Customer Feedback Report

“Doing it all and doing it better!”
– Sandy Boyd, as posted on CTLE Facebook page

Prepared for: Dr. David Diehl
Prepared by: Dr. Wendy Maboudian and Kimberly Davis
Ms. Davis and Ms. Maboudian,

Thank you for the feedback. I am excited to be on the HCC team and I look forward to our success using new methods and strategies to reach students. Connecting with students is an ever-changing dynamic and I view the CTLE as an integral part of our evolution in our methods to achieve our goal of relevance and student success.

Thanks again,
— Cesar
**Table of Contents**

Overview

Summary Statement

List of Faculty and Administrators Who Have Used CTLE Services ................................................................. 4

Campus “Listening Tours” – Faculty Focus Group Meetings .................................................................................. 8

Survey Feedback: ..................................................................................................................................................... 12

  Student Opinion on Model Courses Survey ......................................................................................................... 14

  Faculty Student Engagement Instructional Design Symposium 2014 Participant Survey ........................................... 22

  Faculty Student Engagement Instructional Design Symposium 2013 Participant Survey ........................................... 26

  Eagle Online 1.9 Basic Training Surveys .................................................................................................................. 28

  Bi-Annual CTLE Faculty Survey FA2014 ................................................................................................................... 50

  CTLE Effectiveness Survey FA2014 .......................................................................................................................... 52

  CTLE Customer Service Survey FA2014 .................................................................................................................... 54

  Teaching and Learning Program Certification – Part II Survey ................................................................................ 56

  Eagle Online 2 Seminar Survey ............................................................................................................................... 58

  EO2 EAGLETS: Quickmail Webinar Survey FA2014 ............................................................................................... 60

  Teaching and Learning Resources Staff Performance Survey SU2013 ................................................................. 62

  Instructional Leadership Program Graduate Survey SU2012 .................................................................................. 64

  Diversity and Inclusion Seminar Survey 2012 .......................................................................................................... 66

Campus Visits with Chairs and CIC Directors ........................................................................................................ 70

CTLE Facebook Page Review ................................................................................................................................. 72

Accolades Messages/E-mails .................................................................................................................................. 74

CTLE Video Testimonials ........................................................................................................................................ 108
CTLE Overview

Fall 2009: The Center for Teaching and Learning Excellence (CTLE) was established in order to collaborate with faculty to create active learning programs and courses. The seed funds came from the 2008 - 2009 Chancellor Innovation Fund Award. The CTLE was institutionalized with minimal funding. Dr. Diehl was hired as the first Director by a committee process, and a part-time secretary position was funded.

Summer 2010: The Instructional Leadership Institute (ILI) was created through a 2009 - 2010 Chancellor’s Innovation Fund Award. It was institutionalized with minimal funding and assigned to Dr. Diehl to oversee.

Spring 2011: The Division of Academic Affairs was reorganized. In addition to the CTLE and ILI assignments, Dr. Diehl was assigned to oversee the Instructional Media Center. At that time, there was “1” instructional designer on the IMC staff.

Fall 2012: Additional instructional designer positions were granted through the system’s annual budget cycle, and other positions were converted to meet the demands of system-wide instructional design needs.

Fall 2013: Additional instructional designer positions were granted through the system’s annual budget cycle and other positions were converted to create two manager positions.

Spring 2014: The Instructional Leadership Institute and Instructional Media Center were merged into the CTLE to create one department. System-wide hiring moratorium was in place, except for approved positions, which delayed filling posted positions.

Fall 2014: System-wide moratorium released, and filled last positions.

Summary Statement

This report is comprised of data collected from clients across the district served by CTLE staff including students, faculty, administrators, and staff, as well as external entities (i.e. HISD). The purpose of this report is threefold:

1. To fulfill the request from executive leadership to provide a list of CTLE advocates, those who have been pleased with CTLE services.

2. To reflect that CTLE staff has continuously engaged to collect data from its customers.

3. To show that CTLE staff takes to heart the input that is received from its customers by maintaining the data received, and by using the data to revise CTLE services to meet the specific needs of its customers.

The following data comes from various sources, selected to provide an overview of feedback from our advocates. Types of data include surveys of training seminars and symposiums, email, faculty focus groups, working cohorts, one-on-one sessions; and now the “Listening Tours,” demonstrating the variety of data collection over time.
List of Faculty and Administrators Who Have Used CTLE Services

This list shows many of the faculty and administrators that we have supported through CTLE services that include instructional design programs, leadership programs, and products such as JITO, Virtual Faculty Lounge (VFL) and online seminars delivered by faculty, for faculty. This list does not capture all of the faculty we have reached at presentations on DE Day and the annual HCC Faculty Conference when we have presented on the new LMS, nor all of the separate names of faculty who have registered for online seminars. We are adding names to this list each semester through our expanded services.

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<td>Vimlarani Chopra</td>
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<td>216</td>
<td>Violeta. Coafa</td>
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<td>217</td>
<td>Wei Li</td>
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<td>218</td>
<td>Wendy Stickney</td>
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<td>219</td>
<td>Wesley Anthony</td>
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<td>220</td>
<td>William Nicolson</td>
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<td>221</td>
<td>Yuri Pinellis</td>
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<td>222</td>
<td>Zivar Yousefipour</td>
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Listening Tours
Campus “Listening Tours” – Faculty Focus Group Meetings

CTLE staff are visiting campuses to hear what faculty are saying about their services. The following represents the scheduled visits and the results.

<table>
<thead>
<tr>
<th>Date</th>
<th>College/Faculty</th>
<th>Notes on Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/14</td>
<td>Northeast</td>
<td>In order to use innovative active learning and student engagement strategies in your course, what do you need to learn?</td>
</tr>
<tr>
<td></td>
<td>Bryan Bauhs</td>
<td>Need to learn to upload PowerPoint material for students. Need to learn about the Gradebook system. Need to learn how to video students – both the procedure and legalities. Learn how to personalize a course so that it is accessible to everyone. Student engagement activities take time. How do we compress them to “Get more bang for our buck” with a single activity. These activities require students to “bring something to the table” in order to participate, but many have difficulty making sense of text/details on their own ahead of time. As I move from web-enhanced to total DE, will need more help with dealing with the Gradebook online and the glitches there when students can’t access exams, projects, assignments at key times.</td>
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<tr>
<td></td>
<td>Melvin Branch</td>
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<td></td>
<td>Audrey J. Bush</td>
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<td></td>
<td>Paulette Hiedbreder</td>
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<tr>
<td>10/30/14</td>
<td>Central</td>
<td>How can an instructional designer help you infuse innovative active learning and student-engagement strategies into your course?</td>
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<td></td>
<td>Abass Alamnehe</td>
<td>By creating a way to engage students with new products or procedures that can be used to keep them interested. (Visual learning) Need to know methods to engage students (methodology of other individuals.) Need to learn how to provide students with virtual labs. Want Terri Bubb as my instructional designer. Note sure – already use a pretty good model course (EDUC 1300) as basis for Eagle Online course – add my own materials on stress, time mgt, study strategies, etc.</td>
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<tr>
<td></td>
<td>Yiyan Bai</td>
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<td></td>
<td>Alan Chapman</td>
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<td></td>
<td>Lydia French</td>
<td>How can CTLE improve the products, programs, and services we provide and the way we deliver them?</td>
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<td></td>
<td>Susan Grigsby</td>
<td>Not sure CTLE can replace f-2-f with students. I enjoy f-2-f in-service. I see improvement all of the time. I like what’s available. I’ve taken a number of classes over years – DE Certification, INRW, EDUC 1300, Student Engagement – I’ve enjoyed them and learned a lot. Only thing that could be done – offer more at our campuses, if feasible.</td>
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<td>Charlotte</td>
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<td>Hamilton</td>
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<td>Vi Hua</td>
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<td></td>
<td>Renu Jain</td>
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<td></td>
<td>Claire Kageyama</td>
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How can an instructional designer help you infuse innovative active learning and student-engagement strategies into your course?

Learn strategies that will engage students. Get one-on-one assistance. Use sample or model courses that they can alter. Learn how to use publisher products. Learn to create scenarios and other active learning methods. Keep up with design ideas such as flipped classrooms that are from external sources. Incorporate career options and applied skills. Create the same dynamics as occurs in f-2-f courses.

How can CTLE improve the products, programs, and services we provide and the way we deliver them?

Create a BIOL 1406 course. Coordinate with Program Coordinators to offer program-specific workshops. Take workshops out to campuses. Give more information about how the cohorts work. Develop more online courses. Offer a f-2-f wrap-up for all courses. Create a relationship between CTLE and publishers to bridge course design.

Other:

Faculty said they like the Teaching & Learning Program either because they took part or want to take part. Dr. Turell said that she has had success with course scenarios because they present real-world scenarios that engage the students.

In order to use innovative active learning and student engagement strategies in your course, what do you need to learn?

Know what technology is available and how to use it. Help faculty understand the technology used in the course design so they know as much about the technology as the students do. Coleman faculty need to interact with technology and need guidance in what technology is available and how to use it.

Get students more active (engaged) to “retain knowledge”; Help with how to prepare students for learning – they come unprepared.

How can an instructional designer help you infuse innovative active learning and student-engagement strategies into your course?

Faculty need ideas on how to incorporate learning activities with examples of strategies, such as templates to use in online classrooms – we have less time to work on these. Need additional assistance with teaching critical thinking skills.

Need assistance with how to incorporate hands-on skills that are used in the workplace – the health science programs have a lot, such as using simulations and virtual job scenarios. Faculty are the content experts, but they need to know how to incorporate “touchy feely” into their activities. They also want a useful design layout.
Help Coleman faculty build a content course with important curriculum to help prepare students for the state exam. Students may not have taken a course recently and need a place to review content. A special review course could help students review and prepare.

How can CTLE improve the products, programs, and services we provide and the way we deliver them?

Know the program in which the faculty are teaching. Instructional designers would be better prepared if they spent more time with the programs and know more about the programs when working with the faculty. For example, Coleman uses skill labs and simulation labs. Ernest expressed that they are looking into ways to extend the learning experience to the online environment. Using a flipped class could help. They agreed that the CTLE 360 Degree Learning Object capability is also a valuable tool to use online.

Faculty need time to work with instructional designers. There should be workshops available at times when the faculty can attend between semesters. Provide seminars/workshops outside of classroom instruction, such as “boot camps” at Coleman.

Faculty need more time in general; Give examples; Have an instructional designer on the campus to work with faculty (not full-time, but with scheduled appointments since faculty work full teaching schedules). Faculty need to take advantage of the opportunities. Offer training several times during the semester – refreshers, too. Offer assistance with students creating online portfolios for students and graduates to stay competitive in the marketplace.

Provide more incentives for faculty.

Other:

Faculty want an open classroom. They are using video conferencing at their college.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/30/15</td>
<td>Southeast</td>
<td>Dr. Warren requested a date after the first of the year.</td>
</tr>
<tr>
<td>TBD</td>
<td>Southwest</td>
<td>Dr. Fortune is checking on a date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Northwest</td>
<td>Dean Drain said that this time of year will not allow enough faculty to attend and is asking for a date in 2015.</td>
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</tbody>
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About CTLE Surveys

CTLE has surveyed faculty since its inception in order to learn what faculty need and to understand how their needs change. Results from surveys have informed the services we provide and the consultation we offer.

For example, via surveys the faculty let us know that we needed to provide a teaching and learning program for online course design that offers multiple sessions at their campuses using cohorts for idea exchange. This was implemented in 2014 at HCC campuses.
Student Opinion on Model Courses Survey
(952 responses)

This survey is inside model courses if the faculty chooses to use it. Approximately the second or third week, students are surveyed about the design of the course including the engagement level of the activities. The survey is an indicator that the partnership between faculty and CTLE credentialed instructional designers' benefits students.

Student Survey Summary
When asked, “In the online part of this class, were the activities interesting to you? Did they help you learn?” students overwhelmingly responded:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90.5 %</td>
<td>863</td>
</tr>
<tr>
<td>No</td>
<td>9.5 %</td>
<td>91</td>
</tr>
</tbody>
</table>

- “I absolutely loved this class! One of my favorite ever. The assignments were very interesting, made you think about what you had read about, how you could relate it to your life and use it to make a difference in your job.”

- “Because it made me get used to doing things online by myself which I have never thought I could do. I was also fun having to see my classmates’ discussion.”

- “I like the discussions because they allow me to learn and respond from other people. By seeing other people’s thoughts on a subject, I am able to broaden my horizon of learning and ponder how the other person got to the conclusion or thought process that they did. Therefore I have a better understanding of the subject as a whole.”

- “The activities so far have allowed me to analyze myself and my learning habits. While I’m not one to talk about or analyze myself, this call has given me some good insight on how I should product my studies and learning habits.”

- “The format is amazing and easy to follow.”

- “Very informative as to what is taught online verses the books.”

- “I like the way the instructions are clearly laid out. The quizzes and assignments are a good way to reinforce what you just learned.”

- “It is allowing me to understand the software in and out, which will help me in my profession.”

- “Yes because they seem realistic.”

- “I really like these activities in the online, it’s so interesting. It helps our lessons more amazing, more understand.”

- “Yes they were interesting and actually fun to do, especially since you get to include you into the activity.”

- “Everything seems streamlined and easy to navigate”

- “Yes, I can actually go on my own pace with all the assignments and take time to read and learn new things.”
• “The Course to me is outlined very well, because while we are just focused on getting the work done to obtain our Certifications/Degrees, it has shown me that there is so much more I need to learn and put in prospective in order to be Successful.”

• “Online part of the course complements in a great way with the class.”

• “I really enjoy all the activities we've been given; it’s an additional helper to ensure we are understanding what we are reading and studying.”

• “The activities are interesting. There are virtual quizzes and surveys which helps me to learn better.”

• “Everything was very easy to find and everything was fluent. A LOT easier than the previous design.”

• “Activities are interesting and insightful; they do allow you to look at issues form another point of view.”

• “Yes, the activities were interesting to me, and also they helped me learn more about myself, and the course I am going for.”

• “Yes they were helpful to me and help me get a better understanding of what is really expected of me in my college classes.”

• “Yes they were interesting and easy to do, therefore, I was happy to complete the activities.”

• “The most interesting activity is discussion. It allows me to say what I want freely and read what others discussions.”

• “Yes, I learn a lot of interesting thing about computer skills by the step by step that instructor provide on the eagle online.”

When asked, “Do you have any additional comments about the design of the online part of this course?”, students commented positively about the design and its impact on their learning experience:

• “Nope other that what i have already expressed I love the design of the online class and this is how I will be continuing my education. Kudos!! : )”

• “Keep up the good work and thank you!”

• “The online part of this course is very helpful to me. More especially as a fulltime worker and a full time student like me.”

• “I really enjoyed the activities all together”

• “I haven’t been in school for over 10 years. I’m glad I can understand everything.”

• “EVERYTHING IS AWSOME AND EASY TO FIND.”

• “I think it’s a great course.”
• “The design was very nice. I enjoyed it.”
• “I feel that the online part of this course is not hard at all.”
• “Great design, well done.”
• “The design is perfect”
• “It’s well mapped out”
• “Keep up the great work. Really enjoying the new eagle online”
• “The design is very appealing to the eye and that something I need to motivate me.”
• “It is well developed.”
• “The design was pretty basic to understand.”
• “The design of the online part of this course is wonderful to me.”
• “I like the design of everything. It’s pretty straight forward!”
• “Yes. Whoever designed this online course, should teach other professors their secrets.”
• “Keep it up!!!”
• “I would like the thank people who designs this course.”
• “The structure is extremely easy to follow. Provides detail and precise explanations. Instructions are short and to the point. Everything was kept very simple; therefore plenty of time was saved by not having to read excessive and extravagant wordiness. IT IS PERFECT!”
• “Excellent job! Well-done!”
• “It is just perfect, I love it, congratulation to the mind that created it”
• “Keep up with what you are doing and improve on the areas you deemed most necessary. More power to your elbow!”
• “The design is very helpful, informative, and innovative! Please don't change a thing about it!”
• “So far, I like the design of the online part of this course: interesting and inspiration.”
• “I think it is designed perfect, so they don't need to change.”
• “Nope, all sails towards the grand line captain!”
• “Love the graphics and the YouTube videos!”
• “Everything is perfect.”
• “The design of the online is already very good.”
• “Looks Great!!”
• “Perfect the way it is.”
• “Great design.”
• “Overall, it is designed well.”
• “Course is well structured and well organized.”
• “IT’S GREAT!”
• “Thanks for the innovation.”
• “Keep up the good work.”
• “It is just simple awesome and helpful.”
• “I think it is designed very well.”
• “This program should be introduced to high school so if the student should encounter a program as such they can get a general idea of how it functions.”
• “The design is good now. I really like it.”
• “VERY WELL PUT TOGETHER.”

In a similar survey specifically for the ARTS 1301 Model Course 11/14/14, 94% of students stated that the activities were interesting, giving positive student responses including comments below. These comments indicate the effectiveness of working with CTLE credentialed instructional designers to benefit students:

• “Yes, very. I have started to appreciate arts.”
• “I think this is a very creative way of presenting the class (no pun intended). Not only do the students learn the material but we also learn how to apply it.”
• “The activities were interesting as well as engaging.”
• “I enjoyed creating and exploring new forms of art. As well as learning about places to get information on art.”
• “The HELP section, where classmates questions can be address by fellow classmates and/or professor.”
• “I have learned a lot of things I did not know about.”
• “Some challenging, which is fun”
• “Yes, I have learned so much more about Art and History all together.”
• “The activities of this online class definitely got my attention the lessons were very interesting and thought me a lot I love the way they were very clear.”

• “I feel as though I have learned how to look at art differently than I did before. I have enjoyed the activities of the class.”

• “The create-an-earthwork week was very interesting. I did something that i never imagined i could do from the same things that I see every day.”

• “I found the class interesting than I expected”

• “Very much so!! For our assignments our instructor so many options to choose our work from and I wish I could do them all (especially in the “SEE” module)!”

• “The activities are interested because I have learned a lots of things in these art class especial how to creative my own artwork.”

• “There were some interesting articles posted and I got to do a few neat art projects.”

• “Discovering art as a fun thing to do and see.”

• “It was really interesting for me. I learned a lot of new things about Art.”

• “Yes, I find that the assignments I’m completing has taught me a lot about appreciate of art.”

• “All the parts of this course are fun. You get learn a lot about art while having fun and not stressing”

• “Some were fun like the mini earthwork.”

• “Yes, very I never taught that art could be that interested and that anybody could make art happen for themselves.”

• “OVER ALL THE CLASS HAS BEEN FUN AND VERY SIMPLE TO NAVIGATE THROUGH.”

• “Creating a Mini Earthwork was great...”

• “Having to interview an artist was fun”

• “Yes they are very interesting. Each week an assignment was due I never knew what to expect because it was always something different that required us to dig a little deeper to learn art.”

• “The activities were definitely something new to explore and I had the chance to learn about aspects of art while completing these fun exercises.”

• “The contents and instructions are clear.”

• “I have found myself doing research on almost all of my assignments, for personal understanding or because something just pricked my interest.”

• “Yes very interesting.”
• “The activities are not easy because you really have to put a lot of emphasis on your work, especially, if you want it to be your best work. This class really challenges you, but in a good way.”

• “Yes it was very interesting because I never knew what we was doing next in an activity. I had so many thoughts and none of them compared to what I thought.”

• “I'm not an "arty" type of person at all, so I do like the fact of it making me open my eyes to see and appreciate things that are out of my comfort level.”

• “All activities in this class were interesting, we create many interesting work.”

• “Yes very interesting and I learnt and had a lot fun doing it.”

• “The activities have been challenging yet rewarding and very interesting.”

• “It keeps you engaged”

• “Even though the activities to me are difficult, I find them interesting whenever am done with them.”

• “It so interesting because it's very challenging, encountering new things about Art, the web page and interacting communication within class mate and Professor.”

• “I enjoyed the links, they were very informative and built more appreciation for the Arts within me”

• “I FOUND MOST OF THE LINKS QUITE INTERESTING AND SOME ODD BUT OVERALL IT WAS FUN TO FOLLOW AND SEE NEW THINGS ON THE INTERNET.”

• “The way they were schedule were make it easier.”

• “THEY WERE VERY INTERESTING , I REALLY LIKE THE ACTIVITIES.”

• “I found this class to be very interesting and fun. I must say I did enjoy the class.”

• “Yes, it’s good to have a class that doesn’t do multiple choice exams but rather, gives us a project to do which is a bit more fun.”

• “Yes, the activities in this class were interesting I learn a lot about art.”

• “He would choose creative assignments for us to complete.”

• “My instructor makes this class more interesting through the way she communicates with us. She makes communication easy for everybody.”

• “Group discussion and the book materials brought me a lot of passion and knowledge.”

• “Once I understood the assignment it was very interesting and I enjoyed completing it.”

• “Yes its very interesting and fun as well to see the way my class mate were interacting, communicating back and forth, and helping each other online......is fun.”

• “They're engaging and challenging.”
• “Very interesting, learn new things and train you to be discipline in meeting deadlines.”

• “Yes the activities were very much interesting. I think all the courses should have similar pattern so that we don’t have to learn everything by heart rather than that we can learn through activities like we did in this class.”

• “I like discussion with student in class. Questions and answers. It is more interesting and also we share idea too.”
Over a hundred faculty members attended the 2014 Faculty Student Engagement Instructional Design Symposium. Eighty-one responded to the online survey while others preferred the feedback cards provided at the tables. When asked about their impressions of the symposium, overall feedback indicated that it was overwhelmingly exemplary and professional. Regarding organization, all responses were exemplary or professional. Faculty expressed high satisfaction with the lightning round activities and many wanted more time spent on this. Faculty who presented completed the Teaching and Learning Program and had consulted with CTLE Instructional Designers to design their courses and finalize their presentations.

The vast majority of the data indicated that the attendees are looking forward to the 2015 symposium. The main suggestion from faculty to alter for next year is that they would like to focus more on the services we can provide and additional lightning rounds. This indicates that we have successfully engaged the faculty that we have reached and can continue to provide them with further consultation such as the planned Part III of the Teaching and Learning Program.

When asked to provide feedback on the symposium, faculty offered the following positive comments:

- “Job well done. The Lightning Round activity AWESOME! Highly engaging. Teachers teaching teachers.”
- “I wish we had more time to attend more lighting round presentations.”
- “I thought that the guest speaker was amazing. He did a fabulous job of presenting his ideas and tying them into what the topic of the entire symposium was all about. He provided me with several ideas that I can use in my class to get my students more involved in their education process. Fantastic speaker fantastic job!”
- “I thought that the guest speaker was phenomenal. His ability to engage his listeners was amazing. I was listening to him throughout his entire presentation. He gave me many ideas to use in developing my own curriculum. He also tied in his personal life, show, and adventures to what the topic of the symposium was beautifully. Outstanding job!”
- “Including the culinary program was genius! Enjoyed the treats and time to talk.”
- “I very much enjoyed the symposium. I was glad to see other professors using techniques which I had independently thought of or considered. I teach math and use the technique of Concept Maps (I refer to them as Mind Maps) already. The technique for creating student course ownership is one I have been considering. I poll my students at the beginning of the semester about their attitudes toward math and their preferences for learning. I intend to expand that concept for class ownership and poll my students on preferences for preferences regarding group work, working and exploring problems on the board, knowledge checks, group and individual projects, and other techniques to customize the learning experience. The lightning rounds were very informative and interesting. I wish they could have been longer. Some very engaging conversations and exchanges were unfortunately cut short due to time constraints.”
- “It gets better every time. The lighting rounds truly were a joy to attend, not only giving the attendees the choice but also highlighting the presenters’ hard work and the impact their methods/strategies have upon the students. Judy’s activity again proves how group activities can reinforce the topic of the day. The
guest Edutainer was the absolute highlight of the symposium. Very humble to open up his own experiences and his methods that keep the audience engaged. Not only was he very personal, humble, but a professional that brings story telling at its best. It was a pleasure meeting him and being a part of this educational adventure.

- “Great event: lots of energy and interaction! Very well organized. Loved the lightning rounds, Judy Hayman's string activity, and how the keynote speaker related to his audience. The chocolate bar was amazing. Would love it if lightning round presenters could present for some rounds, then be free to attend other rounds.”

- “I especially liked the Lightning Round Presentations. Keep them next year. Perfect length for a symposium, not too long, not too short.”

- “I would enjoy going to more lighting rounds!”

- “Great time had by all. Thanks to everyone.”

- “The event was well planned, prepared, and conducted and very active and interactive.”

- “Enjoyed the day - very motivating and inspiring. Involving the Lifestyle Arts Department was a great idea. Table designs and great food added to the event. Perhaps you can include the Library Department as a "partner" in the next event. Speaker surprised me in his ability to tie his "roadshow" to innovative teaching and student engagement.”

- “The only thing I would change is to increase the number of "lightning round" sessions. You had three this time, increase to five for next year. We enjoyed the event! What a fun and relaxing time! We needed the "respite"! Thanks so much and I can’t wait for next year!”

- “I would have loved to have more time during the lightning rounds. Everyone had great presentations but they had to rush through them.”

- “I really enjoyed the Lightening Rounds. Bring them back next year. Also, symposium was perfect length.”

- “It would have been great to have more time to attend more of the "lightening round" sessions. We were able to do three, may be increase it to five next year. What a fun and relaxing time we had! I can’t wait to attend next year! Thanks so much, we needed the ‘respite time’.”

- “This year’s symposium topped last year’s, which was very hard to do. It is the best workshop to attend throughout the year. For improvement, my only suggestion would be to hold it during either of the two long semesters on a Saturday for better attendance from faculty and administrators. Unfortunately, too many use the break between spring and fall to travel, etc. On the other hand, those who did attend did benefit from the smaller number of attendees since it was easier and less stressful to move around to the various lightning rounds, get snacks, lunch, etc. With regards to the final speaker, choosing someone who is an expert on student centered learning and also demonstrated the same would be a plus in the future. The speaker this year was relaxing and entertaining, but at the same time, I like to leave with new ideas to incorporate into my own classroom. So, a speaker who could be relaxing, entertaining and with a focus on the student centered classroom would be a great closer for the symposium. I also like to see the speaker incorporate their model into the presentation, which is basically what Judy did so well in her presentation.”
• “Overall, the symposium was terrific! I would like to see more time devoted to the lightening round presentations. There were several more that I would have wanted to see. I would like to see the timeframe at least doubled so we could go to 6. Great Job! Dr. Terri Bubb ROCKS!”

• “Excellent variety of activities during symposium to keep everyone engaged.”

• “I enjoyed the lightening rounds that I attended. Garner applied his experiences in ways that I did not expect. Appreciated the inclusion of the Lifestyle arts in adding to the creativity of the occasion. The food and treats were delicious! Perhaps the contributions of the Library Department can also be included in future symposia. Very motivating day!”

• “The mood of the event was both energetic and relaxed. Adding the culinary program was a plus and being able to enjoy the tasty treats while catching up with colleagues added a new and very positive dimension to the event. Well done!”

• “Great job from beginning to end! The decorations at the table were imaginative and tasteful. Judy and Chet did a great job as well. The breakout sessions (lightening rounds) were very well done and engaging. As far as constructive criticism is concerned I believe that the lightening rounds should be longer and should be a more prominent part of the workshop. Having people choose three presentations from 14 is a difficult choice. The feeling of some participants that I spoke to (only a handful) is that they expressed regret that they did not have the chance to see more of them. Other than that, keep up the good work.”
Faculty Student Engagement Instructional Design Symposium 2013 Participant Survey

The following 50 faculty comments represent many of the important concepts that participants took away with them at the 2013 symposium. CTLE was instrumental because faculty who presented had worked with the instructional designers were champions of the learner-centered approach to course design. As one faculty member wrote, “Suggestion: let’s do this on a regular basis!” This was the first of annual CTLE faculty student engagement symposiums that we plan to continue to hold for all faculty to participate.

When asked to provide feedback on the symposium, faculty offered the following positive comments:

- Make it safe to make mistakes.
- Making it more user-friendly to engage in textbook reading.
- Service learning can be useful.
- Prompt feedback can be useful to aid students...
- Exercises in groups are useful.
- Add relevant distractor questions to a multiple-choice test.
- Simulations can be very informative.
- Cartoons can be used in my discussions.
- ...using cartoons to teach cultural literacy. You need background in various areas to understand cartoons.
- I could use techniques to build on my discussion to increase participation and knowledge.
- Focus on learner-centered outcomes when preparing goals for course (topics).
- Students’ opportunity to see their cultural differences from one another.
- Big concepts can be taught if you engage the learner creatively.
- Active collaboration of students ... [is a]... learning process.
- Empower students with skills and apply them.
- Why right/wrong understanding is important.
- How & why vs. what questions.
- Students can learn well from each other if one knows the information.
- Questions make students think as much as having the answers.
- Knowledge is retained if supported by a live activity.
- Sparked a great idea for a QEP EDUC module learning how to interpret mathematical languages.
- Peer tutoring: to teach is to learn twice.
- The fact that although we teach very different subjects, pedagogy cuts across them all.
- To be sure to consider my students’ diverse perspectives.
- To always keep in mind how discipline-specific language is like a foreign language & to be sure to encourage students to help each other in the learning process.
- It is important for students to think conceptually about the material.
- I exchanged ideas with others.
- The idea of putting ourselves in the position of our students.
- Concept can be used with oral reports/board.
- Focus! Focus! Focus!
- I can use this question generation after PowerPoints or after readings.
- Know why you get a wrong answer or why you selected a right answer.
- It’s fun to work in groups.
- Group work promotes creativity.
- Use peer tutoring. Teaching is the best way to learn.
- It’s hard to teach memorization.
- Hone in on what I most want students to get out of the course.
- Foster critical thinking.
• Engage students.
• Have a fun time teaching students.
• [Use]... student role-playing.
• Reaffirm learner-centered focus within developing course design and class emphasis.
• [Use] a warm-up activity.
• Be an “out-of-the-box” thinker.
• Get feedback from students during a lecture – make it meaningful.
• [Use] active and collaborative learning.
• How quickly you can build a useful activity through collaboration.
• It is important that students articulate their thinking explaining why something is true or not true, right or wrong, the best answer.
• ... I felt encouraged and motivated to reorganize many of my assignments. ... so much time lecturing and not enough actually teaching.
• Actually make an activity that will be used.
Eagle Online 1.9 Basic Training Surveys
(Total 1016 Faculty responses)

When Distance Education migrated to Moodle (Eagle Online), faculty needed training with a fast turn-around. To meet this need, faculty were trained online, given an empty course shell and step-by-step online training inside Eagle Online where they experienced being a student and were able to develop their own courses as they went through content. The use of avatars or online characters helped to guide learners as well as an online facilitator from CTLE. Faculty comments that follow express the positive opinions of CTLE instructional design services for seminar design and facilitation.

Combined data taken from survey instances indicated below:

- Basic Eagle Online Faculty Training Evaluation (2011) April 12, 2011 (Original version with 316 Faculty responses)
- Basic Eagle Online Faculty Training Evaluation (July 2011) June 29, 2011 (Revision 1 with 228 Faculty responses)
- Basic Eagle Online Faculty Training Evaluation (October 2011) October, 17 2011 (Revision 2 with 471 Faculty responses)

Overall data indicated positive faculty perception of the training design effectiveness. Below are three areas that indicate the usefulness of the training.

- When asked if they felt welcomed when they entered the course, 98% of faculty answered that they did. (The course modeled instructional design methodology for faculty to use in their own courses, such as perception of warmth for student retention. Responses indicate that this was effective.)
- When asked if they learned what they expected to learn, over 96% of faculty who answered indicated that they did.
- When asked if they learned enough to use Eagle Online for their courses, over 95% answered that they had.

Positive Faculty Comments Indicating Value of CTLE Work:

- “I am thankful for the opportunity to take this course. I am excited to utilize what I have learned.”
- “I think it was very thorough. I liked being able to watch the movie about how to implement a specific tool and then liked having the pdf file for future reference.”
- “It was great! Thanks!”
- “It was well constructed and very helpful. I have downloaded all of the pdf how-to files and I will review them.”
• “Excellent Training Session. I’m glad I’ve had the opportunity to participate and be qualified to teach online with usage of Eagle Online.”

• “I really think having teachers go through the training is a great idea, even for teachers who have taught before.”

• “So glad you approached this training from the teaching perspective, as well as the building perspective. And only the basics at first! Very well put together, interesting, and clear training. Appreciated the variety of instructional modes and the ability to print out pdf and job aids (which will be what I use to actually build the course).”

• “This course was effective, informative, and user friendly. I appreciate the thought that went into the training.”

• “I think this was probably the best training tool I have yet encountered for LMS software.”

• “Super training.”

• “The continuity seems smooth enough to provide clarity to a student.”

• “This is a great course and well designed.”

• “I thought the training was excellent and I’m excited about learning more on my own about how to use Eagle Online.”

• “Great Course. Keep the good work!”

• “Enjoyed the training -- it was well organized and clear and easy to understand and facilitated quick access/use of the information.”

• “Well done training.”

• “I believe I have received a good foundation. Eric is knowledgeable, and I believe a great source for future help if needed.”

• “At first I was apprehensive about the online learning for this training but I really was quite fun!”

• “Thank you! I enjoyed the intensive class.”

• “Training was very detailed and engaging.”

• “It was good.”

• “I really liked the movies and especially the word/pdf files that reiterate what was said in the movies so I can go back and review any of the topics.”

• “Overall, it was very thorough.”

• “The training is more detailed, comprehensive, and polished than I expected it to be. Nicely done.”

• “I have enjoyed the course.”
“The training was well prepared. Good job!”

“I will email some notes. The training demonstrates a great deal of planning, organization, and hard work. Thank you!”

“You have made the process painless. I am excited to begin using the new LMS.”

“Training was user friendly.”

“The Eagle Online platform comes with great tools, and incredible opportunities for a rich, multi-media learning experience. Can’t wait to start developing my own course!!”

“Wonderful training! I am exciting to integrate this great tool within my teaching!!”

“The informational movies and written information to support the program was very comprehensive and easy to understand.”

“Very effective training course.”

“It is very informative.”

“I am currently working with online educational courses and this basic course especially the movies are very helpful. Thanks.

“Thank you!!”

“Good training.”

“Initially, I was very apprehensive about teaching an online class. I didn't have a clue of where to start. I'm so relieved about having an easy to follow guideline. The training was very friendly and useful. I'm a visual person; therefore, I appreciated the option of watching the videos. I downloaded the pdf material for future reference. Two thumbs up!”

“Mr. Hennessy really kept me inspired. He helped me understand Eagle Online and its concept.”

“I would like to commend Mr. Hennessy for being so prompt on answering all questions and also keeping me in the loop with information on the classes and emailing that status.”

“I took, and completed, Basic Eagle Online for Faculty ET1600 course on 8/23/2011. Much seems to have enhanced and consolidated since then. I feel great at conclusion of this Workshop; feeling substantially refreshed - I got several ideas, now, to make my courses more learner centered, enough to fill my two semester time! I am excited about correct ways that I learned in this workshop, to implement those ideas and would love to take this course again, a year after, as a valuable refresher course to catch up with future enhancements to our HCC Eagle Online LMS. Thanks Hennessy Vin for your support.”

“This course was very well organized and I like the opportunity to "see it, learn it, do it" atmosphere.”

“Course very helpful in preparing me to build my course shell.”

“Keep it up! Best tool ever.”

“GOOD JOB!!!”
• “I enjoyed the course. Thank you.”

• “I greatly appreciated Vin’s knowledge & patience & am also grateful to the all @ CIT for their hard work in making this course available.”

• “The acquisition of this new knowledge has been a great learning experience. Vin is a very professional and patient facilitator.”

• “I really feel that the Eagle Online Training was great! I liked that I could watch the tutorials and also read the information. The thing I liked the most about the training was that I could replay the training assistant as many times as I needed to be successful.”

• “I really liked "V" and her mode of instruction. It was clear and the chance to go over the videos time and again proved very helpful. The PDF files are good but the visual instruction really, really clarified the process for me. I now have a basic idea of how to construct a course shell. This will come in useful in web-enhanced courses.”

• “Wonderful experience and I want to teach online in the upcoming semesters.”

• “Great course. Great experience. Great instructor. Well done.”

• “The process is very logical and graphically ordered in a way that will enhance student engagement with the online tools which will leader to higher student achievement.”

• “I’ve used Moodle before. It was great to have a thorough training for all of the aspects of Moodle this time around.”

• “Great class, thank you!”

• “The course presentation was very simple and straight forward. It was easy to follow. Thank you.”

• “The movies were excellent.”

• “I learned tons of information from this online training course. The videos and informative reading material made this training easy to navigate through. I feel very confident in continuing to set my course! Thank you.”

• “Very helpful!”

• “This is a well-designed and implemented introduction to Eagle Online. Thanks for everything.”

• “The Eagle Online course was very useful. The layout is user friendly and videos are excellent. I learned by watching videos and thoroughly enjoyed it. Great!”

• “I found the course to be easy to follow and set up in a way that helped me learn from my mistakes while not being penalized for those mistakes. Very effective course.”

• “This course was good.”
“Great training. I love this platform. Although I don't know everything yet, I know that I will learn more and more as time goes by.”

“This is a very well put-together course.”

“Lots of information, maybe too much at once, but it looked like a lot of effort was put forth in creating this resource for us.”

“Course was very well put together. User friendly.”

“I learned how to design my course through the tools given in the workshop.”

“This course gave me all the information I need to be able to build my course.”

“It is a very complete course. I look forward to taken more courses for on line teaching.

“This training will help my course delivery.”

“Mr. Hennessy was very cooperative in walking me certain difficult instances.”

“This course gave me the basic foundations to teach an online class.”

“Although the workshop is short, it did provide a tremendous amount of information to get started on EO. I liked the way it was set up; it is very straightforward. I will probably use this type of structure as a template for my course.”

“Taking this course was very illuminating. It really gave me an appreciation for what students must go through when they take a web-enhanced, hybrid or DE course. We probably should require every DE instructor to take a DE course themselves and learn new information online rather than in a face to face format! I greatly appreciated my instructor Dennis' responsiveness. I also appreciate the great amount of time that must have gone into creating this course.”

“The video segments of the course were extremely helpful in understanding the navigation of tools.”

“I liked this course and found it well designed and implemented.”

“I plan to take the course again at least once to feel more secure and competent because now I need to think more about how to set up my course.”

“The videos were extremely helpful.”

“This has been a good introduction to the huge learning curve coming up. The program offers extensive creativity if the instructor can master it. Practice will do it.”

“Wendy did an amazing job putting this training together! I am beyond impressed! It made me want to model my course on hers.”

“Well organized course! A lot to learn in a short span of time!”

“Great course!”

“Very thorough and comprehensive”
• “I did not understand the arrangement of the course at first, Top of the Course is the Home page, but caught on rapidly then everything was pretty straightforward. Looking forward to using Eagle Online for my courses.”

• “It was an excellent presentation and very easy to understand and very well organized.”

• “Very User Friendly! Thanks”

• “I am still shaky but feel much better than I did when I started.”

• “I look forward to taking other classes. Thank you!”

• “It was a good course, I have learned a lot, Thank you very much.”

• “This was a great course. I will still use the course material once I am actually assigned a course to continue working on my shell. Thank you so very much!”

• “Eagle Online really focuses on organization and it really does just that.”

• “I found the "movie" tool and demonstrations very helpful. This will work well for students.”

• “Very thorough and well-organized course, although it took me a while to get used to going back and finding where I was in the progression of files. I enjoyed the personal flavor that the avatars provided!”

• “I could use more information on the quiz uploading and structuring. Other than that, everything was pretty straightforward. Thanks!”

• “I was very pleased with the overall development of the course, and I enjoyed it very much.”

• “I think the training was excellent. Moreover, this training was so well done and beautifully presented that it has helped boost my own confidence in building my courses for the fall. Well done!”

• “I think I learned enough to teach a web-enhanced course. However, I will need to refer to the How To pdfs. I am used to using Blackboard, and I did not feel lost in the training. However, I think a novice might feel overwhelmed.”

• “This was great!”

• “Overall, the course was very good, clear and concise.”

• “The screen movies were especially helpful.”

• “This was a VERY well designed class. You took advantage of teaching Moodle as well as best practices for conducting an online course. GOOD JOB!”

• “I liked especially the ability to work a great deal at my own pace. Some days I went well over and some days a bit less, but still managed to complete the course successfully in five days.”

• “For someone unfamiliar with online programs I was very pleased. I like the audio with avatar. I do wish there was a vocabulary page handy but I was very pleased with the course. It was a pleasurable
experience.”

- “The course prepared me to start building an online course.”

- “What a great instructor and tool for teaching! Thanks for your help, K.”

- “I am glad that HCC has implemented such an effective tool such as Eagle Online; I believe students and faculty will enjoy it as I have.”

- “I learned the basic for completing my course shell and how to use the EAGLE.”

- “This course had a lot of content to cover, but because it did follow the HCC Rubric format for online courses, I was able to read, listen and apply what I learned with confidence. I was able to repeat topics at my own pace, finish the course and review more. I hope I can do as well in developing my own online course. I now have the confidence to know I can. Also, I love that I have resources for help when I need it. Thank you.”

- “I learned a lot and Dennis was prompt and helpful whenever I ran into problems. Thanks for a great job.”

- “In the compressed format of the course, I feel as if I’ve only scratched the surface of what I can do with the new platform and I look forward to exploring it in more depth on my own. Maybe 15 hours in 8 days is a bit much for some of us who have to work the course around administrative responsibilities, but it did give us a very in-depth view of what all the bells and whistles can do, and despite the rush, I did enjoy the opportunity to learn about the new program online rather than in a face-to-face environment. I think I got more out of it since I had more time on my own to experiment with the resources that I will really use. And now I have a course shell that I can really get creative with. I did very much enjoy V and Wade! They livened up the class. Thanks for such a well-designed vehicle!”

- “Helpful instructor and co instructor. I needed more time to digest all nuances of course for beginners. Seems easy to grasp though.”

- “I like the way the Eagle Online helps with the organization of course materials.”

- “It was easy to move from topic to topic. Examples worked well.”

- “It was a great training course.”

- “This system is so user friendly!”

- “I am excited about using Moodle and moving from Bb. I know I will have more questions as time goes by and hope that the transition will be a smooth one for us all. Thank you for putting together this course for us. I appreciate being able to take it online.”

- “I liked the opportunity to either read, watch or listen while learning this material.”

- “The course was very much self-explanatory with excellent presentations and animations, once the ‘introductory’ page was overcome. Particularly helpful was the movies in conjunction with the appropriate area of study. The wording was crystal clear and very accurate. It was indeed an excellent and efficient method of learning the new DE software. I am hoping that future editions will follow the same format.”
• “I have enjoyed the course.”

• “This has been a positive learning experience, mostly due to the planning and organization of the developers. It sure was nice to be able to go at my own pace, complete it online and step into the shoes of a student to experience what they do when taking an online course. I'm sure I'll make a trip or two to the CIC but I have a really good head start on the changeover through this training.”

• “I learned a lot through this course. Thank you!”

• “Effective application of Bloom's Taxonomy. Clear directions both auditory and visual, step-by-step in each topic, many resources, knowledge level, modeling, application through activities in shell, guided practice and then independent practice. Changed my presentation to units and really like it as is what we teach to our students in the curriculum courses, thematic units. Quick responses from instructor on questions/concerns. Helpful to start building own course for the fall but I do see some trips to the CIC center to make sure is put up correctly. Liked the sense of humor throughout. Lightens things up. Efficient method of instruction as can go at own pace. Pat on the back to all involved.”

• “Excellent training guidelines and creative format!! And I learned a lot! Good going!!”

• “Very good--actually quite fun. I'm looking forward to building my own courses and teaching D.E.I”

• “Excellent training, as always. Thank you everyone at TLE.”

• “Excellent Learning Program.”

• “Good class and informative.”

Did you learn what you expected to learn?

• “I learned more than I expected. What impressed me the most was the importance of student engagement. Even though this course taught the training in Eagle Online, it was very clear that everything lead to student involvement for success and teacher involvement with the student to facilitate greater learning.”

• “I am looking forward to implementing this learning in future online courses.”

• “I did: this was a thorough survey of the many options and tools available in Moodle.”

• “The course was very straightforward. I knew what I needed to learn and what I needed to do to learn it.”

• “Yes. I expected to learn how to use the online program to interact with the students and to post assignments.”

• “I know what I need to do to build my course and how to access resources to assist at a later date.”

• “I was scared that I could not understand. But I learned and understood after doing all of the exercises.”

• “I feel capable of putting together a course in Eagle Online.”

• “It was above my expectation. I did not think that I need to create the whole course.”
• “I feel like I’ve learned enough to get started on my first class. I will definitely have to refer back to the material.”

• “I learned a lot of information that is valuable as a faculty member. Wanted to learn more but I can use my valuable time in the future to learn Eagle.”

• “It was very informational and guided you as needed.”

• “Eagle Online is easier to use than I first thought.”

• “I feel confident I can build a course because I used my shell each time a new concept was presented.”

• “I learned how to use Eagle Online.”

• “This is student-instructor relationship. This hugely reduces manual work. It a very effective tool to improve the performance of the students and their teacher.”

• “I feel more competent in teaching online now.”

• “I created my course!”

• “I expected to learn how to navigate through eagle online and I feel confident that I can do that now.”

• “The course was helpful in helping me create a shell.”

• “Yes...I learned how to develop my course in Eagle Online and how to utilize to enhance classroom activities.”

• “Learned a little more than expected.”

• “The movies and the avatars were very helpful.”

• “The course showed me how to use Eagle Online.”

• “I learned the basic tools to work with Eagle Online. There are many helpful tools that I look forward to interacting with more in the future.”

• “At least for now I can beat my chest and say that I am ready to teach online courses thanks to this course.”

• “There was a lot more to this than I thought. I was originally told that I didn’t need the training and that using EO was simple. I find that it’s not--there are a lot of things I wouldn’t have known had I not taken the course.”

• “I was able to understand the basics of Eagle Online after completion.”

• “Now I have an idea what the program is about.”

• “I was most interested in how to upload handouts and give tests online. I did learn those pieces.”

• “Need more.”
• “I thought it may be all in one course; however, after going through this first course I see why it has been divided into three separate courses.”

• “Despite my gripes, I learned a lot about EO.”

• “I benefited from taking Eagle Online a second time.”

• “I learned things that I should do as an instructor that I had not thought of.”

• “This was a good refresher on how to design an online course.”

• “The additional documents and audio/movie clips was great!”

• “Yes, and much more. Retention of information is key now.”

• “The examples and clear information helped to cement what I already know.”

• “As far as a basic, introductory course goes, this seems just fine. I really did learn a lot and had lots of fun creating my course shell.”

• “Yes, it instructions were direct and paralleled the course content.”

• “I have taken this class before and learned a lot of new techniques this time AND got a certificate of completion too!”

• “How to create the shell for an online class and the requirements needed to meet SLO’s.”

• “I learned how to construct a course from A-Z.”

• “I learned how to create a multitude of quiz types in Eagle.”

• “Being able to build my own shell as I took the course helped in applying the course tools.”

• “I basically know how to construct my on-line course.”

• “I learned more than I expected to!”

• “This is my first D.E. class. I have learned enough to provide effective teaching this semester.”

• “The videos were excellent and I could use instructions to create my course.”

• “Eagle Online’s capabilities has exceeded my expectations of a content management system. It’s really designed for active student and teacher engagement.”

• “But I would have like more in-depth information in some places such as quizzes.”

• “Actually learned more than expected.”

• “It seemed like a good introduction to me -- provided good coverage of what Eagle Online can do, but didn't overwhelm with too many minor features.”
“Yes. I liked learning about the gradebook tool.”

“It was clear once I got started.

“This gave me a good basic understanding of how Eagle Online works.”

“I did and learned a lot more than what I had known about sites such as these. In addition to that, I learned about HCC’s policies regarding online courses, which I had never had experience with.”

“Learned all the functions that I use in Dashboard.”

“The Training Course allowed time to build Course along the way.”

“I learned a lot more than I thought I would learn.”

“I was able to use the tools learned on my shell.”

“I had to learn how to use tools I have never, ever used in online instruction or instruction at all I learned more it was very detailed.”

“I found the documents with written, step by step instructions most useful. I will refer to these again and again.”

“I learned a basic outline of how to start.”

“Once I understood how to navigate, the course was very clear. I specially enjoyed the videos. They were very helpful.”

“Basic navigation, basic tools, and methods of communication with students were easily found and learned.

“For one week it was great. I am glad I can keep learning through my shell course, though.”

“Yes, this gave me additional ideas.”

“It is a great learning tool.”

“Yes. It will help me because I am a beginner.”

“I used the videos a lot.”

“Basically I think I can set up an online course or a hybrid DE course now, which is rather good and the added bonus that I have advisor to help through it.”

“At first, I was disappointed in the remedial nature of the course. However, the content proved useful quickly and overall, I feel I learned a lot.”

“There are many resources that will help me improve my web-enhanced course.”

“I guess it has all material we need to start it and then explore more tools etc. I am sure I can built a nice course with the knowledge I gained in this course.”
• “Yes...and more. I believe I have the basics to get started. I also feel confident that there is support if needed as we develop our own courses.”

• “I feel ready to design and implement an online course.”

• “I didn’t realize that Eagle Online is more complex to build than BB, even though Eagle Online seems more user friendly for the students. I also learned much more than what I expected, for I had expected less.”

• “I liked the pdf files that contained the information in conjunction with the movies.”

• “New to online teaching, so feel well prepared.”

• “While I’ve not finished my course building, I think I have the tools to do so successfully now.”

• “Yes, I believe so. I do hope V. will be part of the students’ experience.”

• “Very detailed and thorough.”

• “Yes. I can see that this would be a very useful tool for web enhanced course.”

• “I understand the basics.”

• “I took Blackboard Vista 1&2, but I found this one much easier to use.”

• “It is a very user friendly interface.”

• “Yes, the course was set up in a straightforward manner and I learned a lot about Eagle.”

• “Yes, I learned what I expected to learn. This was a good brief overview of the program, and also allowed participants to begin creating their own course shell!”

• “Obviously, I am going to have to play with some of the tools in order to figure out some of the finer points of how they work, but this training offers a useful introduction, and I am well on my way to converting my course.”

• “I really didn’t know what to expect, but the course was excellent in its scope and presentation. It offered enough information without overwhelming this learner.”

• “I learned basic knowledge of Moodle and the expectations of HCCS when creating and teaching DE courses (hybrid or online).”

• “I had initial misgivings as I went through the Blackboard "experience". I expected to learn how to teach using DE and the avatar and company offered that.”

• “Yes, and maybe because I am now a little bit more experienced in using online technology. All the explanations, examples, and pdf files were easy to understand. There was more than one way for you to comprehend the material.”

• “I feel confident that I will be able to develop my course quickly and efficiently.”

• “More than I expected.”
• “I had hoped to learn the basic functions and language of Eagle Online, and to gain confidence in how to actually build my own course. This online training helped me accomplish those goals.”

• “Yes, I learned a lot and want to hold on to this as a resource tool.”

• “I feel that I know more of what I need to know, and more confidence has been built as a result of taking this course.”

• “My compliments to the developers and all who play a part in the delivery of this training! Well done.”

• “If I were to teach a course entirely online, this training has given me plenty of ideas, such as the use of Voki.”

• “All the information given was on point. I think this is better than Blackboard.”

• “As a student, I appreciated knowing how we would be evaluated as it helped remove some of that anxiety. As an instructor, I do the same with my students. So thank you!”

• “Overall this was a positive learning experience.”

• “Easy to follow instructions.”

• “Excellent workshop!”

• “Well-designed training course. I was reluctant to use this medium but now look forward to learning more and using it.”

• “This was a WELL developed course. I can see the amount of time and energy that has been done. I’m looking at online learning for the PeopleSoft training to come. Excellent content & display!”

• “Great course; very informative!”

As a result of the training, faculty respond to the question about practices they would like to start using.

• “Yes. I can see it very useful for putting up illustrations. I would like to learn more about how to use avatars.”

• “Student engagement practices like use of advanced forums, communication tools”

• “Access to materials that I would have otherwise passed out during class as handouts.”

• “I would use the labels the same way. I would have different types of quizzes.”

• “I really like the following: quiz, forums, books, links to files, folders and resources.”

• “We use a syllabus in our course. I would like to divide our topics even more as I did in Building Course Topics. This would give the students smaller chunks of material to digest. Then a small activity like a quiz, puzzle, or single forum discussion could be used.”
• “While most of the course will be taught in person, I believe a lot of what EO has to offer will help the students be more active in their learning.”

• “It tried to incorporate most of the models for my previous classes and I hope to continue to do the same.”

• “I especially like the tools which allow students to submit drafts for feedback, revise them and resubmit them.”

• “I just started using books to present the various fashion illustrators covered in my class: that’s definitely a new thing for me.”

• “I will be setting this up to supplement my time with my students in the classroom and the online portion will concentrate on topics and activities that most students need more time to fully understand.”

• “I am really looking forward to using graded forums in online teaching.”

• “My class will actually be face to face but I think providing the info and resources in Eagle online will enhance their experience and learning.”

• “I really want to start using the monitor student activity so as to stay on top of my students before they fall behind.”

• “I like the Book feature. This could be potentially useful.”

• “I am new to this tool and will be using it with my future classes.”

• “The grading system in Eagle Online”

• “Allowing students to participate in assignments and feedback on-line.”

• “I like being able to upload files or websites that will aid in their understanding in the course. When I send the same info by email...many of my students say that they can't find it.”

• “Engaging instructor biography, "caring strategies" (checking student activity, using e-mails to stay in contact throughout the semester), using rich feedback for quizzes and assessments.”

• “I enjoyed the grading components and the quiz creation.”

• “I like the use of audio and video.”

• “I would like to use some of what I learned to incorporate into my face to face courses as a hybrid.”

• “It allows for most everything FTF classes do except, obviously, the FTF component”

• Online assignments, forums, uploaded links, the ability to see whether students have logged in to the assignments.

• “In my next face-to-face, I would like to begin using some features for student convenience.”

• “I'm looking forward to teaching Eagle Online courses with HCCS ASAP!”
“Since I’ve never taught an online course, I will most likely use this course as a model to build my future course/s.”

“As an online instructor, I would very much like to integrate practices described in the training course.”

“I have already uploaded all course materials in Eagle Online to teach, based on the course models practices”

“I needed to have this course earlier before I was teaching the course.”

“I like the use of different discussion forums as well as the ability to split by topic in a fashion I think students will like.”

“The tools that are available in Eagle Online are useful in online and face to face courses. Definitely going to be useful and efficient.”

“I found the discussion types very useful, and will be able to use these immediately. Again, I felt like there was built-in redundancy in terms of information delivery, which I will be using more in my own course. It helped me grasp information better.”

“Interaction with my students will be so much easier.”

“Implementation of Bloom’s Taxonomy effectively online.”

“I would like to start using some of the tools in some of the courses that I teach.”

“It was wonderfully organized and user friendly.”

The organization methods and step wise process of learning.

“I would like to have discussion groups.”

Medical Terminology Business Education

I like the quiz maker function and the forums. The dashboard will be useful in monitoring student success.

I think it will be useful to have discussion forums of various kinds to get the students to have a sense of community and to articulate their views and responses to issues and reading assignments.

I really like using the forums for getting students more actively involved in the course.

Regular feedback and increasing student participation would be two areas where EO would be most helpful in modeling practices for my students.

I like the different types of forums.

Instead on using a group email, I will be able to give students access to my lecture notes, PowerPoints, and study guides. I will no longer have to individually respond to students, providing them their grade. I can adapt each student according to their individual needs.

I love the ability to create quizzes built right into the course.
• I really believe in providing feedback to students. Without the face to face ability and the 5-10 minute chat after class, it is more important in the online model.

• Having avatars and movie clips for the students to utilize for learning.”

• I still prefer to teach courses where I am in the class with the students. The tools will be useful in web-enhancing my courses.”

• “I would like to use enhances of Turnitin.com.”

• “Avatars Attachments (Handouts) Videos.”

• “As I indicated in Question 7, I plan to use what I learned in upcoming semesters.”

• “I need to learn how to use movies.”

• “Ideas on making the opening page more fun.”

• “Like the integration of forums.”

• “Yes, the video tools and the discussion forums.”

• “Grades/Grade Book. Create quizzes and test. Create a book.”

• “Will be beneficial for quizzes and handouts.”

• “I like that in Eagle everything is front and center. I will also utilize all of the tools so that even my traditional classes can benefit from Eagle Online.”

• “I like the online quizzes and I like the forums, which I should use even though my course is just "web enhanced"

• “I will definitely use the gradebook feature to provide a more interactive experience. “Books” seems like a very versatile tool that I will probably use a lot to communicate information in an appealing, easy-to-read way.”

• “I’m looking forward to building my course. I want to use the text box to create links to info and files that I have built.”

• “I find that the functionality of Eagle Online makes you think a lot more about the structure of your course before you build it.”

• “Can’t wait to use the Avatars!”

• “Clear, easily understood content that is logically arranged.”

• “A good course design. My current web-enhances courses are too linear in nature.”

• “Would like to add what was taught to my course shell.”
Positive responses below demonstrate the impact of the training on quality as indicated by rubric usage (96% indicated they would use the rubric):

- “Having access to HCC’s Online Course Evaluation Rubric as you write the course objectives will assure the teacher that all objectives are covered and are student centered.”

- “I will use the rubrics to evaluate this course beginning this semester.”

- “It is a good tool to see if my courses meet the basic student requirements and to make sure that I do not miss any points.”
- “…whenever I will teach online courses.”

- “I like knowing what’s expected of me, and the evaluation rubric is a good list of things to remember.”

- “Yes because it was very helpful”

- “I found the questions/statements an excellent way to make sure all the bases are covered. Our department strongly suggests that we use this rubric. We already use rubric scoring in our face-to-face courses.”

- “It will be an excellent guide to make sure I am creating an effective online course.”

- “This is great information!”

- “I believe the rubric will provide a guideline to ensure all online course meet established HCC standards.”

- “Helpful guide to be sure everything is in the course as needed.”

- “Very detailed and thorough.”

- “Yes, I think this will keep me organized… I’m excited!!”

- “I will certainly refer to it, and attempt to make my course user friendly!”

- “I will review it, and attempt to adhere to such rubric!”

- “I internalize the meaning of the rubric and use that understanding. My mind doesn’t work in chart form, so I don’t like working directly with the rubric. I prefer its message to its method.”

- “Rubrics are very useful in tracking progress.”

- “The rubric is essential.”

- “It is always good to have a set guideline to follow when creating a new course.”

- “I think this rubric is extremely useful not only to see how I am rated, but also to help me improve my teaching abilities.”

- “A great set of reminders”
• “...with more practice and training.”

• “This is a great tool to use.”

• “I also have a promise from another faculty member to use this rubric to evaluate my course for me.”

• “The Rubric works as a guideline to build a course, and a checklist to evaluate the course once built. Very useful...”

• “I use it now when I evaluate.”

• “I would use the evaluation Rubric as a means for course improvement.”

• “I have used the evaluation rubric and am familiar with using it to improve the quality of a course.”

• “Even if complicated, it should lead to good products.”

• “I currently use rubrics in my courses. They definitely serve as a guide for students in understanding what is expected of them on a given assignment or project and how their work will be evaluated. For HCC instructors, the Online Course Evaluation Rubric serves as both a springboard for course development and instructional design and a tool for evaluation.”

• “Yes, I find the HCC Online Course Evaluation Rubric very convenient “

Faculty who liked the innovative use of avatars and how-to videos as alternative learning tools:

• “Vi is the best: congratulations to her for being energetic, personable, clear and concise.”

• “It was very useful”

• “I enjoyed the animation. It was well presented.”

• “I really enjoyed the avatar and video.”

• “GREAT!”

• “The Avatars kept my interest, but I found the videos did a better job of helping me understand the task I was learning.”

• “V and other avatars are very helpful.”

• “I am an audio learner, and the avatars were quite helpful.”

• “It was new and engaging.”

• “The avatars contributed nicely to the see it, learn it, do it atmosphere.”

• “I loved the avatars.”

• “Yes...The use of V. and the other avatars was fun and kept things focused.”
• “I think they helped more with repetition of information from another source and through another avenue. The V. avatar was particularly helpful.”

• “The avatar made the information entertaining.”

• “It makes it more interactive”

• “I thought it was a compliment to the reading.”

• “Entertaining and informative”

• “The use of V (and her cousin who was of a different background) made the course interesting and addressed the different ways students learned.”

• “I found the avatars very helpful. At the end of the course, I viewed the movies again.”

• “…the visual and auditory components of having an avatar or guide like V. helped.”

• “Much easier than reading everything on the screen. Provides a level of "interest boost" to help maintain concentration.”

• “Very helpful!”

• “The visuals were very useful allowing me to directly interface with the program”

• “I loved it!”

• “Because I am an audio-visual learner she was very effective”

• “As mentioned in Q. 6, the movies were outstanding.”

• “As a visual person it is good to see the course in action.”

• “Having the alternate text was nice as I prefer to read than listen.”

• “V. was okay, but she did pull through for me when learning how to create a book.”

• “Audio visual was great”

• “Great for differently-abled learners.”

• “It made it very clear.”

• “It is always good to have some type of visual contact”

• “It was great fun.”

• “Excellent!”

• “I was able to pause and do what V. was doing.”
• “These were very well done!”
• “I found the animation to change the course a little. It was interesting.”
• “V is wonderful”
• “As I said: V. was the best. She's energetic, concise, clear, personable....”
• “Very useful to see it demonstrated.”
• “When I was too tired to read, I was glad to be able to sit back and listen to instructions instead.”
• “They made it clear during their teaching.”
• “I enjoyed V.”
• “Very useful avatars!”
• “I really liked the tool.”
• “Expression of course content was excellent.”
• “Yes, the guide is useful in this course.”
• “Very well plan and beautiful voice.”
• “Nice touch.”
• “I will use the same within my courses.”
• “I liked the avatars.”
• “The avatars seemed to make this course feel more interactive.”
• “Would like instruction on how to use avatars in my own course.”
• “V videos were very helpful.”
• “I watched the videos and read the pdf files as well. The videos were well done.”
• “I like the idea, feeling of human touch”
• “Sometimes it was best to have someone talk to me to allow me to multi-task”
• “Easy to understand.”
• “Useful, but not critical.”
• “This method was very helpful to learning the material.”
• “The use of avatars really covers any possible method to understand the material. “

• “Yes, all of the Avatars were very useful and entertaining. However, I liked that the information that the avatars covered was also in writing because my level of understanding varied between oral and written communication, depending on the level of difficulty.”

• “It was helpful to be able to listen to explanations while watching the screen-captured animations. And it added a little humor and personality to what is very dry material to study--not to be sneezed at."

• “I felt like it was a live class.”

• “I enjoyed reading her words as she spoke.”

• “Good mix of "video" and text that way.”

• “IT breaks up the monotony of reading text after text. I did prefer to simply read her speech rather than listen after a while.”

• “It was good to have text also so I could do either delivery method.”

• “Yes, Yes, very much. V. made this much easier for me.”

• “Interesting concept.”

• “I liked the avatars as it simulates a real person.”

• “Ultimately useful although I could do with less-cute dialogue”

• “Excellent. I might try it.”

• “The audio was useful, the animations were interesting”

• “Great for auditory learner.”

• “I take in material better if I hear it”

• “They were fun, maybe one or two. I now want to use them a little bit in my courses. I think it will help engage them at first, but I didn’t like them in each topic.”

• “I like the V. and other avatars. Their presence made me feel like I was actually seeing the instructors.”

• “It helped break up the lessons with two different characters plus a special guest.”

• “This was a great addition to training.”

• “Very, very helpful”

• “It was nice to watch the videos and understand the process rather than read a pdf document on How to’s”

• “It helped because I am an auditory and visual learner.”
• “I’m not a big fan of the "avatar" model, but students may like it. I do like the idea of including diverse formats for displaying course content (audio/visual, text alternative, book format, links, pdf files, resources) as well as a few visual images (pictures of V and the other avatar). Would have been nice to see a picture of the actual instructor of the course.”

• “It is good that the avatars' text was available.”

• “Want to learn how to add them to my course.”

• “I enjoyed the use of V and the other avatars.”

• “Liked these guys a lot!”

• “The videos were extremely helpful in navigating through the course materials.”

• “Awesome.

• “It's a good learning tool.”

• “A good alternate way to announce what was coming next.”

• “YES! Keep them up. They create a non-threatening atmosphere.”

• “Yes, I found this to be useful. Using an avatar caught my interest a little more than just reading the material. I hope to incorporate something like this in my course after I become a little more experienced in setting up the course. I recently took another online technology course which had some great links and incorporated avatars into the course also.”

• “Love the avatars.”

• “This was one of favorite parts! I loved this!!”

• “V is good tool, helps in teaching well.”
Bi-Annual CTLE Faculty Input Survey FA2014 Results
(36 responses)

CTLE surveyed faculty to determine their training needs on Eagle Online, instructional design and our services. Faculty who answered provided us with the following responses.

CTLE Services that interest faculty (top 3 answers in order):
- Support to teach face-to-face with the use of online resources
- Support to more effectively use Eagle Online 2
- Support to implement active, collaborative and engaging instructional design

Rate own Eagle Online 2 ability/skill:
- What’s EO2? - 2.8%
- Beginner – 11.10%
- Intermediate – 52.8%
- Advanced – 33.3%

EO2 training needed beyond the current basic EO2 training online (top 3 answers in order):
- Gradebook/Quizzes
- Activity/Resources
- E-mail

Components of EO2 currently used in course (top 3 answers in order):
- Deliver assignments, syllabus and quizzes
- Create a virtual classroom by using graphics, video or podcasts
- Design activities for collaboration and exploration
- Do not utilize EO2 (25%)

Knowledge of how to access CTLE services:
- Yes -75%
- No – 25%

Necessary knowledge to use student engagement strategies in course (top 3 answers in order):
- Create engaging activities that include independent or collaborative and exploration of discovery learning strategies
- Using engaging online course layout (including graphics, content organization)
- Contextualized learning (use scenarios and real-world situations for face-to-face and online courses)

How an instructional designer could help to improve curriculum (top 3 answers in order):
- Integrate lecture with discussion or activity
- Align course content with student learning outcomes
- Convert face-to-face course to hybrid/flip the classroom

Preferred method of instructional design support and training:
• Online – 22%
• Webinars – 2.8%
• Face-to-face with some online resources – 69.4%
• Face-to-face with no online resources – 5.6%

Preferred location for training (top 3 answers in order):

• At the campus
• At CTLE’s Faculty Instructional Design Collaboratorium
• Online
CTLE Effectiveness Survey FA2014
(31 responses)

Special CTLE survey of faculty to determine faculty perception of the effectiveness of instructional design services.

Faculty responses to CTLE consultations with CTLE Instructional Designers and other staff in expanding knowledge of designing active learning strategies for curriculum:

- 48.4% - Highly effective
- 16.1% - Very effective
- 19.4% - Effective
- 9.7% - Moderately effective
- 3.2% - Ineffective
- 3.2% - Did not respond

Faculty responses to CTLE Instructional Design team and staff in helping to create active learning strategies for curriculum:

- 45.2% - Highly effective
- 12.9% - Very effective
- 25.8% - Effective
- 9.7% - Moderately Effective
- 3.2% - Ineffective
- 3.2% - Did not respond

Faculty response to effectiveness of strategies developed and implemented in their course curriculum impacting student performance:

- 35.5% - Highly effective
- 19.4% - Very effective
- 25.8% – Effective
- 12.9% - Moderately effective
- 0% - Ineffective
- 6.5% - Did not respond

Faculty response to likeliness of recommending CTLE to others for collaboration in developing active learning strategies for course curriculum:

- 64.5% - Highly likely
- 0% - Very likely
- 12.9% - Likely
- 12.9% - Moderately likely
- 6.5% - Unlikely
- 3.2% - Did not respond

Overall comments:

- “Terri Bubb is a wonderful instructor! I did not answer question 3 because the strategies are being used in DE Model Course development still in progress.”
• “Working with your staff and especially Dr. Bubb has brought significant improvements on DE course, RSPT 1201, of which has become the Respiratory Care Program’s Blue Ribbon Course.”

• “Shane DeHorney and Brian Baldwin are outstanding. Great to work with and extremely smart. Instructors will be truly blessed to get to work with them.”

• “I’ve been at several colleges. This is the best I’ve ever seen. Keep up the good work.”
CTLE Customer Service Survey – Fall 2014
(7 responses)

CTLE assesses overall service quality through surveys given to faculty and staff after they receive services. We review and make improvements to our services partly based on this data.

Response related to using the CTLE work order request for to request a project:
- 71.4% - Yes
- 28.6% - No

Response related to being contacted within 24 hours of the project request:
- 100% - Exemplary

Related comments:
- “My request was addressed timely and accurately.”
- “Felecia Denman responded right away. She was very helpful and efficient.”
- “I was contacted within 15 minutes of my request.”
- “Lots of emails flew back and forth pretty quickly. I appreciated that but was surprised the task interested so many people. : )”

Response related to communication when the work was completed:
- 100% - Exemplary

Related comments:
- “Felecia let us know right away when new work was completed. She is very clear and efficient in all communication, which was very much appreciated.”
- “Yes but unnecessary it seemed like since we were both happy when I left.”

Response related to courtesy in interactions:
- 100% - Exemplary

Related comments:
- “Felecia was very courteous and helpful. Most of all, we really appreciate her kind patience with us. We realized one of our registration constraints was a little too narrow after she had already completed the work, and she was very gracious about updating several screens for us :-).”
- “Fran is a seasoned professional. She’s good!”

Response related to knowledge about the work being completed:
- 100% - Exemplary
Related comments:

- “Felecia did an amazing job. Our registration databases have never looked this good or functioned this well (on one of them, we asked for a registration block based on certain answer patterns). She showed great attention to detail, and she was also the one who suggested adding a picture, which we greatly appreciated. The result was a beautiful, professional looking registration experience. She made us look good!”

- “Fran volunteered. We knew what was required of both of us once we had some time with a few back and forths and I communicated to a those who were or might be impacted in the future due to the change.”

Additional overall comments about services received, including how it was excellent or could be improved:

- “The CTLE staff was courteous, timely, and helpful.”

- “I received a thorough explanation of the topic I contacted the department for. Robert Hume was very helpful and had enough knowledge about the product to address my questions and concerns. Excellent customer service!”

- “Please treat Felecia well! She is an asset to your department and I hope we will get to work together again!” - Sincerely, Tineke Berends

- “I’m really glad there is a process to handle these kinds of creative needs especially when one change can impact the future.”
Teaching and Learning Certification - Part II Survey
(February 2014)

Our programs undergo continuous improvement based on innovation from educational literature, trends, and the results we get from our clients – HCC faculty. The Teaching and Learning Program offers faculty a way to learn how to develop innovative active learning online courses for DE, hybrid and web-enhanced delivery. This survey provides feedback from faculty who work with instructional designers as part of this program.

- 100% of respondents agree that the objectives of the workshop were clearly explained.
- 100% of respondent agree that the objectives were met.
- 100% agree there was time for practice.
- 100% agree that the instructor was easy to understand.
- 100% agreed that the instructor encouraged and responded to questions.

Related comments:

When asked what helped or engaged them the most in the session or module, faculty commented:

- Actually seeing the website construction in action and gaining the understanding that it may be used for classroom supplements and not limited to D.E. classes only.
- All the instructors were very helpful and patient.
- The examples were eye-catching. Also, the energy level of the presenters was incredible. I am looking forward to the next module.
Eagle Online 2 Seminar Survey

The Eagle Online 2 Seminar is online training for faculty to learn to use Eagle Online 2 to develop their online courses.

Faculty that responded provided feedback for technical improvements which are being adjusted. Other comments indicated that the seminar was well laid out and well done. Faculty responded that they were satisfied, that the seminar met their expectations and that they would recommend it to others.
Quickmail Webinar Survey 2014
(3 responses)

The EO2 EAGLETS: Webinar Training Series are 30-minute webinars for faculty to help them use the EO2 technology to develop their online courses. This survey shows faculty responses to the first EAGLET this year demonstrating how to use Quickmail, a new tool in Eagle Online 2 for course communication. EAGLETS occur the first Wednesday of each month from 12-12:30 PM.

Completed the entire seminar:

- 75% - Initial participants completed entire seminars

Use EO2 in their courses:

- 100% - Do use EO2 in their courses

EO2 ability/skills:

- 100% - Advanced, expert at using most functions

Completed the TL1600 Eagle Online 2 training:

- 75% - Completed entire seminar
- 25% - Completed sections of the seminar

Related to participants liking seminar:

- 100% - Liked the webinar

Participant belief the webinar has prepared them to use Quickmail:

- 100% - Strongly agreed

Participant belief they liked learning about Quickmail through a webinar:

- 100% - Strongly agreed

Participant belief they would attend another EAGLETS webinar:

- 100% - Strongly agreed

Overall comments:

- “It was pretty neat. Although I had set up my webmail and created the folders in Outlook, it helped me to get a few additional things.”
“Thank you and hope to get benefited from the upcoming CTLE webinars.”

“The "Quickmail Webinar" was short and sweet. The presenter just got to the points covering every details.”

“I picked up pointers that I have forwarded to students.”

Participant suggestions for future webinar topics:

“I moved to EO2 in summer. I personally didn't have any major problem and find it easy to work with. Currently, I have my grade book set up to my need and I’m ok with it. However, I would like to learn about setting up formulas in the grade book. Whenever it is offered I would like to attend the Webinar.

“I recommend webinars on EduTube.”

“It would really be helpful to have a Chat feature for groups.”
Teaching and Learning Resources Staff Service Performance Survey SU2013
(3 responses)

Even if we only hear from a few faculty members, we listen to what they say. Here are the results by three faculty in 2013.

Response in relation to the ease of the process to submit the request for help:

- 66.7% - Exemplary
- 33.3 – Above average

Response in relation to the quickness of the first response to the work request:

- 66.7% - Exemplary
- 33.3 – Above average

Response in relation to the quality of the work developed:

- 66.7% - Exemplary
- 33.3 – Above average

Response in relation to the timeliness of the work being completed and returned to the requestor:

- 66.7% - Exemplary
- 33.3 – Above average

Response in relation to the friendliness of the staff member who served the requestor:

- 66.7% - Exemplary
- 33.3 – Above average

Overall Comments:

- Fran is the best
- Fran did a fabulous job
Instructional Leadership Program Graduate Survey SU2012

This survey represents opinion about the Instructional Leaders Program and seminars developed by CTLE in collaboration with instructional leadership after they graduated in 2012.

Instructional leader response to the importance of creating/assessing Student Learning Outcomes (SLO) for the programs they supervise:

- 100% - High

Associated comments:

- “Because this is what helps to determine if your students will be successful and helps you to develop/improve problem areas in the existing program.”
- “Since funding and definitive evidence of success is based on the student learning outcomes.”
- “Student-centered learning requires that competencies be measured based on identified data.”
- “This is the focus for the program’s success and students who accomplish these SLOs will be the best marketing sales person for HCC and they will tell other students. Besides, this is why a program exists!”

Instructional leader response to how they are using what they learned in the Instructional Leadership Program related to leadership, service and teaching:

- “Prioritizing tasks to take the stress off, because I can't get everything done, so just do what I can each day and plan a time to get to the other stuff as it becomes necessary. Become more patient with my faculty and staff because they too have lots to do.”
- “Continuously looking for ways to improve offerings to students, the community and profession.”
- “Utilizing all pertinent skills learned in the institute.”
- “The 360 degree leader was excellent and it has inspired me to change some of my own leadership styles as well as affirm some of my own perspectives on leadership. Community Relationships inspired me to go outside the college system and work with community partners.”
Diversity and Inclusion Seminar Survey Fall 2012

The CTLE team, including instructional designers, the videographer, and faculty developers worked with David Cross and his team to produce an instructor-led workshop on diversity and inclusion in 2012 that achieved all of its goals.

Do you think you will be able to identify the challenges that your students who are veterans, members of LGBT communities, and learners with varying abilities experience in your class?

- 92.9 % - Yes

Related comments:

- “There was a great experience and a good challenge, I really enjoy it!”

- “Although I've always done my best to reach out to students in different life situations, I think that, after attending this workshop, I have a clearer sense of steps I can take to help various kinds of students and to let them know I'm there for them. Regarding veterans, I think they can contribute something very valuable to classroom group activities because of their leadership skills and because they understand the importance of commitment. As for LGBT members, I will pay closer attention to the ways they label themselves; on the first day of class, when I call roll, I will use the students' last names and ask how they want to be called. For students with varying abilities, I will be just as receptive to their needs; I will offer help along the way. However, I will let them know that they can decide how much support they need or want. Also, I will use universal design as part of my teaching, so that different kinds of learners can benefit from the presentation of the course materials.”

- “The Diversity Seminar has made me more aware and sensitive to our diverse population at HCC.”

- “The speakers for each group gave excellent examples of what students of these communities face. Hearing directly from members of each communities, and the challenges they have faced was very interesting and informative.”

- “Hearing from the presenters, it has given me an understanding of situations I have not thought of, especially from a veteran who has recently been discharged from active duty. There could be several triggers and unknowingly resort to the student from withdrawing from the class or in a worse case situation, from family and friends. The LGBT is completely new information for me, thus, the information presented was in a way I never thought of. The drawing was excellent presenting the information.”

- “I think that I will be able to be more considerate of their unique positions or personalities.”

- “Knowledge in this seminar has given me a tool to make student's learning experience more enjoyable as I can, now, think of. However, how to identify challenges unless specifically told?”

Was this a helpful review of best practices that you can apply to support diverse communities of veterans, students who are LGBT, and students with varying abilities in your classes?

- 100.0 % - Yes

Related comments:

- “With all cases and work tables we are more capable to understand all needs for our students, thanks!”
“Though I think I mentioned this in my first answer, I think I’ve learned to pay closer attention to the needs of different students and that whether I’m dealing with a veteran, an LGBT member, or a student with different learning abilities, I can’t take their points of view for granted. All students bring interesting life experiences, and I am committed to helping them learn well in the short time we have together.”

“I believe that I learned the most from the transgendered speaker. I have had at least one occasion in which I felt uncomfortable in addressing the student.”

“The tips provided for supporting these diverse communities are wonderful and being able to take the tips home to review over again will help me to apply them in not only my professional life, but also my everyday life.”

“I was aware of a few of the practices mentioned, but the review was just great.”

Will these types of seminars support the respect and values of HCC communities by recognizing different world views?

100.0 % - Yes

Related comments:

“Make you feel more confident about how you going to try the students with all needs.”

“My English 1301 and 1302 classes are very diverse; students come from a variety of religious and ethnic backgrounds as well as political persuasions. Additionally, students bring unique life experiences that are shaped by identity formation, military service, and various challenges. So, a seminar like this is extremely valuable for educators who want to make the classroom a safe learning environment, where people are celebrated for their unique traits.”

“I found it very interesting that one of the presenters was a transgender man. His explanation of special populations was both informative and necessary to dispel many myths or misinformation that heterosexuals often have about transgender.”

“These communities are not a normal topic of conversation, and in many cases we get so tunnel-vision that it is difficult to shift and consider others views of the world. I appreciated this opportunity to step out of my norm and to consider another view to the world.”

“Many times, I think, we become not so aware of all students' personalities. Since Houston is so diverse, we must, at all times, consider different world views.”

As we develop more seminars in this series, do you have any specific recommendations?

“No. My fellow you are doing a great job!”

Would you attend more seminars in this series?

100.0 % - Yes

Related comments:

“Look forward to being there, thank you so much! Good job!!”
• “I will be very interested in attending these seminars because they can help me become more aware of my students’ needs as learners and as people.”

• “Definitely. It was very informative and I look forward to attending other diversity seminars.”
Campus Visits with Program Leaders
# Campus Visits with Chairs and CIC Directors

CTLE managers are conducting ongoing visits with Chairs and CIC Directors in order to hear their needs for CTLE to offer instructional design consultation to faculty through the Teaching and Learning Program. This includes general and specialized cohorts with one-on-one as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chair/College/Discipline</th>
<th>Notes on Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/14</td>
<td>Abass Alamnehe/ Central/HKA</td>
<td>Dr. Alamnehe told us that he wants off-hour support for part time faculty. He said that we should connect with the Faculty Senate for their input and approval. He said that with their approval, we will be more successful.</td>
</tr>
<tr>
<td>10/06/14</td>
<td>Yiyan Bai/ Central/Physics</td>
<td>Dr. Bai showed us his lab and explained how he is creating such a lab at different campuses. We discussed the possibility of helping faculty develop flipped hybrid courses through a discipline cohort. Dr. Bai followed up by sending his faculty an email telling them that they should get in touch with Kimberly Davis or Wendy Maboudian.</td>
</tr>
<tr>
<td>10/28/14</td>
<td>Tom Haymes &amp; Jordan Carswell/Northwest/CIC Lab</td>
<td>Tom and Jordan expressed that they wanted to know what we are doing in our program and when we are out at the campuses. Discussion included how we can work together – for instance what CTLE does that fills a need in a NW program.</td>
</tr>
<tr>
<td></td>
<td>Raven Davenport &amp; Mesfin Central/Accountancy &amp; Business</td>
<td>Both professors asked for a special session with a CTLE instructional designer. (Dorsetta Williams met with them.) Dr. Genanaw asked us to present at their faculty meeting</td>
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CTLE Facebook Page Review
(www.facebook.com/hccsctle)
84 Likes as of 11/24/14

The following represent the positive feedback we have received from those engaged with our Facebook page, including postings and likes.

Statistics:
- 65% likes are from Women
- 31% likes are from Men
- Viewed in US, United Arab Emirates, & Nigeria

Postings, Likes and Positive Comments:

CTLE Staff Visit with Coleman Faculty – 11/21/14 – Likes: Dr. Anna Koshy

Continuous Improvement Training – 11/18/14 – Likes Souteast SGA, Delmer Bozeman, Jr., Dr. Anna Koshy

EAGLET Webinar Reviews EO2 Joule Grader – 11/5/14 – Likes Chii Udezeh

Professor Prefers Instructional Design Consultation Via GoToMeeting – 10/20/14 - Likes: Dr. Cesar Maldonado, Laura Bozeman, Chii Udezeh

Diversity & Inclusion Retreat 2014 – 10/20/14 – Likes: Dr. Cesar Maldonado

Continuous Improvement for Student Success – 10/16/14 – Likes: Alan Corder

Professor of the Future – 10/9/14 – Likes: Bernice Njoku, Chii Udezeh

Instructional Leaders Participate in Annual Planning Report Seminar – 10/9/14 – Likes: Nancy Ijeoma, Chii Udezeh

CTLE Staff Participate in Diversity & Inclusion Brainstorming Meeting for Division of Academic Affairs – 10/7/14 – Likes: Angela Secrest

Equitable Access to Active Learning Instructional Design Resources – 10/6/14 – Likes: Profesora Spanish

Professor Robert Frederick Redesigns Online Math Course – 10/3/14 – Angela Secrest, Chii Udezeh

Professors Vi Hua, Alex Chapman & Suzette Brimmer Embrace Active Learning – Use of 3D 360 Learning Objects – 10/3/14 – Likes: Veronica Mendiola, Chii Udezeh

Faculty Facebook Message to CTLE – 9/27/14 – “It is so good to see the CTLE team help all faculty in all areas of HCC. The CTLE Program is an equal opportunity program for each and every faculty member. Unfortunately, many of the programs at HCC will only provide assistance to a select group but not CTLE. David and his very qualified team provide exemplary services to all!” – Judy Fowler Hayman

Accreditation Evaluators Rave – Want to Bottle Up Wendy – 9/26/14 – Likes: Apple Liu

Instructional Leaders Participate in Seminars at Spring Branch – 9/26/14 – Likes: Chii Udezeh
Faculty Collaborate in Cohort at Southwest Campus – Stafford Location – 9/25/14 – Likes: Bernice Njoku

Posting comment: “This is true...Dr. Bubb is an excellent trainer. This was a great learning experience. Thank you HCC CTLE” – Chii Udezeh

Faculty Collaborate at Southwest – West Loop – 9/22/14 – Likes: Judy Fowler Hayman

Southeast Faculty Collaborate in Cohort 10 Session 2 – 9/22/14 – Likes: Judy Fowler Hayman

Faculty Prefers Online Meeting Method for Collaborations – 9/18/14 – Likes: Shane DeHorney, Laura Bozeman, SGA HCC Central

Faculty Continue Course Development in Cohort 6 – 9/18/14 – Likes: Kate Moore, SGA HCC Central

Stafford Location Cohort Meets for First Session – 9/18/14 – Likes: Ruth Eno Osagie, Shane DeHorney, Sandra Oghomone Aloko, Lanre Morakinyo, Chii Udezeh

Instructional Leaders Attend Instructional Leadership Seminars – 9/18/14 – Likes: Marilyn Douglas-Jones

The Flow of Active Learning Instructional Design – 9/16/14 – Likes: Dr. Anna Koshy, Jimmy S. Garza

HCC Coleman Faculty Enthusiastic about Teaching and Learning Program – 9/5/14 – Likes: Liz Theiss, Laura Bozeman

Faculty Overwhelmingly Choose Thursday & Friday as Best Days for Cohorts – 9/4/14 – Likes: Elaine Krieg

Faculty Collaborate with CTLE Instructional Designers at Various Campuses – 8/29/14 – Likes: Cynthia Williams, Laura Bozeman, Shane DeHorney, Delmer Bozeman, Jr.

Fashion Sketches in Innovation Course Design – 8/27/14 – Likes: Shane DeHorney, Carolyn Ormrod Tan, Laura Bozeman

Did You Know? (HCC 360° Student Engagement Instructional Design Strategy) – 8/26/14 – Laura Bozeman, Carolyn Ormrod Tan

Pressing Matters at HCC Central – 8/26/14 – Likes: Carolyn Ormrod Tan, Laura Bozeman, David Diehl, Shane DeHorney

EAGLETS Hatching at HCC! – 8/25/14 – Likes: Norma Jean Brand, Carolyn Ormrod Tan

CTLE Met with HCC NE Faculty – 8/2/14 – Likes: Carolyn Ormrod Tan, Laura Bozeman

Did You Know? (Learner-Centered Resources) – 8/25/14 – Carolyn Ormrod Tan

Faculty Instructional Meeting at HCC Central – 8/22/14 – Likes: Laura Bozeman, Norma Jean Brand, Cammy Shay, Carolyn Ormrod Tan

Faculty Facebook Message to CTLE – 8/201/14 – “Doing it all and doing it better!” – Sandy Boyd

CTLE Logo Posted – 8/21/14 – Likes: Laura Bozeman, Norma Jean Brand
Accolades, Messages and E-mails

The following represent the positive feedback we have received on our services from Faculty, Staff and Administrators.

From: David.Cross
Sent: Tuesday, September 23, 2014 11:35 AM
To: david.diehl
Cc: wendy.maboudian; Renee.Mack; cephas.archie; Stephen.Levey
Subject: Thanks

David, I just wanted to note that the OIE team had an excellent meeting with members of your staff regarding the Faculty Diversity Training Series. They are focused, creative and on target with the needs of our students and faculty. I am looking forward to the process as well as the completed product.

David

From: cesar.maldonado
Sent: Monday, August 25, 2014 2:17 PM
To: kimberly.davis2
Cc: wendy.maboudian; david.diehl
Subject: Re: Thank You for the Invitation

Ms. Davis and Ms. Maboudian,

Thank you for the feedback. I am excited to be on the HCC team and I look forward to our success using new methods and strategies to reach students. Connecting with students is an ever-changing dynamic and I view the CTLE as an integral part of our evolution in our methods to achieve our goal of relevance and student success.

Thanks again,
— Cesar

Hello Brian,
I hope that you are enjoying your barbecue.
The descriptions of the chapters are in place except that, for some reason, I couldn't put the label for Capítulo 5 above the picture of the Andalusian patio (I wish we could keep it—I love that picture!). If you would send me those HR forms that I am supposed to fill out, maybe I'll get paid someday. When I started working on this course I detested the idea of building a course online. Now that it looks so pretty, I like it! Thank you so much for all your help.
Lizette

Lizette S. Moon
Professor of Spanish
HCCS Northwest Spring Branch

Hey Brian,
Just making sure you have everything you need from us! Again, we had a great time in the class!
Best,
Cynthia Williams Ph.D.
English Instructor

Brian,
Thank you for taking so much time for our initial consultation today. I and VERY excited about the improvements, additions and enhancements we will be making to my HUMA 1301 course! I will write of a preliminary “plan” for our next meeting (although I never stick to a plan because too many creative ideas bombard the plan). And off we go.....

Best,

Linda

Dr. L.C. Griffin, Division Chair of the HCC- Northeast Division of Languages, Humanities, Philosophy & Fine Arts, HCC Northeast College

Dr. Baldwin,

I would like to thank you for all of your assistance throughout this process. I still have some finishing touches to add to the course. I will contact you possibly by the end of this week to discuss. Take care.

Jack Hatton
Mathematics, HCC Northeast College

Yeah! I am so happy!
Thanks again Brian for all your help!!

Silvia Garcia IB, MBA
Instructor
International Business and Global Supply Chain
Houston Community College – Northeast

From What Faculty are Saying about CTLE

Date: October 7, 2014, at 5:37 PM
Subject: CLP Seminar Participation on 10/2

David, I really enjoyed your words of wisdom/advice at the CLP seminar. It’s always a joy to see you, even if we don’t have the opportunity to speak one-on-one. Congratulations and enjoy the wedding!

Antrece L. Baggett
Division Chair, History, Humanities & Liberal Arts
Co-Director, Africana African American Studies Certificate Program
Director, Women & Gender Studies Certificate Program
HCC Southeast
Date: Thursday, September 25, 2014
Subject: A Texas size thank you!

Hi there Dr. Diehl & Dr. Maboudian,

I would like to thank you for taking the time to be a part of the Hotel Restaurant Management ACPHA Accreditation visit. I really appreciate the fact that you shared your knowledge and insight about your roles and responsibilities that accompany a job such as yours. I believe that the program will benefit greatly from the ACPHA Accreditation and your participation.

During the debriefing the evaluators, Dr. John Mahoney and Mr. Derek Allen, raved about the contributions that the Center for Teaching & Learning Excellence play in assurance of student learning, assessment and course development for faculty. Wendy they stated that wish they could “bottle you up and take you back to their schools” and Dr. Diehl they wanted “your vision”! When I get the report I will share their views with you both.

Truly, Suzette M. Brimmer, B.S., M.B.A.
Division Chair, Lifestyle Arts and Design Careers
Fashion & Costume Design, Fashion Merchandising, Interior Design, Culinary & Pastry Arts,
Subject: Developing New Segment in the Faculty Diversity Training Series

Tuesday, September 23, 2014

David,
I just wanted to note that the OIE team had an excellent meeting with members of your staff regarding the Faculty Diversity Training Series. They are focused, creative and on target with the needs of our students and faculty. I am looking forward to the process as well as the completed product.

David Cross
Director, EEO/Compliance

September 22, 2014

Hi Tony,
Thank you again for helping me troubleshoot the enrollment/user question that came up last week. EO2 has so many nuances and I really appreciate your consistent reliability, professionalism, expertise and patience when I call with questions.
I appreciate all your help as always.

Anna Go
Program Coordinator
Online Continuing Education

Subject: TL1000 – Learner-Centered (Student Engagement) Instructional Design Seminar

This course is very helpful!

Madeleine Wright
Psychology Professor
HCC Central
September 9, 2014

Subject: Design and Delivery Guide to Student Engagement

Hi Vin, Thank you so much for bringing the new guide to student engagement. It is beautiful and oh so helpful. My students have ranked my class very highly, but this guide showed me some valuable changes that I can and will make to my courses.

Sincerely, Madeleine Wright Psychology Professor
HCC Central
August 28, 2014
David, Eric, Vin, Robert, Don and Kimberly:

I wanted to thank each of you for the excellent work and support you provided today [for the Instructional Leaders’ Meeting] as well as leading up to the meeting. It takes a tremendous amount of preparation to make it all happen.

You are all top notch and I truly appreciate it!

Dr. Steve Levey
Associate Vice Chancellor
Academic Instruction
Wednesday, August 20, 2014

Comments About CTLE Team Members

Subject: RE: Need update to Corp College web form

Looks great to me! Thank you Thank you!!

Ardis Griggs, MBA
Senior Business Development Manager
Corporate College, Extended Learning Division
HCC
6/11/14

Good Morning Felecia,

Thank you again for the great work you have done and for working with the Faculty Senate. The ballots look great. I have one question, is it too late to add one more name to NW. If so it’s Ok? When can this go live? 05/16/14

Darin Baskin
Guided Studies
HCC Central
05/16/14

Subject: RE: QEP Faculty
This is good news. Thank you, Tony for all of your help with our EO2 forum. It was great working with you, I look forward to working with you in the future.

Thank you,
Lyssa Wilson, Secretary
HCC System
Quality Enhancement Plan, Educational Development
05/12/14
Hi David,

This is a complementary email - are you ready!

Tony Davila has been instrumental in getting the DASHBOARD reactivated as a reporting tool in EOL 2.0 and I for one, am really grateful. I know it took some time to communicate to all the parties involved the exact location of the problem, to determine if in fact is was a problem and for whom, and how to begin to find a solution among all those people, but he did it! I reported it via the ticket process at the first of spring semester. The Dashboard has so many great tracking options. Wendy was the one who introduced our team to it last summer, so I was really heartsick when it didn’t show up in 2.0 with the move to 1.9. I’m saying thank you to Tony that the Dashboard is back. It brings with it some really cool DIY accountability, and thanks again, to Tony.

June Woest
Art Faculty, MFA, Art and Art History
HCC Southeast
May 8, 2014

David, please share this message with all of your staff members.

And to all other members of the VCIN team contributing to today’s Instructional Leaders meeting - THANKS and CONGRATULATIONS on a well-organized and effective meeting. The preparation and execution impressed virtually everyone in attendance. I’m so proud of all of you in terms of our continuing development in offering a high level of quality for professional development of our instructional leaders.

KEEP UP THE GREAT WORK!! Thanks, Charles.

Charles M. Cook, Ed.D.
Vice Chancellor for Instruction
HCC District
January 14, 2014

Dear David,

I corresponded with Eva Gonzales several times over the Christmas break because two of my classes disappeared from my EO2 list a day after I populated them with the saved classes from EO1.9. She had to get help from tech support, and, after several tries, my courses came back into my EO2 list. I could see them again, but one of them did not look right to me. CDEC 1319 stayed near the bottom of my list and the title had black wording instead of the blue text that all of my other classes had. I e-mailed Eva about it and she thought that it was fine. However, she also said that if I was truly worried about it then I should contact Tony.

Anyway, today my CDEC 1319 class met for the first time. Two of my students brought laptops to class. At the break, they both told me that they could not find my class. They each had a long list of classes, but they did not have my class. So, this afternoon I called Tony and told him what was going on. In less than five minutes he had my class float up to the top of my list and he made the wording turn blue. He then took the name of one of my students and went in her EO2 list to see if she could get into the class.

I am writing because I appreciate this great service. I wasn’t expecting such a "quick fix" as I did not get the fix I needed over the break. I appreciate Tony!!!
Thank You,
Leslie E. Comfort, Ph.D.
Professor
Department of Early Childhood Studies
Student Success Program Coordinator, HCC
January 13, 2014

Good Evening, David -

Thanks so much to you and your staff for the cross-listings. I was actually online this afternoon late and saw the cross-listed course pop up. Most everything transferred, and I can finish up this weekend.

I know you all are swamped and there's so much to do but please know how grateful I am to you and everyone else there who helps make all this happen.

Happy New Year - Linda

Linda Rosenkranz, English Department
SW College
January 9, 2014

Greetings Dr. Diehl,

As a TLE graduate and Blue Ribbon course contributor, I would like to take this opportunity to acknowledge the support that Dr. Bubb provided me to design one of my courses to meet the TLR standards and Blue Ribbon features of Coleman College for Health Sciences. Dr. Bubb was there on every step of the design and she explained every step that was needed to design the course. Dr. Bubb went above and beyond what she had to do to make sure no questions were unanswered. Her help was invaluable and I greatly appreciate all her help.

Have a great day.

Mohamad Tlass, CPhT, PhTR.
Faculty, Pharmacy Technician Program
HCC Coleman College for Health Sciences
December 18, 2013

Good Afternoon Mr. Diehl,

Before this year comes to an end I would like to thank you and your staff for all the services that you provide HCCS especially HCCS faculty. I started attending Moodle classes last year after attending a TLE seminar held at Coleman at the beginning of this year where you and your staff explained all the wonderful services that your department offers. Terri Bubb was also a speaker on that day and after the seminar I spoke to her about coming to 3100 to start learning EO 1.9. I cannot tell you how important it was for me to find out that HCC had a support system to help faculty learn how to design, and incorporate teaching tools for courses that eventually had to be taught at least 50% online.

I just want to commend you for the wonderful staff you have especially Terri Bubb. I had the pleasure of working
with Terri since the beginning of my journey with EO 1.9 and EO2; her continued support, patience, approachability, and creativity has really changed my outlook on thinking out of the box, and made me believe I can do this thing they call “distance education AKA online teaching” and do it well. She always gives suggestions, ideas, and teaching tools that help you enhance your teaching style. She is an invaluable educator and leader. Anyway, I am happy to say that I finished my TLE certificate, but my ultimate goal is to convert PHRA 1445: Intravenous Sterile Compounding course to be a blue ribbon course. I can’t wait to be back next semester and start attending more classes with Terri. Thank you again. Wishing you a wonderful holiday and a very happy new year!

Janet Pena, BBA, CPhT, PhTR
Faculty, Pharmacy Technician Program
HCC Coleman College for Health Sciences
December 16, 2013

Dr. Diehl,
On yesterday, Tony Davila graciously helped me work through a problem with our Citrix online software (Go To Meeting, etc…). Not even our IT department had the wherewithal on how to fix the problem but he was able to identify and fix the issue along with the Citrix support line staff. Today I’ll be able to have a successful webinar. I want to thank you for allowing us to borrow him on yesterday.
Again Thanks,

LaShondia McNeal, Ed.D.
Program Director for
Research, Evaluation & Professional Development
Houston Community College
Adult Education Programs
December 3, 2013

Vin,

Great work yesterday with the EO 1.9 --> 2.0 tutorial. Many thanks!

I will "iron-out" the edutube link (for videos) with Ruben after sorting them out of my download files for EO 2.0.

Best,
James

James R. Jabbur, Ph.D.
Adjunct and INSPIRE Faculty, HSI-STEM Fellow
Department of Biology and Physical Sciences
Houston Community College System - Central Campus
November 25, 2013

Dr. Diehl:

The faculty that worked with your group (from our division) marvel at the progress of their online classes and contributions they bring to their classes.
Suzette

Suzette M. Brimmer, B.S., M.B.A.
Division Chair, Lifestyle Arts and Design Careers Fashion & Costume Design,
Fashion Merchandising, Interior Design, Culinary & Pastry Arts, Hotel & Restaurant, Travel & Tourism
HCC, Central
September 9, 2013

Mr. Diehl, Thank you so very much for your help -- by and through your employee Jose Davila.

I teach a BCIS 1405 Hybrid course and it is imperative that I make full use of the Eagle Online E-Learning System. Please note that each time I have reached out to Mr. Davila, for technical assistance, he has provided quality service and concrete technical solutions. Mr. Davila has always been very easy to communicate with, friendly, helpful, knowledgeable and most of all caring. My most recent call for help was met with the utmost concern. He went above and beyond the call of duty when he initiated a follow-up phone call to ensure that I had successfully imported my course into the Eagle Online shell.

I send many thanks to you and to Jose for his exceptional work ethics/workmanship.

Kind/Regards
Iona West

Iona West, MPA
HCC Career & Technical Education
September 6, 2013

Hello Ms. Weisz,

The course looks great! Thank you very much for your support. It was an enriching experience :)

Sincerely,
Silvia Garcia

Silvia Garcia IB, MBA
Instructor, International Business and Logistics
HCC, Northeast
August 23, 2013

David,

Robin and I wanted to let you know what a positive experience we've had in working on our course. I was honestly somewhat reluctant, not knowing what to expect, and agreed to it mainly because Judy asked me to - and who can say "No" to Judy?

Terri and Don have literally been godsend! They not only have skills that significantly improved the quality of our course but have been incredibly patient with us and the students, faculty, and agency directors who did the video interviews. Don lugged his equipment to several onsite agency locations and guided us and our interviewees
through what sometimes required multiple takes. Terri has put in more hours than I'm sure she cares to think about has expanded our vision to include graphics and quotes, and has gently reigned us in when we get giddy and tired.

Robert and Eric met with us several times re: the process and have been most helpful.

All in all, we've had a great time!

Linda Cook and Robin Raborn

August 22, 2013

And BTW, Fran has been terrific to work with.

Stephen Levey, Ed.D.
Associate Vice Chancellor, Academic Instruction
HCC, District
August 19, 2013

Thank you so much, Wendy. You were such a pleasure to work with.

Thanks,

Ranjana

Ranjana Varghese, Ph.D
English Professor
HCC, Central College
July 31, 2013

Kimberly,

After our review meeting today, I consider the course ELPT 1311, Basic Electrical Theory complete. ELPT 1319 was previously finished. It has been a pleasure working with you. You are an expert and I learned many things from you.

I have recommended you to the rest of my Division to work on developing other Eagle Online classes.

Best Regards,

Jose Sauced

Jose Sauced, Division Chair
Architecture, Construction and Manufacturing Technology
HCC, Central College
July 29, 2013
From: C. Gostenhofer to Patricia Weisz  
Subject: Certified Courses/TL Program  

“When comparing my grades for the last 2 semesters, I find that I had 7 more As with the new design, 5 less Fs, and 2 less FXs.”

“When entering my online classroom, it seems much more inviting to me now. I think that through re-designing the course, I learned to look at the course more from the learner’s point of view. I have learned to think of the students not as just students, but as learners. Patty was wonderful helping me with the re-design and I feel that she really listened to me and worked with me through the process.”

“I find myself thinking more about how I present material and keep in mind how I can make it more learner-centered.”

Thank you Patty.

Cynthia Gostenhofer  
Program Manager,  
HCC, Central College  
July 18, 2013  

First to Mannie for taking on this responsibility. Great Job. Dennis Fiedler, thank you for all the work you put into creating the ballots and overseeing the process.

To all the delegations chairs for your efforts with the nomination processes, and getting the word out to your local faculty.  
And last to Suna and Tom for piloting the process last year.  
To all, GREAT JOB!

Best,

T

Tod C. Bisch  
President, Faculty Association and Senate  
Professor, Woodworking Technologies  
Correctional Education  
Division of Extended Learning  
HCC, District

Dr. Bubb:

I want to personally thank you for all you have done to mentor me in the process of developing the Model Course!! You have been absolutely completely and totally awesome. You taught me that mediocrity does not have to be the standard and to achieve excellence in EVERYTHING.

- Aerica Grant  
July 10, 2013
David:

I have no idea what to say after such kind words except thank you very much. You have the unenviable task of trying to move the institution to a new level with respect to teaching and learning. Despite lots of opposition, budget inadequacies, and 3100 changes, you have persevered and continue to tilt at windmills. I am pleased to say you have successes to show for it, but I also know you want to accomplish even more. I appreciate you (and everyone else copied on this email) for putting your heart and soul into the college in order to transform the lives of our students.

Thanks again for the kind words, and it is my pleasure to help you in any way that I am able.

Best,

Butch

Dr. Edmund "Butch" Herod
Executive Dean of Academics and Student Services
HCC, Northwest
July 9, 2013

Hi Kimberly:

How are you doing? I am finishing my summer teaching this week and I would like to tell you about Lab 4 that we designed as a scenario. In general, students were very excited about the project which is different from other lab work, everyone in the class was involved in it and it was really interesting. I received positive feedback from students on this project, I will continue to use similar strategy in my future teaching.

Thanks for your support in this matter!

Best,

Aiden

Aiden Eblinit, Part-time Chemistry Instructor,
HCC, Southeast College
July 2, 2013

Dear David,

As you know, I was one of the two faculty members who worked on the new Government 2305 model course. I have worked on model courses in the past, but never with course designers. The designers from your department who were assigned to work on the government courses were Kimberly Davis and Jesse Shelton. I want you to know what a great job they did. This being my first experience having course designers working with me, I was a little nervous at first. I quickly learned that there was no reason to be concerned. Both Kimberly and Jesse were great! They had wonderful suggestions and they kept us organized. I learned a lot about student centered course design and I even learned some new coding tricks. The result is that my faculty partner, Steven Tran, and I have developed a course that makes us proud. The project took a lot of time and was hard work, but it was also fun - we even had a few good laughs during our many work sessions.
I think that it’s important to let you know when your team does a good job and not just write when there are problems. Jesse and Kimberly were a pleasure to work with and I would be happy to work with them again in the future.

Sincerely,

Evelyn

Evelyn Ballard
Instructor-Government
TLR Faculty Development Coordinator
HCC, Southeast College
June 25, 2013

David, Robert, Eric, Dennis, Tony and Patti,

I just wanted to take this opportunity to thank you all for your assistance in making the Learning Assessment Report sessions a success. Each of you made a great contribution in assuring that things went well. Thanks to David for allowing his staff to work with Larry and me in offering these workshops in May. Thanks to Robert and Eric for being involved from the beginning as we planned out the workshops and for handling the logistics. Thanks to Dennis for setting up the registration system that allowed us to keep track of the registrants so that we would be prepared for the number of attendees. Thanks to Tony for making sure the power point presentation were available and that all the equipment was functioning appropriately. Lastly, thanks to Patti for providing assistance in developing the curriculum to be presented. Patti you gave us some wonderful ideas that made these sessions a big success.

Again, thank you for making these sessions a big success. I enjoyed working with each of you and look forward to our continued working relationship. Have a great holiday weekend!

Dr. Norma Perez
Director of Institutional Assessments
HCC, District
May 23, 2013

Dear Dr. David Diehl and Team,

I applaud you, your team and the Teaching & Learning Resources efforts in training Lifestyle Arts Faculty to improve teaching quality and retention thru online efforts.

The TLR embrace real life learning and will assist professors in being the most effective in their classrooms with online tools. The classrooms can be traditional, virtual or hybrid.

Your team from initial contact with Robert Hume and yourself has been professional, informative and extremely a commanding to Lifestyle Arts faculty. 
This short note is to say thank you for your efforts today which is only the beginning of a long relationship in Teaching Excellence for the Division of Lifestyle Arts & Design Careers.
Robert and Wendy, The IBUS 1341 HILZ course is completed and I wanted to let you know what a pleasure it was working with Pattie! She did a very good job developing her part of the course and it was a learning experience for me.

Deanna Teel
Certified Global Business Professional (CGBP)
International Business Faculty International Business Department, HCC Northwest
January 8, 2013

Good morning Dr. Diehl and Happy Thanksgiving:

I am taking this opportunity to express my sincere gratitude for giving me the opportunity to work with Dr. Wendy Maboudian and other members of your team (Patty and Terri) towards the development of Chemical Engineering, Energy Engineering, and Process Technology DE courses for the HCC/HISD HILZ initiative requirements.

Dr. Maboudian has shown distinguish professionalism, passion, heart, and commitment in assisting me towards the development of the PTAC 1410 Process Technology I-Equipment and HART 1351 Principles of Energy Management. Her knowledge, DE course development applied skills and competencies, continuous persistence to meet the dead lines of the project, leadership, and enduring with my "Greek time" scheduling have been commended and outstanding. You should be proud in having such team members in your group.

I look forward to continuing working with Dr. Maboudian and your team members towards the development of additional courses for on-line teaching.

Kind regards,
John

Professor John "Yiannis" K. Galiotos MS, PhD, FAIC
HCC, Northeast College
November 22, 2012

Hi Patricia,

Thank you so much for your time yesterday. As I sat with you, I had so many new ideas for my course. I will work on it over the holidays and look forward to meeting with you on the third of January.

Thanks again,
Cyndi
By the way, I've been meaning to email you -- I FINALLY GET IT!!! All the stuff we discussed about instructional design during the model course??? I GET IT!!! I have TOTALLY redesigned my own Intro course starting from the question "What do I want them to be able to do?" and I think it is going to be AMAZING when I roll it out this fall. :) I don't know why it took me so long to finally understand it, but it hit me like a bolt of lightning about 2 weeks ago. :-D And you're a HUGE part of how I finally got there, so THANK YOU!!!!

Jennifer L. Graves, M.A.
Professor of Sociology
My Learning Web Page
HCC-SW Student Chamber of Commerce
Bedichek-Orman Auction: October 19, 2012

Thank you, so much. We appreciate your input, and we really appreciate all of the time and effort that Robert put into helping us with our course.

His understanding of course design and the learner-centered approach were invaluable. We couldn't have done any of this. Without his care, concern, and help.

Nearly a year ago, Robert and I spent an entire day grappling with the way in which a course should be designed. This was all in regard to course design using EO, but it gave me an insight into learner-centeredness months before we began the work on the model course.

Robert's insight and his special touch with showing me how to think differently about online course will always help to guide the way that I design my courses.

Ruth Dunn
Instructor, Sociology
HCC, Southwest
November 9, 2011

Dear Charles and Steve,

I want you to know how helpful David Diehl and his staff have been in assisting me. Knowledge Arts Foundation received a grant from the HCC Foundation to offer Faculty Development sessions. As David knows that I am very interested in providing training for our faculty, he asked if I would like to offer the training at Southwest College. David and his team continued to provide support for this training. They brought books "Learner Centered Teaching" and notepads for each participant last Saturday and will be here this Saturday. Robert Hume, Don White and Eric Hunt came on Saturday at 7:00 am and stayed until 12:30pm and they will be doing the same this Saturday. They were smiling the entire time and talking with the trainer and participants. I really appreciated their positive attitudes even though they were giving up their Saturday. As David wants to share this training with all colleges, his department is filming the sessions.

It is a pleasure working with a department that is helpful and cheerful. No matter what we need, they go beyond to assist us.
June 25, 2014

Fran, it is true. I am leaving to become the Executive Dean of Instruction and Student Support Services. I was a hard decision to make because I made some great friends at 3100 Main and I enjoyed working with many of them. I especially enjoyed working with you because you were prompt and great at what you did. I could tell you took pride in your work and you don’t always find people like that. Thank you for always being there when I needed some help. I know that our paths will continue to cross so I won’t say good bye but “see you later”!!! Thanks again for all of your assistance.

Norma Perez

On 11/6/14, 1:35 PM, "chidinma.udezeh" <chidinma.udezeh@hccs.edu> wrote:

Aww Laura.... you know I have been looking forward to doing rubrics, I hate that I missed that :( I will pick up all the materials from you on week 10, plus if you have additional outside materials on rubrics, I will be excited to have them.

Thank you Laura, you are the best!
Chii

On 10/4/14, 11:04AM, Wenda.Guerra wrote:

Subject: Ready to publish on Eagle online 2?

Dear Laura [Bozeman],

I am grateful for your help and Dr.Baldwin’s. You guys are such a great team. Please see if my course is more or less OK, and if so I am ready to finish. I just want to keep it simple since the students work online for 2 hours per week.

I will study for Thursday class and see you there. Thanks a thousand times!!!

Regards,

Wenda Allison Guerra, Ed.D.
Adjunct Faculty, LSC&HCC

On 10/9/14, 10:51 AM, Wenda Guerra <wenda.guerra@hccs.edu> wrote:

Subject: Monday 1PM Eagle Online training

Dear Laura,
Thank you for your help. I learned so much from you. See you Monday at 1PM.

Regards,
Wenda Allison Guerra, Ed.D. Adjunct Faculty, LSC&HCC

On 06/26/14, 8:56 AM, "kevin.hansbro" <kevin.hansbro@hccs.edu> wrote:

Subject: Re: CTLE Permission to High Light

...Kevin credits Dr. Terri Bubb with his TLP success and Lightning Round Presenter selection, stating, “Terri is a phenomenal instructional designer; she encouraged me to test new methods and provided tools to better engage my students. If you care about engaging students and assisting them as they become critical thinkers, you should take advantage of the CTLE and its instructional designers.”

With best regards, Mr. Kevin R. Hansbro, J.D.
Adjunct Faculty Member for Business Administration
Houston Community College System – Central

On 04/22/14 at 11:19 AM, "Marisol Garza" <marisol.garza2@hccs.edu> wrote:

Subject: RE: Advisory

You guys work fast!

I am still getting pulled in 10 directions so I haven’t had time to finish the snapshot. I am, however, finishing the flowchart much like your and will have that over shortly.

Marisol Garza, M.Ed.
Advising Program Manager
Office of Student Development

On May 19, 2014, at 12:29 PM, "marisol.garza2" <marisol.garza2@hccs.edu> wrote:

Hi Team,

I am back and just want to follow-up on some items we discussed.

I know Laura provided some feedback for me on the powerspoint as far as theme and style, but is there other feedback you have or where you able to make any changes?

Also, were you able to get the quiz prepared for the pre-assessment? The managers what me to get that to their staff today so that they have time to complete it before training on Wednesday. If not, I can always send out the quiz in Google forms.

Thank you for all your help and feedback along the way.

Marisol Garza, M.Ed.
Advising Program Manager
On May 19, 2014 at 12:47 PM, Marisol Garza <marisol.garza2@hccs.edu> wrote:

Subject: RE: Checking In

Awesome,

It looks good. I noticed one little typo in question 12 for answer D, it looks like certification is spelled incorrectly.

Other than that, it looks great, thank you!

Marisol Garza, M.Ed.
Advising Program Manager
Office of Student Development

On 05/07/14 at 1:01 PM, Marisol Garza <marisol.garza2@hccs.edu> wrote:

Subject: New VA Processes

Hello Super Awesome Instructional Design Team!

I need a little help. I am attaching a boring document that I need to jazz up so that I can share the new info with advisors on the forum. It is not huge, just boring.

If you have any ideas, we can chat tomorrow at our meeting.

Thanks!!

Marisol Garza, M.Ed.
Advising Program Manager
Office of Student Development

On 11/18/14 at 3:23 PM, Shuo Zhang wrote:

Dear Dorsetta,

Thank you for the feedback! Yes, my course had a dramatic makeup, thanks to you! I learned so much from you during this cohort training program. Really appreciate all the help.

Best regards,
Shuo Zhang
PT Instructor, Biology
Biological Science/Nutrition, HCC Central Campus

On 11/11/14 at 11:22 AM, Geneva Tesh wrote:

Hi Dorsetta,
Could you go ahead and look at my shell to see if it is enough to pass for the DE certification? I only provided instruction for the first block (Verb Tenses). For the others (Irregular Verbs, Modals, Passive Voice, Noun Clauses, and Adjective Clauses), I have only added activities and quizzes. I can add instruction if you think I need it, but it will take me another 2-3 weeks.

I asked my department chair about creating a model course, and she was very enthusiastic and even told me I could get release time to work on it, but.... the requirements for creating a model class are that I first teach distance ED classes for TWO semesters, not counting summer! (See forwarded message below and message attachment). So if I can get certified now, I'll teach DE classes in the spring and fall, then request working on a model class beginning January 2016. Assuming you are still interested in a year and a half, I would definitely want to request you as my Instructional Design Mentor.

Thanks again for all your guidance. I learned so much from you in a very short period of time.

Geneva
Intensive English Professor
HCC Central Campus

On 10/6/14 at 3:36 PM, Husam Jalboush wrote:

Hello Ms. Dorsetta,
I learned a lot today, thank you very much. The samples are great.
Have a great day.

Jusam Jalboush

On 8/24/14 at 2:02 PM, Leslie Comfort wrote:

Dear David, Wendy, and Kim,

Let me start out by saying the Eric and Dorsetta did a fantastic job of explaining the new offerings on the HCC website to our professors on Friday. Their professional manner would make anyone interested in the programs being offered. Eric mentioned to Paulette and I that our taped Battle of the Book was now available for viewing and I am hoping to look that over later today. Thank you for doing the taping and editing. It is appreciated!

As you might have heard by now, I did not win the election for Student Success Program Coordinator. I may not have my district position anymore, but my administrator friends at Central have already rallied around me and let me know that my talents are needed and appreciated. Kimberly Koledoye is the new coordinator for the four student success courses.

Unfortunately, this puts a hold on all of the projects that I had begun with all of you. Please wait until you get further instructions from Kimberly about updates to the LEAD 1370 model course, the non-working quizzes in the EDUC 1300 model course, the updated web page for EDUC 1300 training classes, and the inclusion of a LEAD 1370 web page with training classes. I would not want to have you complete the work only to find that she wants it done differently. I don’t want that to happen!

Sincerely,
Leslie E. Comfort, Ph.D.
Professor
On 10/3/14 at 5:02 PM, Dr. Stephen Levey wrote:

Carlton:

Thanks for the information. I get the impression from your comments that I should hold off on the gaming chapter but can include either all or most of the rest, correct?

I’ve copied Dorsetta Williams, one of our Instructional Designers in CTLE, who is working with me on this course so she has this information too. She is excellent to work with!

Steve

Stephen Levey, Ed.D.
Associate Vice Chancellor, Academic Instruction
Houston Community College

On 10/6/14 at 2:05 PM, Dr. Stephen Levey wrote:

Dorsetta,

Wow! I like all your ideas. #5 might be a little difficult to find but still worth considering.

Let’s talk about this the next time we get together.

And thanks!

Steve

On 8/11/14 at 9:46 AM, Suzette Brimmer wrote:

Dorsetta,

Yes & looking forward. I was not able to do all I wanted to do ahead of time but I really want to meet. You inspire me to have a better online class!

Enjoy your evening,

Suzette

On 8/26/14 at 4:51 PM, Suzette Brimmer wrote:

Thank you Dorsetta, it is always a pleasure to work with you!

Enjoy your evening,
On 11/2/14 at 6:23 PM, Suzette Brimmer wrote:

Hi there Dorsetta,

First of all I would want to express my sincere gratitude for the kindness and willingness to work with my insane schedule.

You are helping me stay on my crazy track!

Can we have a on the phone meeting on Tuesday 11-4-14, 10:30am -11:30am?

Happy Sunday Evening,

Suzette M. Brimmer

On 06/08/14 at 12:47 PM, Kimberly Koledoye <kimberly.koledoye> wrote:

Hello Patti,

The model course was well received at the workshop and we will continue to hammer out the revisions as our deadline nears. Thank you for all of your help!

Kimberly Koledoye Ed.D.
Professor & Program Coordinator of Guided Studies & Developmental Reading
Professor of Learning Framework
President Elect, TxCRLA
HCC Northwest College – Spring Branch Location

On 08/28/14 at 1:06 PM, Kimberly Koledoye wrote:

Subject: EDUC 1300 quizzes

Thank you Patti!

This was a long awaited fix!

Warm Regards,
On 09/27/14 at 11:00 AM, Leslie Comfort wrote:
Subject: EDUC 1300 Model Course Faculty

Thank you, Patti.

This is wonderful! I will send this out this weekend.

Thank You,
Leslie E. Comfort, Ph.D.
Professor
Department of Early Childhood Studies
HCC Central College

On 06/15/14 at 8:18 AM, Amy Dopierala wrote:

I have looked over the course and it is amazing.....it was wonderful working with you!

Amy Dopierala
Speech Faculty Northeast College

On 06/10/14 at 10:54 PM, Tonia Pope wrote:

Hi Patti,
I looked at the class again. I love it!!!!!!!!!!!!!!!!!!!!!!! It looks good to me! I will be using this model for second summer session.

Tonia Goodine-Pope
Speech Faculty
Arts & Languages
HCC Southeast College

On 05/19/2014 at 9:22 AM, Amy Dopierala wrote:

Patti,

Looooooove it! Thanks so much for your hard work the course is looking awesome!

Amy Dopierala
Speech Faculty Northeast College
On 11/5/14 at 10:44 PM, Suzette Brimmer wrote:

Subject: Fw: Wayne Kostroski/Taste of the NFL
FYI, thank you all of the outstanding design, inspiration and support you bring to everything we do!
I’m honored to work with Alex, Vi and David!

Truly,

Suzette

On 10/27/14, Cindy Sullivan wrote:

Subject: DE Day Fall 2014
We loved having you! You’re awesome!!!!!

Cindy Sullivan
Distance Education

On 9/30/14, Kevin Hansbro wrote:

Subject: Teaching and Learning Program

Robert,

Thank you for allowing me to participate in the Teaching and Learning Program. It taught me so much about teaching methods and expanded the resources that I offer my students.

Terri Bubb is an awesome facilitator and instructor. I was fortunate to work with her in the program as well as during my preparation to present at the 2014 Faculty Learner-Centered Instructional Design Symposium.

I sincerely hope that other faculty members recognize the benefit of CTLE, take advantage of its wealth of knowledge, and develop relationships with its instructional designers. The students will benefit greatly.

With best regards,

Kevin

Mr. Kevin R. Hansbro, J.D.
Adjunct Faculty Member for Business Administration
Houston Community College System – Central

On 5/24/14, Kevin Hansbro wrote:

Subject: 2014 Symposium

Terri,

Thanks for suggesting that I submit a proposal for the symposium. Without your encouragement and support, I would have missed the opportunity to share and test my ideas with seasoned educators. The preparation helped
me evaluate the breadth of my ideas and more clearly define them. The presentation allowed me to receive feedback on the utility of my ideas.

Frankly, I did not consider my ideas particularly innovative because they were how I learned to organize significant amounts of seemingly discrete information into a problem-solving methodology. Moreover, is not the goal of educational program to teach a student how to think about, process, and use data to solve new problems?

I look forward to completing my TLP certification with you.

With best regards,

Kevin
Adjunct Faculty Member for Business Administration
Houston Community College System – Central

On 5/24/14, Jennifer O’Neil wrote:

Subject: 2014 Symposium

Morning Terri...great event yesterday as always, thank you! Hope you enjoy some R&R over the long weekend :-)

Jennifer S. O’Neil, PhD
Department of Biology
HCC Northwest College

On 5/23/14, Sonia Kamrani wrote:

Subject: Teaching and Learning Program

Hi Dear Terri,

I wanted to thank you again for your time and valuable input! You are truly an amazing person.

I feel good about the interview but I am not sure what the committee members feel about the interview!!! I guess at this point I should sit down and wait!

Thanks again and I will see you next Friday in the training

Warm Regards

Sonia
Department of Biology
HCC Southeast College

On 5/21/14, Jennifer O’Neil wrote:

Subject: Congratulations on Dr. O’Neil’s Teacher of the Year Award

Thanks, Terri,
Your kind words mean the world to me!

Jennifer S. O'Neil, PhD
Department of Biology
Houston Community College Northwest

On 4/22/14, James Campbell wrote:

Subject: Program Accolades

Thank you. It has been a very rewarding and fulfilling experience to be part of this journey.

Warm regards,

James Campbell, MS, RRT-NPS, CPFT-RCP
Director of Clinical Education - Respiratory Therapy Program
HCCS: John B. Coleman, MD, College for Health Sciences

On 1/22/14, Enrique Rodriguez wrote:

Subject: E-mail Response

Hola Chica,

Mi favorita de HCC.....no problema con su mensaje, entiendo.

Enrique
PT Instructor, Electro Eng Tech
HCC Northeast College

On 1/8/14, Linda Jones wrote:

Terri,

Thank you so much for the personal help today with my EO2 course. I value your expertise, opinion and TIME.

Many, may thanks.

Linda Jones, Ph.D.
HCC Southwest College

On 1/6/14, Janet Pena wrote:

Hi Terri,
You are welcome! I meant everything in that note. You really have made a difference in my teaching style and
given me many great tools to help my students. I will definitely keep in touch with you, and will be asking you for
guidance. Thank you always!

Janet Pena
HCC Coleman College

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On 1/2/14, Jennifer O’Neil wrote:

Subject: QEP
[Terri,]
Wow, you are amazing! It has been such an honor to work with YOU, Tineke and I could not do this without all of
your support. Hope you had relaxing and rejuvenating break. Jennifer

Jennifer S. O’Neil, PhD
Department of Biology
HCC Northwest College

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ON 12/18/13, Laura Arzola wrote:

Subject: Terri Bubb

What a beautiful note. Thank You for sending it to me.
I appreciate all the help you gave me and will likely be asking for more as I get my classes set up for spring.

Have a Prosperous, Healthy and most Peaceful New Year.

Laura Arzola
Developmental Studies
HCC Southeast College

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On 12/18/13, Dr. Pauline Ward wrote:

Merry Christmas Terri-

HCC (and all of us) are lucky to have YOU!
Hope you have a lovely, relaxing Holiday and see you in 2014.

All the best, Pauline

Pauline Ward, PhD
HCC Central College

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On 12/18/13, Enrique Rodriguez wrote:

Dr. Bubb....Terri....both of you,
When I first came to the HISD system, to work for the HS, teaching Process Tech - I was......hmm, a lot of things: overwhelmed by the insanity of how things work, overwhelmed by how awful the students were/are......somewhat discouraged because I had been teaching around the world on a professional level and now found myself - here.....so, I had to do, as I always do; get on my knees, give thanks to God for His Blessings......look at the positive things - there are, many. People like yourself, Scott, my own supervisor (Sameei), make it easier to do this and give me a place to 'check-in', when I'm feeling so...'out' of things.

May God Bless and protect you and keep you safe,

Enrique
PT Instructor, Electro Eng Tech
HCC Northeast College

On 12/18/13, Scott Godley wrote:

Thank you for your kind words Dr. Bubb.

I appreciate all the support that you have provided the Futures Academy instructors, SMEs and myself over the year. Have a wonderful holiday break and see you soon!

Scott Godley
Program Manager Workforce
HCC District

On 12/18/13, Janet Pena wrote:

Hi Terri,

No, no, no a “THANK YOU” to you! Without your insight and support I would not have accomplished what I have done up to this point. I am so thankful, that I took it upon myself to let Mr. David Diehl know what an excellent team he has, especially you and your teaching expertise has really made a difference in how I see my role as an educator. I am proud of my TLE certificate and all the knowledge I have gained about EO 1.9 & EO2...thanks to you. Thank you Terri! I wish you and your family a wonderful holiday full of happiness, rest, and much love. Have a very Happy New Year and wishing you the best for 2014!

Janet Pena
Pharmacy Technician
HCC Coleman College

On 12/18/14, Jordan Carswell wrote:

Hey Terri,

Thank you for inviting me into your work this semester. I learned more than I thought I would as an intern ;-
Honestly, I appreciate you reaching out to me and offering to serve as my supervisor for my practicum. This was a great finish to my graduate studies. Everything went fine with my final submissions to Dr. Ley so I guess I will officially have my MS soon. Thanks again and have a wonderful holiday break. Talk to you when we return.
On 12/18/14, Shelia Williams wrote:

Terri,

Thanks for All that you did to help and Guide me through the completion of my course. Happy holidays and may Allah Bless you and Yours. Hope i can count on you in 2014.

Shelia Williams
HCC Coleman College

On 12/18/14, Nicole Phinazee wrote:

Same to you Terri!

I really appreciate your guidance during this whole process...you are truly great at what you do!

In the spring, do I just need to let you know when I believe I'm finished with the Blue Ribbon revisions so we can review it?

Talk to you next year; take care and have a safe, restful, and happy break!

Nicole Phinazee
HCC Coleman College

On 12/18/14, Teddy Tovar wrote:

Terri,

Thank you for all your help. Merry Christmas!

Teddy Tovar
HCC Coleman College

On 1/2/14, Linda Cook wrote:

Terri,

This is by no means inadequate. It's very sweet. Robin and I had a great time working with you. It didn't even seem like work and we've talked multiple times about our course and how much better it was simply because of you. In fact, it is you who should be thanked for keeping us on track and putting up with our "giggle" sessions.

Have a wonderful holiday!
Linda Cook  
HCC Southwest College

On 1/2/14, Lorah Gough wrote:

Thanks so much Terri -

I luv you too !!!! You have been an awesome Designer, EO2 tester and friend.

Lorah Gough  
Director of Distance Education  
HCC District

On 1/2/14, Mohammad Tlass wrote:

Thank you Dr. Bubb, for all your help and support.

Mohammad Tlass  
HCC Coleman

On 1/2/14, Michelle Voight wrote:

Terri,

Thank you as well and Happy Holidays!

On another note...is my Blue Ribbon Course safe from destruction or do I need to do something with it today?

Michelle Voight  
HCC Coleman College

On 12/18/14, Hung Le wrote:

Hi Dr. Terry Bubb,

I too wish to say "Thank You" for your help during the Fall semester w/ my courses...Now, about the Eagle Online 2.0, I think I went thru the

training in Nov...However, I now can't go to the CTLE web site to check for my record - the new HCCS web site does not have a search field and I can't seem to

locate it anywhere (I looked and looked)...Is there anyway you can check that for me? It's rather important for me because once I completed the training then

my Spring 2014 classes will be put in my shell...Thanks for your help again,
-Le
HCC District

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On 1/2/14, Janet Pena wrote:

Good Afternoon Mr. Diehl,

Before this year comes to an end I would like to thank you and your staff for all the services that you provide HCCS especially HCCS faculty. I started attending Moodle classes last year after attending a TLE seminar held at Coleman at the beginning of this year where you and your staff explained all the wonderful services that your department offers. Terri Bubb was also a speaker on that day and after the seminar I spoke to her about coming to 3100 to start learning EO 1.9. I cannot tell you how important it was for me to find out that HCC had a support system to help faculty learn how to design, and incorporate teaching tools for courses that eventually had to be taught at least 50% online.

I just want to commend you for the wonderful staff you have especially Terri Bubb. I had the pleasure of working with Terri since the beginning of my journey with EO 1.9 and EO2; her continued support, patience, approachability, and creativity has really changed my outlook on thinking out of the box, and made me believe I can do this thing they call “distance education AKA online teaching” and do it well. She always gives suggestions, ideas, and teaching tools that help you enhance your teaching style. She is an invaluable educator and leader. Anyway, I am happy to say that I finished my TLE certificate, but my ultimate goal is to convert PHRA 1445: Intravenous Sterile Compounding course to be a blue ribbon course. I can’t wait to be back next semester and start attending more classes with Terri. Thank you again. Wishing you a wonderful holiday and a very happy new year!

Janet Pena
HCC Coleman College

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On 12/18/13, Mohammad Tlass wrote:

Greetings Dr. Diehl,

As a TLE graduate and Blue Ribbon course contributor, I would like to take this opportunity to acknowledge the support that Dr. Bubb provided me to design one of my courses to meet the TLR standards and Blue Ribbon features of Coleman College for Health Sciences. Dr. Bubb was there on every step of the design and she explained every step that was needed to design the course. Dr. Bubb went above and beyond what she had to do to make sure no questions were unanswered. Her help was invaluable and I greatly appreciate all her help.

Have a great day.

Mohammad Tlass
HCC Coleman College

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On 12/18/13, Dennis Fiedler wrote:

Terri, HCC is lucky to have someone like you w such a wonderful attitude.
- have a Merry Christmas and Happy New Year.

Dennis Fiedler  
Multimedia Developer, CTLE  
HCC District

On 12/4/13, Robert Hume wrote:

Terri,

Just wanted to give a personal thank you for your help in this.

That was an excellent response to the faculty member who needed our help and you really stepped up!

Couldn't do this job without you!

Thanks again!

Robert Hume, CFD  
Coordinator, Training & Development  
HCC District

On 9/19/13, Robin Raborn wrote:

Dear David,

I wanted to take just a minute to really praise the TLE staff that I was so fortunate to work with during the creation of the Civic Engagement class with Linda Cook. I admit that I was a bit wary at first. I tend to prefer working independently and having full control over any project, but I decided to give this a chance and I'm so glad that I did. Once again, I've been forced to admit that working with others can be really beneficial and definitely produces a better product than anything I could create on my own.

Terri was a true godsend. She kept Linda and I focused and on task, made work sessions fun and funny, shared her creative input in terms of both content and visual product suggestions, and is solely responsible for the Power Point presentation appearing so professional. She was never pushy with her suggestions and often was very reassuring when I would get nervous. Over the year, she became a "go to" person and I'm glad to call her a colleague and friend.

Don was probably the most calming and patient person I've ever met. He was willing to schedule video interviews, re-schedule, and re-schedule again if necessary. He let us do as many takes as necessary until we felt comfortable with the shots. His willingness to go out into the community for videos was very much appreciated because they brought something really special to the presentation. Don was also very funny and he and Terri have a great chemistry that was infectious when we were around them.

Eric and Robert were always in the background as those who could get answers to questions that Terri and Don didn't know. They would check in every now and then to make sure we were on track and making progress
without making me feel stressed or pressured. Instead I felt incredibly supported and like they were watching out for me, so that I didn't forget anything.

Overall, I would definitely recommend this process to any faculty member who has a good idea for creating a class. This team was top notch and enjoyable to work with. I'm proud of the class we created. We still have some finishing touch-ups for the final online product, but the class went over well and we got lots of positive feedback from those who attended. I've also received a lot of questions from those who could not attend, so I'm thrilled to be able tell them that it will be online. I hope your team is as happy with it as I am.

Sincerely,

Robin Raborn
FT Guided Studies & Education Faculty
HCC - Northeast College

On 10/6/14, Eddy Attar wrote:

Hi Dr. Bubb,

With the 2 being negative, the proper way to write it in that expression is in parentheses. When you get to multiplication/division you have to work them in order from left to right. So the division would go first, then multiplication. Good luck, let me know if I can do anything else for you. Thanks, Eddy

(By the way I am teaching my first online class this semester, and the instruction I received from you has helped tremendously, so thank you very much)

Eddy Attar
Developmental Math
HCC Southeast College

On 8/21/14, Sonia Kamrani wrote:

Thanks Dear Terri! You are the best! I definitely will come to see you!

:) 

Sonia Kamrani
Department of Biology
HCC Southeast College

On 8/21/14, Robbe Hallmark wrote:

Thank you Terri for all that you do.

I need to do another model course. I know that Mike has to do the paperwork to get it started but then do we have to meet with you periodically also?
On 8/20/14, Leena Sawant wrote:

Good morning Terri,

Thank you so much for remembering me. I will surely contact you if I need anything. Have a great semester.

Regards,

Lena Sawant
HCC Southwest College

On 11/18/14, Jennifer O’Neil wrote:

Missing you Terri and hoping you’ve had a good semester! I think of you every time I log into EO2 and it brightens my day!

Jennifer S. O’Neil, PhD
Department of Biology
HCC Northwest College

On 11/18/14, Jennifer Graves wrote:

Terri:

No rush!

You’ve been fantastic! I’ll try to work on looking at the books and letting you know where we need images and checking links and whatnot.

We have plenty of time left.

Best,

Jenn

Jennifer L. Graves, M.A.
HCC Southwest College

On 11/14/14, Robbe Hallmark wrote:

Terri,
I wanted to thank you for all your hard work on the model courses. I do this I could do another one but the pull toward retirement is too strong. :) My husband is already retired and my first grandbaby has arrived. YES! So my time will be spent in other ways. Thank you again, Terri!

Robbe Hallmark
Medical Laboratory Technician Professor
HCC Coleman College for Health Sciences

On 10/31/14, Penelope Williams wrote:

Thanks Terri for all your clarification today. It was much appreciated.

Penelope Williams
HCC Coleman College
CTLE Video Testimonials

CTLE captures faculty on video to share faculty views on the impact of student-centered active learning, the Teaching and Learning Program, and model courses that faculty design through consultation with CTLE instructional designers. The video transcripts below are examples of these videos. To view actual examples of these videos, visit the EducationXchange page in the Virtual Faculty Lounge at http://hccs.edu/vfl and click on “Faculty on Design”. While you are there, please explore resources for faculty.

Eddy Attar, Developmental Math, Southeast

"The Teaching and Learning Program provided the professional development and instructional design I needed to set-up online courses. It included adding files, embedding YouTube videos, creating advanced forums, and creating assignments in Eagle Online 2. I really enjoyed the class especially because Dr. Terri Bubb was so incredibly kind and very helpful. She was awesome. Thank you Dr. Bubb and the TL Program."

- In production – not online yet

June Woest, Art, Southeast

"The 1304 course is empowering because it gives faculty a lot of flexibility for being inventive. The curriculum is structured like a typical art history text might be, but within that there’s a lot of projects and student activities that are designed by the faculty member that can be inserted into the content and there’s not so much of the ‘read this and take this test and push this button’, but there’s a lot more student interaction and engagement with both the faculty member and with each other inside of the classroom."

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"The CTLE instructional designers are kind, funny, resourceful, inventive, and they speak a language that is new to me... and that's what excites me. But they are very aware that we are all at different skill levels with this new language that’s being introduced in the 21st century, so they are patient and kind when it comes to massaging ideas so they can be fit into that language."

- In production – not online yet

Irv Lichtman, Psychology, Northeast

"One day I was sitting with a new faculty who was panicking about teaching online, designing his own course and I told him, 'We have a model course,'... and when I was showing him the model course that I designed, I got more interested in it. As he was looking at it and looking at the various learner-centered activities, and he was starting to comment and showing his passion and excitement for what we did, it was contagious to me. And from that point on, I begin to think more and more learner-centered."

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"The model courses are effective for faculty because any faculty could use these model courses to teach their students... Specifically, new instructors or adjunct faculty would have these courses all ready to go without any further design in order to teach their students. And regular faculty who have taught online could take many of the activities from these courses and incorporate them into their courses. The effectiveness for students is that the
activities in these courses involve a lot of everyday scenarios that apply to their lives... and by working through the
cenarios, they are applying many of the psychological concepts that they are required to know."

"Designing model courses has changed the way I view designing my class. I am much more learner-centered
oriented now that I have been before and have a better grasp of what excites students and what doesn't. And the
courses that we have designed do engage students with everyday living scenarios that they have to deal with... and
through that, they see a benefit to themselves and they're learning psychology.”

Leslie Comfort, Child Development, Central

"This semester for the first time I'm teaching a student success course called LEAD 1200, and I didn't know that I
was going to teach it until the last minute, and the great thing about the TL program is that the model courses are
available... so I grabbed that model course, looked it over, added some things to it, subtracted some things from it,
and then I could plug it into my in-person class as a web enhanced feature. I put all my assignments on there for
the students... I also added some discussions where they have to go out and do things like interview someone in
their field that they plan to go into and put that information on for other students to see. They are making a
PowerPoint about themselves and their career goals... lots of good things happen with the component of having
that extra model course to help you. It gets you going, it gets you started, and then you can go from there. I had a
lot of experience with the EDUC 1300 model course because I actually helped to write that, but using someone
else's was a new experience... but I've loved it and it's been very learner-centered for my students.”

Tineke Berends, Director, Quality Enhancement Plan, District
"I'd say that a learner-centered experience has an effect on both the student and the instructor. For the student, you know we really learn best when we learn things on our own the hard way... think back when all of us had to learn how to drive a car... we can give you the student manual with all of the details, everything spelled out... but we wouldn't necessarily want to turn you lose in Houston traffic. And so a learner-centered experience really allows students to pick up skills and knowledge but to do it very organically and in a way that it sticks and in a way that is contextualized... it relates to real life and it's meaningful. For the instructor it's almost like tasting the forbidden fruit. There's no going back once you start incorporating these types of experiences in your classroom. I think teaching becomes more fun. It's not easy to do; it's definitely something that you will have to learn over time and I'm very grateful that we have a great group of faculty members here at HCC, and we're actually sort of in a QEP faculty learning community and we do it together... but it's definitely transformative for both students and for the faculty.”

"Creating learner-centered experiences is really what we're all about through our Quality Enhancement Plan or QEP, called HCC Inspire. So with that means in our case is that a bunch of us Physics, Chemistry and Biology professors got together and we created what are known as Interrupted Case Studies. Each one of these centers around a horrible crime that's been committed, and then in the classroom students are guided. They have to work in groups, and they work collaboratively and actively, and basically they have to use what they were supposed to learn in the first place in terms of Physics, Chemistry or Biology, and they have to use that knowledge and discover that knowledge in order to solve the crime in the end.”

http://itunes.hccs.edu/hayman_awards_2014/tineke_berends_hayman_award_2014_video_1.mp4

Charles Rucker, Hospitality, HCC Central College

"Student-centered learning to me would mean putting the students first... trying to think the way the students would think... I think I have a little bit of an advantage because I did go to school here as well, as a student... so I think I'm learning to put the students' questions first... learning to try and think about how I might've thought back then or what the students are trying to learn from the classes that they're in.

I also think that with the students that we have in culinary, it's especially important because we have some students that are older students and a lot of them have not been in school for a long time; they did not just graduate. So they have other questions that someone else coming out of school may not have like, 'How do I open up a link' or 'How do I even get on the website to find out what it is that I'm trying to learn?' So I believe that putting the students' needs first is what student-centered learning is all about.”

http://itunes.hccs.edu/hayman_awards_2014/charles_rucker_hayman_award_2014_video_1.mp4

"Being in the culinary department, I don't think we have as difficult a time because so much of our work is hands-on, so getting the information to the student before they come to class is important... letting them know what kind of recipes we're going to be doing and giving them information before the class starts on technique. It may not be the technique that we're using that particular day, but there's always more than one way to do something, so
letting them see the different ways of doing the same thing... as long as it’s correct. There’s the right way and then there’s the wrong way in some cases, but in many cases there’s other ways that you can do something to achieve that technique... so letting them have the information ahead of time is one of the things that I believe student-centered learning is represented by with this Eagle Online class.”

http://itunes.hccs.edu/hayman_awards_2014/charles_rucker_hayman_award_2014_video_2.mp4

"Learner-centered learning, to me, would mean that we would be anticipating the needs of the students first... that we would be doing everything that we can to help the students to get all the information that they can get to make them the most successful that they can be. Different students require different forms of learning -- some visual, some audible -- what the Eagle Online class does for them is give them this information ahead of time and also have it ready for them anytime they need it during the semester. They can go back and look at it; they can look at it ahead of time, if you open up something maybe a week before... and quite often there are students that need repetition. They need to see something over and over and over again before they actually understand what it is.

I believe that it also helps them to prepare for not just the written work that we do, not just tests or exams, but also for the practical part of the lab work that we do.

Being in culinary, a lot of the learning that is done is hands-on, so we do have that advantage where part of our curriculum is just hands-on and it makes it easier for us... but I think it helps the students if they can see something done ahead of time and then also see the instructor maybe do it in class, and say 'OK, this is what I remember seeing earlier.' And I believe it that does actually help them out when they need to see something over again.”

http://itunes.hccs.edu/hayman_awards_2014/charles_rucker_hayman_award_2014_video_3.mp4

"We create learner-centered learning for our students by making the information available to them ahead of time, and then again in our culinary classes, we have the advantage that so much of our work is done in the lab, so much of our work is done hands-on... so they get to see not only videos and photographs and presentations and PowerPoints, but then they’ll also be able to see the instructor do a certain technique or do something that they’re going to be doing later that day.”

http://itunes.hccs.edu/hayman_awards_2014/charles_rucker_hayman_award_2014_video_4.mp4

"I believe that the learner-centered learning has a great effect on the students. I’ve had time to talk with my students and get feedback from them about what their impressions were of this Eagle Online class, and I got a good response from them. Some of the students that are actually really good students have told me that they liked having the information ahead of time, that they liked having information that they could go back and look at that... they could also go back several weeks if they needed to think about something in the future like maybe studying for a midterm or studying for the final exam... that they could go back and get a refresher on what it is
that we’re going to be covering so I’ve gotten really good feedback from the students. I think it’s a very positive effect and I believe that the students overall appreciate having that available to them.”

http://itunes.hccs.edu/hayman_awards_2014/charles_rucker_hayman_award_2014_video_5.mp4

"I’m looking forward to putting more of my classes into the Eagle Online format. I think that it’s going to be beneficial for all of the classes for all of the students. When this was first introduced to us I was not quite so comfortable with it, but having worked with it now for a while and having seen the results that it has with the students, I think it's very beneficial and again I'm just looking forward to putting the classes that I have available on the Eagle Online format so that the students will benefit as much as they have so far with the classes that I've done.”


Mary Louis, Social Sciences and Teacher Education, Southeast

"I teach primarily in a distance education environment, and I think that distance education basically lends itself to being very student and learner-centered because the students are basically responsible for a large portion of their learning. And what I do is I try to design my course so that it’s easy to navigate... not only is it easy to navigate, but it also supplements the students' learning in a way that they take control of their own learning. For instance, the notes are interactive which means that I will have notes in the learning modules, but within the notes you can click on a link or term instead of trying to find it on your own. It’ll send you off to an online site that'll basically supplement and help you learn what you need to learn.

We also have discussions that are geared towards helping the students implement and apply the information they learned within the module, and there are also links that question them and also help them learn what they need to learn to be prepared for any kind of assessments that we have. Additionally, we have a discussion link called Le Café where they get to interact with each other and discuss the various topics.”

http://itunes.hccs.edu/hayman_awards_2014/mary_louis_hayman_award_2014_video_1.mp4

"I think that a learner-centered experience actually enhances the experience of learning for the students. I think that if they basically engage in the learning then it means more to them and they will become lifelong learners... so that they will take all the information that they learn and apply it in their own lives. And it also makes it more meaningful to the learning process instead of having some lecture and me telling you "This is what's necessary.” When they engage in the whole process, it becomes more meaningful for them.”

http://itunes.hccs.edu/hayman_awards_2014/mary_louis_hayman_award_2014_video_2.mp4

112
"Learner-centered learning means a lot basically to me and my students, because I think that is the way that students retain information that they learn and it improves their learning as well as improves the way that I can basically impart information to them."

http://itunes.hccs.edu/hayman_awards_2014/mary_louis_hayman_award_2014_video_3.mp4

"I think that the training that I've acquired through the TL program has been very beneficial to my students as well as to my teaching and learning, because not only does it help me improve as an instructor, it also helps the student benefit from any kind of instruction that I provide for them."

http://itunes.hccs.edu/hayman_awards_2014/mary_louis_hayman_award_2014_video_4.mp4