"Reaching for Excellence with Intentional Engagement Strategies"
Overview of
Major Accomplishments and Milestones

CTLE Purpose
HCC Center for Teaching and Learning Excellence (CTLE) is focused on student success while it seeks to provide district-wide leadership, programs, and services that contribute to accomplish the following Action Items of Initiates 3 and 4 of HCC’s Strategic Plan 2012-15:

- Train and support faculty in the use of effective teaching and learning strategies (p. 19).
- Develop courses based upon learner-centered instructional design strategies (p. 20).
- Provide faculty with an Eagle Online course shell for use in their instruction (p. 20).
- Train full-time faculty in the use of Eagle Online (p. 21).
The CTLE contributes towards accomplishing numerous Action Items of Initiatives 3 and 4 of HCC’s Strategic Plan 2012—2015. Below is a sampling of these items:

**INITIATIVE 3:** Ensure instructional programs provide the knowledge and skill required for 21st Century learners.

“... all faculty must be trained and supported in using effective teaching strategies to promote success for students in their learning today as well as throughout their lifetime” (p. 19).

**Action Item 3.2:** Create new platforms and methodologies to teach and support students using effective methods of course delivery, teaching practices, and support services (p. 19).

*Year One*
Implement a learner-centered instructional design in the creation of all courses (p. 20).

*Year Two*
Create and implement a required professional development plan for all adjunct faculty teaching development education and core curriculum courses (p. 20).

**INITIATIVE 4:** Enrich institutional capacity for faculty and staff development and student leadership development (p. 21).

“... we must prepare students, faculty, and staff for the leadership roles of tomorrow” (p. 21).

**Action Item 4.2:** Develop a system-wide strategy for ongoing professional and leadership development for faculty (p. 21).

*Year One*
Ensure all HCC full-time faculty are scheduled and complete Eagle Online training (p. 21).

Ensure orientation activities for new full-time faculty include training in terms of classroom management and all HCC guidelines and handbooks (p. 22).

**Action Item 4.3:** Develop a system-wide strategy for provision of professional and leadership development for HCC personnel at all levels and function of the organization (p. 22).

*Year One*
Provide mandatory training for front-line personnel in terms of customer services and HCC-related information (p. 22).

Develop a plan by which existing HCC sources of professional development information (Library, Learning Web, iTunes, EduTube, etc.) are supported and strengthened (p. 22).
History of Major Accomplishments

2005 – 06

Faculty Advisory Council
- Created a Faculty Advisory Council to consider training faculty in learner-centered pedagogy.
- Began developing and offering training through a few seminars taught by faculty.

2006 – 08

Teaching and Learning Excellence Program
- Continued to create additional seminars resulting in the creation of the Teaching and Learning Excellence (TLE) program.

2008 – 09

Center for Teaching and Learning Excellence (CTLE)
- Researched to discover what other colleges and universities were doing to implement learner-centered instructional design.

- Discovered the trend to establish centers to teach faculty learner-centered teaching strategies, learning techniques, and assessment methods; and to collaborate with them to design new and redesign existing courses to include active, collaborative, and engaging learning environments.

- Developed a proposal, in collaboration with the Faculty Advisory Council, that recommended the establishment of a CTLE.

2009-10

Chancellor Innovation Fund Award/CTLE
- Secured $14,500 from the first Chancellor Innovation Fund Award as seed funds to institutionalize the Center for Teaching and Learning Excellence effective December 2009.

College Faculty Development Coordinator Program
- Secured $21,600 from the COO to establish the CTLE College Faculty Development Coordinator program. This program offered “1” course release time in fall and spring semesters to one faculty per HCC college location to allow them to work with the CTLE at their locations to recruit and promote the TLE program.

CTLE Director
- Secured approval to establish a new Director position for the CTLE. An Interim Director was assigned and reported directly to the Vice Chancellor.

- Recruited for the new CTLE Director position through a screening committee. David Diehl was selected as the final candidate and became the first Director.
2010 - 11

**Instructional Leader’s Institute (ILI)**
- Awarded a Chancellor’s Innovation Fund Award in the amount of $100,000 to create the Instructional Leader’s Institute (ILI) and Instructional Leadership Program to train instructional leaders for effective service.

**Teaching and Learning Resources**
- The reorganization of the Division of Academic Affairs in fall 2010 resulted in creating a new organizational unit, Teaching and Learning Resources (TLR).

- Placed the CTLE, Instructional Media Center (IMC), and ILI under TLR. David Diehl remained unit director.

2011 - 12

**Instructional Leadership Program - revision**
- Collaborated with the Faculty Advisory Council to revise the Instructional Leadership Program curriculum to meet the needs of the newly restructured instructional leaders’ district-wide organizational structure.

**HCC’s Student Engagement Instructional Design Strategy**
- Included in Strategic Plan 2012-15 (as noted above) HCC’s commitment to create and offer student-centered learning environments. CTLE is the primary unit that provides district-wide leadership in collaboration with faculty and instructional leaders across the district to ensure this was accomplished.

- Developed and implemented, through a committee that included faculty and leaders district-wide, the Student Engagement Instructional Design model to create a student-centered learning and service environment in support of student success.

  - This instructional design process includes a 50/50 partnership with faculty to design new or redesign existing courses to include active and collaborative teaching and learning methods. Faculty serve to ensure integrity of course content and instructional designer ensures integrity of course design.

  - The process includes working in faculty groups focused on program clusters and begins at a campus location. Completion of the work is accomplished at both the campuses and CTLE’s Faculty Instructional Design Collaboratorium (design computer lab).

  - Work is accomplished within a 10-week period. Upon completion, faculty are invited to participate in CTLE’s annual faculty recognition/awards luncheon where they receive certification as TLE Certified – 21st Century Xemplary Faculty. They are presented with a certificate and medallion for their achievements and commitment to student-centered instruction and service.
Staff Reorganization
- Began the process of developing an Instructional Design Team.
  - Recruited for “1” existing Instructional Designer position that was vacated by employee who resigned due to declining health.
  - Converted “1” position of Web Graphic Designer (employee retired) to an instructional designer position; began to recruit in later fall of 2012.
  - Reclassified “1” Coordinator of Online Training & Development to an Instructional Designer position; filled with existing employee.
  - Reclassified “1” Multimedia Developer Position to Coordinator of Training and Development; filled with existing employee.

2012 - 13
Just-in-Time Orientation for Part-Time Faculty
- Created, in collaboration with HR’s Leadership Excellence Institute program, Just-in-Time Orientation for Part-Time Faculty is a one-stop access point web resource designed to support effective service of part-time faculty.

Staff Reorganization – continued
- Continued to develop an Instructional Design Team
  - Filled “2” instructional designer positions.

New Faculty Development Program
- Phased-out the old CIT and TLE faculty development programs.
- Created the new Teaching and Learning Program
  - Aligned it with the new Strategic Plan 2012-15
  - Combined it with the HCC Student Engagement Instructional Design Strategy
  - Made the training accessible online
  - Held numerous face-to-face training sessions
  - Included in Part I essential training to learn student-centered concepts
  - Included in Part II instructional design support to design/redesign courses working in cluster groups
  - Sessions are held at campus locations and at CTLE Faculty Instructional Design Collaboratorium
  - Work is accomplished within a 10-week period.

Instructional Design Projects
- Collaborated with faculty to redesign the following courses
- QEP-related Science and Math (4 STEM courses)
- Futures Academy (15 courses)
- GC PASS, Gates Grant Initiative, and Developmental Education Grant
- Coleman Workforce Curriculum
- DE Model Courses (23 courses)

- Collaborated with faculty to create 6 new DE Model Courses

**Eagle Online 2 Training**
- There were 1,885 instances of training seminars completed by faculty.
- There were 113 instances of faculty completing additional online training seminars that are not required to complete the Teaching and Learning Program

**Texas Success Initiative (TSI)**
- Collaborated with faculty to design and develop the Texas Success Initiative (TSI) website.

**Faculty Student Engagement Instructional Design Symposium**
- Created annual faculty recognition/awards celebration called the Faculty Student Engagement Instructional Design Symposium.
  - Upon completion of the Teaching and Learning Program, faculty are invited to participate in CTLE’s annual faculty recognition/awards luncheon where they receive certification as *TLE Certified – 21st Century Xemplary Faculty.*
  - They are presented with a certificate and medallion for their achievements and commitment to student-centered instruction and service.
  - Additionally, during the event faculty offer presentations of their best student-centered teaching practices.
  - Developed and awarded the Judy Hayman Student Engagement Innovation Award to 3 faculty in 2013 and 5 faculty in 2014 who demonstrated an established commitment to implementing student engagement in their educational practice, both in teaching and leadership.
  - In 2014, 28 faculty received recognition.

**District-wide Educational Software Contracts**
- Improved overall administrative process for overseeing in excess of $462,000 in funds that are used to purchase educational software used district-wide by faculty, students, and staff.

2013 – 14

**Chancellor Innovation Fund Award**
• Received a Chancellor’s Innovation Fund Award in the amount of $50,000 to create CTLE’s Virtual Faculty Lounge, a website that gives faculty access to online resources.

Merged “3” Units into “1” Department - CTLE
• “Sunsetted” the Instructional Media Center and Instructional Leader’s Institute.

• Transferred personnel from IMC and ILI to CTLE.

• Merged IMC and ILI budgets to CTLE.

Reorganized and Expanded Staff
• Filled “1” newly funded Manager of Instructional Design Services with an existing instructional designer.

• Filled “3” newly funded ID positions; all filled with external candidates.

• Converted “1” vacated Secretary II position to a Manager of Faculty Development Services; filled position with existing credentialed and qualified employee.

Special Instructional Design Projects
• Collaborated with faculty to design/redesign and develop courses for:
  o Futures Academy
  o Oil & Gas Drilling Project (Rig One)
  o GC PASS
  o QEP
  o EDUC 1300
  o LEAD 1200
  o Integrated Reading and Writing
  o Gates Grant

Design/Redesigned Courses
• Collaborated with faculty to redesign 25 DE Model Courses to be more, although not fully, student-centered.
Instructional Leadership Program

• Of the 194 instructional leaders, there were 251 instances of instructional leaders completing these face-to-face training seminars. In 2013-14, there were only “2” instructional leaders who completed the program. Most instructional leaders have completed the program. However, there are still several new instructional leaders who need to complete the program. This is an area for improvement in the coming year. The Advisory Council is presently developing plans to revise the program.

2014 – 15 Major Goals

• Accomplish work with faculty at campus locations as much as 80% of work schedules.

• Work with the TLE Advisory Council to revamp the Instructional Leadership Program to align with new processes and expectations of instructional leaders.

• Implement the next phase of the Teaching and Learning Program in collaboration with Distance Education to include selected courses to be fully redesigned implementing student-centered concepts and prepare for online delivery. These fully redesigned courses will be designated as TLE Certified.

• Complete the Chancellor’s Innovation Fund Award project; the Virtual Faculty Lounge web site.

• Develop and distribute to faculty an internal manual entitled Design to Delivery: A 7-Step Guide to HCC’s 360° Student Engagement Course Design Strategy for Online Delivery
HCC defines student-centered teaching as implementing active and collaborative student engagement techniques connected to real-world scenarios that result in increased student performance.

Student-centered leadership is defined as an institution-wide effort led by educational leaders at all levels collaborating to make their institution into a student-centered environment.

CTLE’s Student Engagement Innovation (SEI) Award was established in 2013 to recognize faculty and instructional leaders who have demonstrated an established commitment to implementing student engagement in their educational practice, both in teaching and leadership.

Recipients of the SEI Award have made an innovative difference as evidenced in one or more of the following areas:

1. **Student Academic Performance**
   a) Completed the CTLE’s *Teaching and Learning Program*;
      i) Designation as a *TLE Certified – 21st Century Xemplary Faculty*
      ii) Designation of a course as *TLE Certified* by implementing learner-centered principles into teaching practice; and
   b) Contributed to increase student academic performance as supported by quantitative and/or qualitative data.

2. **District-wide Teaching, Learning, and Leadership**
   Offer learner-centered growth opportunities to both part-time and full-time HCC faculty through the Teaching and Learning Program (and other CTLE-sponsored learning opportunities) and provide district-wide leadership that advances student-centeredness in various student support services.

3. **State-wide and National Impact**
   Offer student-centered consultation through conference presentations and organizational leadership.
Faculty development instructional design resources created and disseminated by the HCC Center for Teaching and Learning Excellence are founded upon the following student engagement concepts:

**Community College Survey of Student Engagement (CCSSE) Benchmarks of Effective Educational Practice**

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners

**Critical Keys of Effective Student-Engagement Teaching Strategies**
(Implemented by HCC Center for TLE through its programs and services.)

**Effective teaching…**

1. Encourages student autonomy and responsibility for learning.
2. Encourages students to link new information to existing knowledge and life experiences in meaningful ways through multiple learning styles.
3. Encourages students to use a repertoire of critical thinking and reasoning strategies to achieve higher-order learning outcomes.
4. Encourages student-faculty partnership in the learning enterprise.
5. Encourages active and collaborative engagement among students in the learning process.
6. Provides reinforcement of student learning through prompt feedback.
7. Communicates high expectations for those involved in the learning partnership.
8. Promotes deep understanding of vital course concepts.
ACE = Learner-centered design for student success

Active
Collaborative
Engaging

Enrich the learning experience!

REAL-WORLD

Student Engagement = Student Success
NOW AVAILABLE:
A New Faculty Resource from CTLE!
Request your copy at:
ctle.support@hccs.edu

DESIGN TO DELIVERY:
A 7-Step Guide to
HCC’s 360° Student Engagement
Course Design Strategy
for Online Delivery
360° Student Engagement Instructional Design Strategy

STEP 1: Prepare

STEP 2: Design

STEP 3: Develop

STEP 4: Deliver

STEP 5: Assess

STEP 6: Revise

STEP 7: Redeliver

Essential Components of Development:
- EC1 Apply Course Design Methods
- EC2 Prepare Course Shell Structure
- EC3 Form Initial Student View
- EC4 Construct Start Here Module
- EC5 Build Course Modules
- EC6 Create Wrap-Up

360°
Have you visited CTLE’s Virtual Faculty Lounge?

FIND INFORMATION ABOUT:

- HCC Learner-Centered Instructional Design Process
- Teaching and Learning Program
- Instructional Leadership Program
- Just-In-Time Orientation for Part-Time Faculty
- Eagle Online

www.hccs.edu/vfl
WHAT IS JUST-IN-TIME ORIENTATION FOR PART-TIME FACULTY?
Just-in-Time Orientation (JITO) is a set of professional development resources designed by the Center for Teaching and Learning Excellence (CTLE) to help part-time faculty quickly become acclimated to HCC. These resources offer an overview of policies and procedures, and teaching resources that are critical to effective service, both administratively and in the classroom.

WHAT WILL I LEARN?
As part-time faculty, you will learn:
- Information that you need to know to perform your jobs well
- Why it is important that you know this information
- Where to find the information you need
- How to do a particular function

JITO contains general information on policies that every faculty must follow and procedures that every faculty must use to be effective. It also provides teaching tips to help faculty be more successful in teaching.

Topics provide information on course attendance and grades, what is included in a syllabus, how to post required online information, help with accommodation services, early alert, and student surveys, as well as classroom teaching tips and finding technical help.

HOW DO I ACCESS JITO?
To access this important resource, please visit the JITO website at: http://hccs.edu/jito.
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2014-2015

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