# CTE Seeking Proposals

## Innovative Learning Projects, Course Redesign and Quality Course Design Awards through CTE

The Center for Teaching Excellence (CTE) is actively seeking proposals for the following projects:

- **Course Redesign projects** - Faculty interested in applying for this program should visit the CTE website (under Faculty and Staff) for complete information, including an application and instructions.

- **Quality Course Design projects** - This grant is the newest for CTE. There will be a workshop on September 12th from 2:30-3:30pm that will allow you to ask questions and get advice on writing your Quality Course Design Proposal. To register for this workshop, please contact Melinda at extension 7595 or mmiller@lorainccc.edu. Faculty interested in applying for funding through these programs should visit the CTE website (under Faculty and Staff) for complete information, the Quality Course Design checklist and a proposal application.

*Note: Faculty who are interested in submitting a Course Redesign or Quality Course Design proposal or are unable to attend the workshop for Quality Course Design should contact Aimee Dickinson (adickins@lorainccc.edu) or extension 7426.*

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### Our Charge:

"The Center for Teaching Excellence is a community of educators serving as catalysts and resources for professional growth and innovative teaching to enhance student learning and achievement."
4156 to discuss ideas, indicate interest and submit proposals.

- **Innovative Learning Projects**
  Encourage faculty to collaborate with faculty from other divisions, assess new delivery methods, and evaluate strategies that improve learning and student retention. A how-to workshop will be held September 12th at 1 p.m. Any interested faculty should submit a letter of intent by September 19th to Susan Paul via email at spaul@lorainccc.edu. Proposals are due by September 26th, 2014. ILP fact sheet, project criteria, proposal forms, and evaluation steps are also available under the CTE web page. The fact sheet answers questions regarding writing proposals, picking teams and listing a budget.

*Note: Faculty interested in submitting an Innovative Learning Project proposal should contact Susan Paul at spaul@lorainccc.edu or extension 7422.*

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**Quality Course Design: How it changed my course and my mind**

*By Dr. Kathy Durham*

My name is Kathy Durham and I have been a full-time biology professor at LCCC for 12 years. Two of the courses that I routinely teach are Biology 121 & 122 (Anatomy and Physiology I & II). After teaching these courses for several semesters, I was astonished at the high attrition rate, especially in Anatomy and Physiology I. I decided to interview as many students as I could to try and determine why the success rate was so low in an attempt to figure out if there were things I could do to help improve it. From these interviews, two major themes became evident:

1. Many of the students who were not successful found it difficult, if not impossible, to get to the college 3 days a week due to things such as mandatory full-time jobs, child care issues, lack of money for gas or unreliable transportation, etc.
2. Many of the students who were not successful admitted to me that they understood what was being said during lecture, but when they got home and began reviewing the material they became confused.

In response to these comments, I decided to develop a blended on-line version of these courses. My reasoning centered on the facts that this would require students to only be on-campus one day a week, diminishing travel expenses and the amount of time they would need to be excused from work, and this would also allow the students to have continuous access to the lecture videos so that they could review them at any time.

As I began the development process, paramount to me, was that I maintain the integrity of the courses and make them the best they could possibly be!! With the help of Marc Bakst (thank you😊), my lectures were live video taped and edited. I put them into ANGEL along with many animations, games and handouts as support materials. I then spent many hours organizing everything into 5 units, each unit housing all the information for each of my 5 lecture exams. After I had successfully run the courses for a few semesters, I was approached by Dr. Janis Thompson and Tammy Macek, who asked me if I would be interested in submitting my courses to the LCCC Quality Assurance Review Process. I was
delighted as I knew any changes the committee might suggest would only enhance the quality of the courses. I fully admit that I was very proud of the work I had done and felt that the review committee would have very few, if any, suggestions on how I could improve my courses. To my chagrin and surprise, both courses failed miserably!! After getting over my shock, I scrutinized the review committee’s comments and realized that the changes they were suggesting were definitely things that would make the courses more complete and user-friendly for the students. So back to the drawing board I went. The review committee gave me very distinct guidelines to follow and after getting the initial course set up it can be easily copied for future semesters. After basically revamping the courses and some tweaking, both were approved by Quality Assurance. I subsequently submitted my “new and improved” Anatomy and Physiology I blended on-line course to Quality Matters and it received approval. Since completing the review process I can honestly say that the students find both courses to be very user-friendly, easy to navigate and their success rate is comparable, if not a little better, than in my on-campus Anatomy and Physiology courses. As an added benefit, the review process provided me the opportunity to become very proficient in ANGEL. I am delighted to have had this Quality Assurance Review opportunity and would highly recommend it for anyone who is teaching an on-line course. Our united goal is centered always on the success of our students.

It really is coming!

Professional Development

E-Reading (from a librarian’s point of view)

By Chris Sheetz

I went reluctantly into the world of e-reading. I was not an “early adopter.” Why? I certainly love to read. I am known to take 5 books with me for a week at the beach. What spurred this reluctance? It wasn’t until I won a Kindle by filling out a survey at a web site and then later was part of the Faculty iPad Learning Community that I could begin to understand why I didn’t dive into e-reading. Now, reading on my iPad is my primary use of this device.

First, as a librarian, I suggest you keep in mind that e-books are disrupting the publishing industry and the library industry. Both publishers and librarians had things figured out with the traditional print book world. Publishers knew how to achieve their goal of a profit. Librarians knew how to achieve their goal of managing books for lending. Throw e-books into this mix and as they say, “May you live in interesting times.” Publishers and librarians are experimenting with various models of how to work with each other around e-books. For example, under the “bookshelf model,” a library subscribes and pays an annual fee for a set of e-books. After a year, the access to that set of e-books disappears and you would no longer find that e-book at the library. Under the “pay-per-use” model, the library only pays when the book is used - you can imagine the budgeting challenge this creates for a library. The “simultaneous-access model” allows a set number of users to use the e-book at the same time and may explain why an e-book you want to “borrow” is unavailable. There are a handful of other models for e-books in
libraries that may affect your easy access to the e-book.

The LCCC Library provides access to e-books through several different platforms using a variety of the access models. See the E-Books LibGuide for links into these collections:

http://libguides.lorainccc.edu/EBooks

As a reader, let’s go back to the root of my reluctance. I usually want to read a best-seller when everyone else is reading it, but I may not be able to borrow a copy from my library because all the copies (print or electronic) are not available. So then I give in to that immediate need and buy the e-book. But what can I do with all of these e-books I have purchased and downloaded to my device? I can’t give them to a friend, I can’t trade them in at Half Priced Books, and I can’t donate them to a library. As a librarian, I want to do something with these e-books after I have used them and for now, they just sit in a cloud.

Despite the disruption that e-books bring to my industry and my reluctance to embrace them, I still spend A LOT of time reading both print and e-books. I am currently reading two e-books and I just picked up two print books from the library to add to my evening pleasure. OK, maybe I just need to say it ... “My name is Chris and I am a reader.”

My favorite reading apps are:

- Kindle - for downloaded books
- Zinio - for downloaded magazines
- Feedly - for RSS/blog feeds

Here are some ways to find free/reduced e-books:

- Check out your public library to see what e-book or e-magazine options they have. Most public libraries lend e-books and some have options for downloading e-magazines. If it isn’t obvious on their web site, then ASK a LIBRARIAN!

- Check out the “Kindle Daily Deals” on Amazon
- http://hundredzeros.com
- http://ereadernewstoday.com

Professional Development

Student Success in Developmental Mathematics

By Jennifer Hirz

Anthony S. Burke, President of Carnegie Foundation for the Advancement of Teaching, has said that, “Developmental mathematics represents the graveyard of dreams and aspirations.” As a mathematics instructor in Academic Foundations, I gasped as I read Burke’s statement. My classroom is a “graveyard of dreams and aspirations”? Yikes! How can a professor change such an awful prediction in a short-eight week course? This past fall, I had the opportunity to conduct research in a Beginning Algebra course (MTHM 051). The purpose of the study was to examine the effects of a required student-instructor meeting and its influence on course anxiety, confidence levels, and knowledge of course-related resources. How would requiring developmental math students to meet with their instructor outside of class influence student performance? Pre- and post- surveys, interview notes, and final grades were measuring devices in the study.

Analyzing the post-survey responses showed a 15.7% average increase in reported confidence levels of students
and a 10% average decrease in reported course anxiety after our meeting. While these findings show only slight increase in confidence and slight decrease in anxiety, the results are promising. Comments on the post-surveys ranged from students saying that things “did not change” after the meeting to “everything changed about how I feel regarding math class.” This is consistent with the high standard deviations that were calculated for all the statements on the pre- and post-surveys. The students in this study were very different in terms of reported confidence levels and anxiety. This wide spectrum is typical in a developmental math course. There are students who need minimal support and will succeed regardless of instructor intervention, and there are others who need individual support and attention in order to succeed. This study also analyzed students’ knowledge of available course-related resources. The resources included the Academic Support Center (ASC), MyMathLab software, and how to contact peers, professor, and the classroom tutor. It was surprising to me that less than half of the participants knew where the ASC was located or how to make an appointment. By the end of the meetings, all the students, except for one, knew how to access all the available resources for the course.

While I would classify each of the meetings as successful, there were a few that stood out in terms of what was accomplished. For instance, one student was referred to a counselor on campus for further emotional support. He was not aware of this service that was free of charge to all students. Another student was referred for further testing because of her exceptionally high course average and level of coursework in high school. Her testing results indicated that she was eligible to skip the next course in the sequence of developmental math. Another student shared some of his disability background and as a result, we brainstormed how he could complete his homework without spending too much time on the computer. Another student came into the meeting confident that she should drop the course. After looking at her course average that would include homework not yet entered into the system, she reconsidered and consequently passed the course. These events were important and influenced students’ success and completion of the course. This data is not necessarily quantifiable and as a result may not be a part of the data that most people would look at when analyzing success of the intervention. Overall, the participants had a success rate of 79% (2 failures, 1 withdraw) as compared to the overall course completion rate of 73%.

Limitations of the study include the small sample size and the time of the intervention. While I would have liked to conduct meetings with the students at the very beginning of the course, I had to wait for approval from the Institutional Review Board to begin. Holding the meeting during the fifth and sixth week prevented an early intervention that may have helped students become more successful. While the quantitative results were not as significant as I had anticipated, working with the students individually has given me insight and hope of eliminating the developmental mathematics classroom as the “graveyard of hopes and aspirations.” Working with adults and trying to change thoughts, behaviors, and patterns as related to confidence and anxiety takes more than one meeting with their professor. It takes dedication on part of faculty and students to engage in the learning process and seek opportunities in and outside of the classroom to make a difference.
When I first heard of experiential learning, I knew little about it. However, being involved with one of LCCC’s Completion by Design (CbD) teams has changed that. Although I still have more to learn, I find it very interesting and refreshing that there are various ways to approach experiential learning.

My first impression of experiential learning was that it had to be an internship, co-op, clinical, service learning, practicum, student teaching or other clearly definable approach. However, depending on all factors, an activity may be able to be considered experiential learning if it contains all seven of the following National Society for Experiential Education criteria: Authenticity and Intent, Preparedness and Planning, Reflection, Orientation and Training, Monitoring and Continuous Improvement, Assessment and Evaluation and Acknowledgement.

I thought maybe other faculty would find this interesting as well and so for that reason it seemed appropriate to incorporate a series on experiential learning tips in the CTE Newsletter. This
series will highlight faculty across campus in an effort to show a diverse array of how these criteria are being fulfilled in various courses.

So let's take a look around campus and see how some LCCC faculty are using experiential learning in their classrooms! It is my pleasure to introduce our first author in the series: Dr. Ruby Beil and her article, *Experiential Education - Pathway Towards Student Success and MORE!*

Please enjoy this delightful and informative article about how Dr. Beil

### Teaching Tip - Experiential Education - Pathway Towards Student Success and MORE!

**By Dr. Ruby Beil**

A meaningful experience is a powerful thing. It can be a source of inspiration, an awakening of the heart and mind, a reason to wake up in the morning and complete that class! As a grad student at Cornell, I took a class called *Plants and Human Well-Being* - my first experience with Service Learning. My group collaborated with a furniture class to build raised beds and plant an herb garden for a local senior center. In *Creating an Urban Eden*, we competed as "landscape architects" to design a new garden on campus. The winning design became part of the campus landscape and the greater Cornell Plantations. It was experiential education that inspired me to create similar opportunities for my students at LCCC.

Utilizing a variety of experiential approaches accommodates a diversity of interests and career goals as well as time and transportation limitations. Introduction to Ecology students can choose from an elective menu featuring everything from "easy" activities worth fewer points (i.e. visit a natural history or science museum, start recycling, plant a tree) to long-term Service Learning projects integrating several learning outcomes. Explorations in Field Science students utilize the scientific method, taking data and measuring real-world phenomena. This data is often useful in meeting community needs (i.e. taking air pollution measurements for Ohio Citizen Action or identifying and counting birds for Black River Audubon Society). Sustainable Agriculture students benefit most from paid internships with farmers and growers and community networking through Service Learning.

Of all the experiential approaches I've encountered as a student, researcher, or educator, Service Learning is my favorite for many reasons. It focuses on mutual benefit and civic engagement and unlocks an appreciation for intrinsic values, which increases happiness and social sustainability overall. I will conclude with a brief example of how Service Learning in Sustainable Agriculture connects to the National Society for Experiential Education guidelines.

1. **Authenticity and Intent:** Because Sustainable Agriculture involves everything from farming to food banks and community gardens, real world connections to people in need are abundant. I outline the students' responsibilities in written instructions and share that with the community partner as part of the pre-planning for all Service Learning projects. I make sure to understand the expectations of the community partner.

2. **Preparedness and Planning:** Service Learning meets the SAGR 100 learning outcome: *Create a deliverable to share that contributes to the advancement of sustainable agriculture.* The deliverable is designed to specifically meet the needs of a community partner, and this becomes
the goal of the project. The first step is to visit the community partner and learn about their organization.

3. **Reflection:** Reflection is most effective when students are given multiple opportunities. I use a weekly journal where students are asked to reflect on the challenges and successes of the week and set goals for the coming week. Students also write a reflection paper at the conclusion of the project and share in group discussion.

4. **Orientation and Training:** Most of the community partners we work with have established training programs for volunteers. We either visit the community agency or a member joins the class to meet the students. I make a point to highlight ongoing connections between Service Learning projects and learning outcomes.

5. **Monitoring and Continuous Improvement:** I collect feedback from the students as I assess their reflection and critical thinking submissions. I collect feedback from the community partners using a short survey. I also check in with the students periodically as they are completing their service. Ongoing communication in the spirit of continuous improvement is very useful.

6. **Assessment and Evaluation:** I write detailed instructions for students, including the learning outcomes the project is designed for, general guidelines, steps to completion, project portfolio components and point values. These instructions are posted on ANGEL and discussed in class.

7. **Acknowledgement:** Service Learning students from any course can be recognized by cooperating with the Service Learning office in Career Services.

Students can basic information about their project online and be rewarded with a certificate and medallion at graduation. In past years there has also been a recognition ceremony for Service Learning students.

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**Spotlight on Faculty**

Tony Cioffi, Business

How long have you been teaching here at LCCC? How long have you been teaching (if you taught at other schools)?

I began teaching at LCCC as an adjunct faculty in the spring of 1976 and became a full time faculty member January 1980, so it has been well over 30 years.

What classes do you teach?

I currently am teaching Financial Accounting and Principles of Management. I have, however, taught a variety of courses in the Business Division such as Introduction to Business Administration, Entrepreneurship, Business Math, and Business Finance.

What hobbies do you have outside your LCCC life?

I do not really have hobbies per se, but do enjoy watching sports at all levels, reading, and making homemade pizza, especially on a wood fire grill that my wife bought me for our 25th wedding anniversary. I am also a long time runner and do like getting outside for a run unattached to any devices. It is a great opportunity to be introspective and let go of the everyday stresses that life brings.
What is your teaching philosophy? How do you see your role in the educational process?
I believe in creating an atmosphere of learning where the subject matter is made relevant to the student. It is extremely important for the student to be able to connect the course material somehow to his or her life. I try to find examples that in some way resonate with the students. I also attempt to remove as much intimidation as possible so that the student feels comfortable and enjoys coming to class. I really feel my role is a facilitator that helps the student learn whatever material is required in the course. Since most of what I teach currently is online, it is incumbent of me to set up my courses in a way that is easy for the students to navigate and keeps them engaged. I truly feel like I am the go to person to help the student get over whatever is impeding the learning process.

Do you have any unique presentations, activities or lectures that you would be willing to share with the campus community?
I really don’t think I do anything that is all that unique, although I do try to be innovative so that I am not the old professor with the yellowing notes that speaks in a monotone and does not make eye contact with the students. Most recently at a couple of symposiums I attended, there was a lot of discussion about “flipping” the classroom, where the traditional lecture is no longer used and the instructor becomes a guide that helps the student with problem solving activities. I like to use a hybrid to that approach where you use simulation exercises and other types of experiences to bring the student into understanding the concepts and applications and then explain how it all fits together. The challenge is getting the student to come to the class prepared. Student engagement is critical in stimulating active learning.

What type of student is your ideal student?
My idea of an ideal student is one who does what is required in the class to be successful, such as reading the textbook, handouts, etc., and completes assignments, quizzes and exams when due. Basically, it is the student that takes full responsibility for his or her actions and puts the effort into getting the most out of the class experience.

How has education changed since you entered into the field?
The most obvious change is how technology plays such a major role in the education process. Certainly the Internet has made information abundantly available and quickly accessible. Mobile devices with a variety of applications, as well as classroom tools like clickers and smart boards have significantly changed how course material can be delivered and accessed. Interactive classrooms bring students at a number of different geographic locations together as one class.

Publishing companies have also come a long way in providing a wealth of online resources and digital materials. For many courses, homework managers are common place and widely used. In some cases, there are so many resources available it can be overwhelming to the student and, unfortunately, of little value where time constraints limit or preclude there use.

How has LCCC changed since you started working here?
LCCC has gone from quarters to semesters, more than doubled enrollment, added a wealth of new programs and initiatives and is truly the
black cat) are central to my well-being. I recently learned how to knit and love the creative sense of accomplishment it gives me. Otherwise, I like to do crossword puzzles, walking, and am longing for the weather that will allow me to help my husband with our garden. C'mon Spring!!

What is your teaching philosophy? How do you see your role in the educational process?
I aim to be a conduit for the learning process. My experiences in professional and school activities brought me to where I am; I like to draw on examples from those environs and the knowledge of others (be they colleagues from LCCC or my work as a Compliance Auditor) to give depth to the class material. Learning is a personally enriching experience! Anything I can do to foster that process is rewarding.

Do you have any unique presentations/activities/lectures that you would be willing to share with the campus community?
I don't think I do anything unique. I can bring the perspective of being an auditor of payroll records to the class and tell them of current compliance issues and trends.

What type of student is your ideal student?
I love it when students come to class prepared and receptive.

How has education changed since you entered the field?
Technology has given rise to new methods of information transfer and assessment. Years ago the CPA exams were written and given in person. Now, they are given electronically. Classes are now provided via the Internet. All this provides greater access to end users; it also presents concerns for confidentiality and
In 2003, grants for Course Redesign and Innovative Learning Projects became available. The team members who helped establish the grant process for CTE were Marilyn Valentino, Dorinda Smith and Vincent Granito. These people were responsible for establishing the parameters and process for the Course Redesign process at LCCC. As the executive committee and the various roles within CTE were established Dorinda and Vince became co-chairs for the Enhancement Design Team. CTE was also able to procure Elisabeth Garcia, as support staff and part of the team. Several division representatives also volunteered to be a part of CTE. This helped disseminate information from the meeting back to the divisions, so everyone could be aware of what CTE was doing. In August of 2006 Aimee Dickinson became the Vice Chair of CTE. She and Vince have worked together since to provide guidance and coordination to CTE and the grant processes it governs. Over the years that Course Redesign and Innovative Learning Projects have existed, there have been several types of grant proposals submitted in several different academic disciplines. In 2009, Dean of Engineering and Information Technologies Kelly Zelesnik proposed an Innovative Learning Project where mathematics projects were given to Early College students in the fab lab in order to improve their math outcomes and increase engagement with STEM fields for students. The proposal for the project pointed to higher outcomes of success when students were able to produce an action based on what they were being taught. In another Innovative Learning Project from 2010, Associate Professor Christine Sheetz submitted a proposal to look at Academic Integrity on our campus and how we can improve our policies and procedures. The proposal looked at the climate regarding academic integrity from the perspective of students and faculty. Faculty was surveyed to determine their attitude and perspective on academic integrity. The information was then synthesized to determine a path of proposed change. Since this project was not tied to a particular course it had outcomes that could be applied in any situation. Course Redesign also had successful outcomes. For example, in 2010 Associate Professor Kimberly Greenfield took ENGL161 and ENGL162 and created Blended sections. This allowed more students the opportunity to complete these important prerequisites because of authenticity of the information transfer.

How has LCCC changed since you started working here?
Being a relative newbie to instruction, I don’t think much has changed. A lot has changed here since I first attended LCCC as a student in the 1980s. The Library is beautiful! I am heartened to see the enrollment numbers; I am excited by the prospect of LCCC growing and meeting the needs of a highly skilled work force!

Anything else that gives us a picture of you and your teaching.
I think that teaching here has given me an opportunity to give back. I got my Associates in Applied Business from LCCC, went on to get a Bachelor of Science in Accounting through the University Partnership and finally an MBA also through the University Partnership. The LCCC Foundation, through its scholarships, enabled me to further reduce the costs of advanced education. What more could an accountant ask for? ;-)

By Melinda Miller

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The Educator’s Resource Cove located in LC236 will offer Camtasia Studio for your recording needs starting in Fall 2014. This software is used by instructors who wish to record lectures. Camtasia Studio is a fully functional program and allows easy editing of videos and inclusion of other teaching graphics or supplements. Scheduling will begin June 15th, giving instructors time to complete videos for fall courses.

Did you know that CTE has ‘clickers’ available for rental? We have enough to cover any size class and can be rented for a semester at a time. If you are interested please contact Melinda at x7595.

Most people know that CTE provides grant opportunities to faculty at LCCC. However, what you may not know the types of projects that have been attempted in the past. All projects done with CTE funds are showcased in our Educator Resource Cove. Any one is welcome to come and see what others have done. This includes how the interdisciplinary teams were established, how budgets were presented, how an idea fits in with Vision 2.0 and The Learning College principles and more. These are available to view anytime the Cove is open. Come on over and see how you can make your idea a reality.

Don’t forget!
CTE committee meetings are held on the 3rd Monday of the month and all are welcome. For a list of dates visit the CTE website.
Executive Steering Committee 2013-14

Vincent Granito  Co-Chair, Professional Development Co-Coordinator, SS&HS

Aimee Dickinson  Co-Chair, Coordinator of Enhancement Redesign Projects and Quality Course Design, SS&HS

Susan Paul  Coordinator of Innovative Projects, Library/Community Resource Center

Jennifer Kukis  Professional Development Co-Coordinator, SS&HS

Claudia Lubaski  Newsletter Editor, Business

Melinda Miller  Staff Assistant, CTE Liaison, Website & Newsletter Assistant, Center for Teaching Excellence Office

CTE Division Representatives

Iona Abraham  Arts & Humanities
Heather Bubnick  Science & Math
Dee Gross  Arts & Humanities
Bethany Geiger  Academic Foundations
Chris Sheetz  Library/Community Resource Center
Aaron Weiss  Academic Foundations
Kathryn Leed  Science and Math

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