productive way to recap morning sessions and provide direction for moving the campus forward with regard to academic integrity issues.
In an effort to condense the program as a result of poor weather conditions, this session was postponed.
37. The exhibits by various Heartland Community College academic/instructional support units provided me with helpful information that will improve my classroom teaching and assessment as well as my students' learning.
88% of those attending gave an answer of SA, A, or Neutral
38. The information presented by IT staff at the close of the day's events was beneficial to me.
This session was not given as originally planned in an effort to condense the program as a result of poor weather conditions.

For statements 15 – 19 below, please select the answer that most reflects your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree

DELIVERY

39. As a whole, the day's events were well organized.
100% SA or A
40. Overall, the day's events were well delivered.
94% SA or A

OVERALL SATISFACTION

41. Overall, the day was a good use of my time.
76% SA or A
42. In sum, I would recommend Best Practices to other colleagues.
71% SA or A
43. Taken in its entirety, Best Practices met my expectations.
76% SA or A

For questions 20 – 23 below, please provide further feedback about this and future Best Practices Workshop(s).

COMMENTS

44. **What did you like and/or find most useful about the day and why?**

Strategies for preventing and encouraging academic integrity....for students and faculty.

The opportunity to discuss academic integrity with instructors outside my department was really helpful.

Ideas, suggestions and thoughts on cheating/academic integrity....It is just good to talk to other faculty and hear what they do to solve problems or prevent problems.

I found benefits in hearing colleagues discuss their experiences with students and academic integrity.

The break-out sessions. Choice is good and repeating sessions works well.

I enjoyed presenting--it gave me a lot of time to think through academic integrity issues. I liked hanging out with colleagues that are not in my division--I meet many new people every time I attend.

I was very sorry that we did not get the opportunity to have the large group discussion. I think that would have been much more useful than the talk from student services.

Academic integrity does exist only if there is administrative support.

I found that listening to other instructors share their experiences with student academic integrity to be useful.

Techniques used by students to cheat that I never heard of before. How to deal with student cheating.

I appreciated the handout in the packet on 'Tips to Prevent Cheating' because it is concrete, and something I can begin to apply in my courses and my teaching. At the end of every session presenters did give concrete things we can be doing, but I would've liked even more of that.

Cases/examples relating how others experience and deal with academic integrity issues.

45. What could have been done to improve this day, in particular, or what can be done to improve Best Practices Workshops in the future?

Nothing could be done about the weather and other community cancellations. But, it would have been nice to have had the parking lots better plowed for those of us that braved the conditions to get here. I appreciated the efforts to be flexible with the program so that people could depart for home before winds were to kick up. It was too bad that SOAR and Blackboard training were competing events.

I thought the snow was beautiful!

More time for sessions.

I know getting people is an issue, but more break-out sessions would be good. Perhaps bringing in useful presentations people have heard elsewhere would add to the break-outs. Again, money for travel and honoraria would be an issue, but it's money well spent if it drums up more participation/attendance.

I found that most sessions discussed tips on preventing academic dishonesty when I would have appreciated a more 'loving' in depth viewpoint. When I went home I read the goldenrod 'Ten Principles of Ac Int' and that gave a much more 'core' viewpoint. It looks at what we can do to foster certain values in students. This to me is more useful than the tips. I would have liked some more in depth stuff along with the tips.

The student services portion could have been condensed to a handout. An open discussion about AI on our campus would have been much more beneficial.

Nothing.

The breakout discussions were extremely similar in material and even used some of the same videos. It got extremely repetitive.

Offer best practices earlier in the week so we have time to modify our syllabi to include what we learned.

Overall, the sessions were good, and helpful, but I would've liked to come away with more ideas about things to do, and concrete things I can be doing or teaching in my classes and with my students.

I can't think of much. I like the idea of keynote speaker from outside the college.

46. Do you have any suggestions for topics for future Best Practices Workshops?

Mentoring. Peer learning. Both for students and for faculty.

Balancing one's presentation of course material to students whose needs and learning styles are extremely diverse.

Not right now, but will keep thinking.

Academic Integrity part II?

'Beyond Cornerstone' - Panels/presentations could revolve around how to incorporate and assess the College's General Education Learning Outcomes in any HCC class. In addition, some panels could focus on the development/assessment of other program outcomes in the same way that we develop/assess Gen Ed Program outcomes (this would include career and transfer programs as well as other important programs like the Development Education Program, the Honors Program, etc.). 2. 'Enhancing Student Success With Rigor' - Often when we use phrases like 'improving student success' many think it must compromise rigor/student responsibility. Panels and presentations could focus on how to improve student success without compromising rigor or reducing students' responsibility/accountability.

Non-violent communication/education, slow education. Ask Alaina Winters and Rachel Hills about these things.

I might have to get back to you on this.

Developmental ed classes; writing across the curriculum.

Instead of covering one topic the entire day, have the breakout sessions cover difficult material.

I thought this BP was better than most. Too often I feel that BP is a lot of talking and theorizing, without providing much in the way of giving me things I can immediately take to improve my teaching and my students' learning. Of course, there is room for high level philosophizing about education, but I feel that my time has been best spent when I come away with concrete ideas and suggestions about how I can be a better teacher, and specifically how I can improve my classes and my students' experience.

Discussions about the various ways that our colleagues actually teach in the classroom and what's working and not working for them.

47. Is there anything else you would like to tell the BP Planning Committee about this specific day or Best Practices Workshops in general?

In light of the conditions, this was a good day. There probably aren't going to be similar weather concerns for an August BP...unless it is a tornado.

You did a terrific job. I came away with practical ways to improve my classroom and approach students (not taking cheating to such a personal level, rather dealing with it as another teaching experience) Thank the presenters. For all of the sessions I went to, I would say all were top-rate!

Great job!

I like the breakfast and lunch times to socialize with HCC staff.

Excellent Work! Thank you to the BP Planning Committee for another great Best Practices.

I thought it was amazing how the committee changed around the day's activities due to the weather conditions. I also like the two break-out sessions during the day and basically being done by lunch. The BP Workshops is something that HCC does very well. It shows we are committed to doing what is best for our students. I love that this is offered.

I'm sure you've heard plenty about this already, but it was a very poor decision not to cancel or postpone the Workshop in light of the weather situation. The poor turnout for this 'required' event alone should be enough to indicate this. Coupled with speaker cancellations, I was very disappointed in the decisions that led to continuing as planned with the workshop. I am thankful for the small concession with start time, but as it is, I was up at 5:30 to make it by 9:20. These workshops are usually well planned and fairly useful... but please consider the weather/travel situation more carefully in the future.

None.

Please provide water! And better lunches.

Great job. I appreciate the work everyone puts into the BP every semester.

Great job under less than ideal conditions.

Other observations:

It was nice to have President Astroth greet attendees as it was the last BP to take place before his retirement.

It was helpful to have both screens showing visuals in CCB 1406/07.

Divisions and the bookstore were generous in contributing items for door prizes.

When the call for proposals for presentations was issued, multiple proposals were submitted by the deadline.

In light of the predicted poor weather conditions, it was wise to reduce the food order.

It was helpful to have brief descriptions for each session and exhibit/exhibitor provided in the packets/folders.

Recommendations for future Best Practices:

Consider asking one or two at-large faculty member volunteers to also serve on the planning committee along side of the usual 3 from AS and 3 from CAS.

Consider making the theme for the August 2010 Faculty Best Practices Workshop be “communication”. Sessions could focus on ways to enhance general education communication related outcomes.

Consider the worthiness of having the event earlier in the week.

Appendix 5

RESULTS: Fall 2009 IDC Programming & User Feedback

n=14

Section 1

Introduction: During the Fall 2009 semester, the Instructional Development Center (IDC) offered numerous workshops, seminars, trainings, and consultation sessions. You are among the 140 persons who participated in one or more of these offerings. The staff of the IDC would like your feedback concerning your experience. Such feedback will be helpful in two primary ways. First, it will be incorporated into annual reports and program review documents. Second, it will provide guidance for planning future IDC programs.

Please complete and submit this short survey on or before Friday, January 22 at 4:00 p.m. Unless you pointedly reveal your name or other identifying information when answering an open-ended question, your input will be given anonymously.

Section 2

Directions: Recall the one or more IDC sponsored workshops, seminars, trainings, or consultation sessions that you participated in during the Fall 2009 semester. Reflect upon what took place, the information and insight you gained, and the ways you applied or plan to apply that which you learned.

1. Of the following workshops, seminars, trainings or consultation sessions, in which one(s) were you a participant? Check all that apply.

Faculty Academy I: Orientation for New Faculty	2	
5.41%		
Faculty Academy II: <i>Teaching to Transgress</i> by bell hooks	6	
16.22%		
Faculty Academy III: Online Surveys Demystified	1	
2.70%		
Faculty Academy III: Working with Human Subjects	1	
2.70%		
Faculty Academy III: Thinking Inside the Box—Providing Good Boundaries for Students that Don't Have Them!	2	
5.41%		
Faculty Academy III: Clickin' in the Classroom—Using Clickers to Enhance Teaching & Learning	4	
10.81%		
Faculty Academy III: Working with Non-native Speakers in the Mainstream Classroom	4	
10.81%		
Faculty Academy III: Slow Education	2	
5.41%		
Copyright Policies	5	
13.51%		
ABCs of Learning Disabilities	3	
8.11%		
Writing Across the Curriculum	1	
2.79%		

Tech Tuesday (Podcasting, Flip Video, Basic HTML, Google Docs)	4
10.81%	
Assessment Method Monday (Assessment Form Consultation)	2
5.41%	

For statements 2 – 6, 7a, and 8a, please select the answer that most reflects your level of agreement.

SA = Strongly Agree A = Agree N = Neutral
D = Disagree SD = Strongly Disagree

2. The IDC sponsored event(s) I attended was (were) presented well.

SA 82.35% A 11.76%

3. The IDC sponsored event(s) I attended reinforced and confirmed my own beliefs and practices.

SA 70.59% A 17.65%

4. The IDC sponsored event(s) I attended provided me with new information and insight.

SA 70.59% A 29.41%

5. The IDC sponsored event(s) I attended was (were) a good use of my time.

SA 76.47% A 17.65%

6. I will likely attend other IDC sponsored events such as this (these).

SA 87.50% A 12.50%

7a. I was able to use the information and/or skills gained from the IDC sponsored event(s) I attended during the

Fall 2009 semester.

SA 64.71% A 17.65% NA 0

7b. If you answered strongly agree or agree to statement 7a, describe the nature of the application or use you undertook. Type your answer in the space provided below.

Direct impact in the class.

Made changes to my grading methods.

Much clearer understanding of the complicated new clicker software. I was frustrated trying to learn the new software on my own, and the workshop helped me unravel some problems.

I slowed down the presentation of material to allow more time for mental digestion; students were given time to take in and process more comfortably, without the feeling that we were “cramming things in”.

Since I attended more than one, some I did (such as addressing behavior issues in the classroom). For others, I have begun work on and will use in the classroom shortly (clickers) and some I haven’t had time to use. Thanks!

I have a better understanding of assessing student writing.

I am using the knowledge I gained in the classroom and during interactions with students.

I used Camtasia, and, because of the event, it was pretty easy to pick up.

Copyright information is always useful, and although I did not apply the learning disabilities information in the classroom, I was able to apply it during interactions with students outside of the classroom

I tried to incorporate thoughts about an open classroom from the bell hooks workshop to my own classroom. I used some principles of Assessment Method Mondays on yearly evaluation forms/assessment forms.

7c. If you answered disagree or strongly disagree to statement 7a, identify what circumstances limited you from doing so. Type your answer in the space provided below.

I didn't care for the author or her work. In fact, I found it rather one-sided and offensive. But, I tried to keep an open-mind and identify any way of using the information. (bell hooks)

8a. I wasn't immediately able to use the information and/or skills gained from the IDC sponsored event(s) I attended during the Fall 2009 semester, but plan to do so this semester (Spring 2010).

SA 11.76% A 11.76% NA 58.82% (meaning did use it)

8b. If you answered strongly agree or agree to statement 8a, describe the nature of the application or use you plan to undertake. Type your answer in the space provided below.

Use of technology tips in class and as examples of changing technologies.

A lot of material I learned will be applied as I continue working or as specific situations arise.

Will start using clickers, and next fall will be using some Camtasia.

8c. If you answered disagree or strongly disagree to statement 8a, identify what circumstances you perceive will limit you from doing so. Type your answer in the space provided below.

No answers given.

Submit your completed survey now.

Thank you for taking time and investing thought in answering these survey questions!

Appendix 5....continued

RESULTS: SPRING 2010 IDC PROGRAMMING & USER FEEDBACK

n = 30

Section1

Introduction: During the Spring 2010 semester, the Instructional Development Center (IDC) offered numerous workshops, seminars, trainings, and consultation sessions. You are among the 169 persons who participated in one or more of these offerings. The staff of the IDC would like your feedback concerning your experience. Such feedback will be helpful in two primary ways. First, it will be incorporated into annual reports and program review documents. Second, it will provide guidance for planning future IDC programs.

Section2

Question1

1. Of the following workshops, seminars, trainings or consultation sessions, in which one(s) were you a participant? Check all that apply.

- Faculty Academy I: Teaching with Your Mouth Shut 4
6.9 %
- Faculty Academy II: Life-Enriching Education: Nonviolent Communication 3
5.2%
- Faculty Academy III: Autism/Asperger's Syndrome 10
17.2%
- Faculty Academy III: Footsteps in the Sand: Guiding Your Developmental Education Students to Success 2
3.5%
- Faculty Academy III: INSPIRE (Service Learning) 6
10.3%
- Setting Up Journal and Article Alerts 4
6.9%
- Tech Tuesday 22
37.9%
- Assessment Method Monday (Assessment Form and other consultation) 4
6.9%
- Honors Faculty Professional Development 3
5.2%

Section3

For the following statements, please select the answer that most reflects your level of agreement

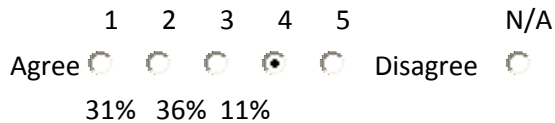
Question2

2. The IDC sponsored event(s) I attended was (were) presented or facilitated well.

- | | | | | | | |
|-------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| | 1 | 2 | 3 | 4 | 5 | N/A |
| Agree | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Disagree <input type="radio"/> |
| | 75% | 19% | | | | |

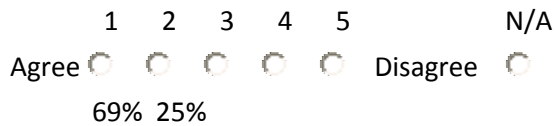
Question3

3. The IDC sponsored event(s) I attended reinforced and confirmed my own beliefs and practices.



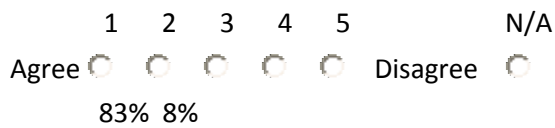
Question4

4. The IDC sponsored event(s) I attended provided me with new information and insight.



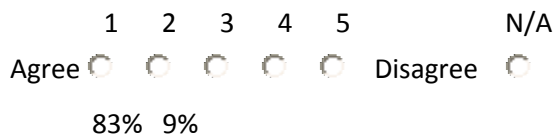
Question5

5. The IDC sponsored event(s) I attended was (were) a good use of my time.



Question6

6. I will likely attend other IDC sponsored events such as this (these).



Question7

7. I was able to use the information and/or skills gained from the IDC sponsored event(s) I attended during the Spring 2010 semester.

Question8

8. I wasn't immediately able to use the information and/or skills gained from the IDC sponsored event(s) I attended during the Spring 2010 semester, but plan to do so this semester (Fall 2010). **(Note: If you DID apply what you learned during the Spring 2010 semester, the best answer to select below is N/A.)**



Section4

Question9

9. Since you answered that you were able to use the information and/or skills gained from the IDC sponsored event(s) you attended during the Spring 2010 semester, please describe the nature of the application or use you undertook.

In-class discussion of diversity.

The assessment Monday was very helpful because it will help me think about planning my assignment to suit the standards and goals of the course.

I used some of the image editing skills that I learned in preparing a brochure.

Created flyers to announce Relay for Life activities.

I have subscribed to RSS feeds. Randi did a great job with that workshop.

Learned about screen capture software options--am now using screen capture in my ENGL 101 online classes in development for FA 2010.

The honors program for me is geared toward a later date.

Clicker usage in the classroom. Better use of technology.

Simply letting students take control of the learning process thru guided inquiry techniques. Students were willing, it turns out, to take control of their learning. It fostered more personal reflection in the students.

I was able to use the journal alerts to find articles suitable for my students' use in class activities.

Shared information with other staff & continued reading more about the subject.

I hire teachers and write course descriptions for various computer software packages, so it is helpful for me to have a better understanding of the software, and I am better able to answer phone calls from students who want to know more about the classes.

Used flip video camera for classroom use.

Section5

Question10

10. Since you answered that you were not able to use the information and/or skills gained from the IDC sponsored event(s) you attended during the Spring 2010 semester, please identify what circumstances limited you from doing so.

The time required to institute the changes.

I attended a workshop I wanted to learn more about, knowing it was preparation for future semesters, rather than trying to adjust midway through a semester.

Section6

Question11

11. Since you answered that you weren't able to immediately use the information and/or skills gained from the IDC sponsored event(s) you attended during the Spring 2010 semester but plan to do so this semester (Fall 2010), describe the nature of the application or use you plan to undertake.

I hope to make more use of the internet and audio files.

I attended a photoshop class but I don't have Photoshop on my computer. My assistant typically handles those duties but I wanted to make sure I had working knowledge. I think that's the problem with some of these tech classes -- if you don't use it regularly ... you kind of lose it. I'm not sure the solution.

I expect to further incorporate new strategies of engaging students.

I will use it to plan my assignments.

I use Photoshop sporadically but hope to do more with it this summer & fall.

What to apply in other courses beside Environmental Science.

Designing course so that I 'speak' less; student voice heard more in how I set up the course.

Attended workshop on graphic design for posters, flyers, etc. Haven't had a chance to use it yet, but may at some time in the future.

Good insight into Autism. Could be useful in the future if I have students with Autism in my classes. I can also share some of this info with the students in my education courses, especially EDUC 105.

Section7

Question12

12. Since you answered that you weren't able to immediately use the information and/or skills gained from the IDC sponsored event(s) you attended during the Spring 2010 semester and don't plan to do so this semester (Fall 2010), identify what circumstances you perceive will limit you from doing so.

No answers provided by anyone.

Notes