Henry Ford Community College
Technology Investment Fund
Progress Summary

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NAME OF PROJECT DIRECTOR		DEPARTMENT/DIVISION
Diane B. Green		Counseling
CURRENT DATE	**SEMESTER GRANT AWARDED**	**PROGRESS REPORT STATUS**
01/11/13	Winter 2011	[ ] Interim [X] Final

PROJECT DESCRIPTION: *A brief summary of the project.*

Please See Attached

ITEMS PURCHASED: *Please indicate how you spent the funds allocated to you. Where are items purchased currently being used? (Attach separate sheet if necessary.)*

Please See Attached

OUTCOMES EXPECTED: *What were the outcomes/goals expected from the project as listed in your original proposal?*

Please See Attached

PROJECT EVALUATION: *Please summarize how the project was evaluated and the result of that evaluation. What evidence do you have that the outcomes/goals were or were not met? Please include data collected--questionnaire results, etc. Were there any benefits you may not have expected? Any liabilities? Please share any strengths and weaknesses of the proposed project--your honesty will be of help to others.*

Please See Attached

Henry Ford Community College
Technology Investment Fund Progress Summary
Counseling Division
January 11, 2013

PROJECT DESCRIPTION: *A brief summary of the project.*

The project was intended to create a classroom environment in the Counseling Division's multi-purpose room, LRC-121, that would be conducive to teaching and learning; support division meetings, counseling courses, workshops, and seminars taught in that space; afford students an opportunity to experience current technology that will support multimedia presentations that are interactive, engaging, and appealing; support student learning; allow information to be presented in a way that is creative, interesting, and informative; and promote student success and retention.

ITEMS PURCHASED: *Please indicate how you spent the funds allocated to you. Where are items purchased currently being used? Where are items currently being used.*

TIF funds were used to purchase to following items for the **Counseling LRC-121 Smart Classroom TIF Project** :

Sony 55" Bravia Flat Screen TV with electrical support
Peerless Industries Smartmount Universal Tilt wall mount and security fastener pack
HDMI Distribution Amplifier, HDMI Cable 50FT/25FT/Gold, M/M, 15FT
Hatachi Overhead Projector with projector mount w/ security
Hatachi Replacement Lamp
Overhead electrical support (Buttomate, Cable, Standby Switcher, w/ stereo audio)
Recessed ceiling lightening
Custom Wall Plate; Stainless Steel with etched input labels
Elmo Projector with electrical support
OWI Amplified In-Ceiling Speaker Combo
Da-Lite Projector Screen
Da-Lite Bracket Wall Mount and brackets
20 Lap Top Computers
Security / Charging Station with electrical support

Stereo Audio/Video Distributor
Clickers
Instructor Workstation
Computer Workstations
HuddleBoards with wall tracks

All items listed above are located in and currently being used in LRC-121 to support course instruction, group seminars and workshops, and meetings conducted by counselors and the Counseling Division.

OUTCOMES EXPECTED: *What were the outcome/goals expected from the project as listed in your original proposal?*

In addition to the expected outcomes of a much improved work space that would be clean, bright, well-furnished, and technologically well equipped, additional expected outcomes included: Inclusion of current technology that would enhance current teaching methods and strategies; systems that would reinforce teaching materials with more audio and visual presentations to promote teaching and stimulate learning; supports that would make learning experiences more interactive, engaging, and interesting; and an environment that would promote student success and retention.

Project goals are focused on improving student learning. Project outcomes will demonstrate that students will be able to:

- Demonstrate mastery of course materials, which will be reinforced by multimedia presentation.
- Learn about additional web-based resources, pertinent to the course, and apply that information to their overall growth, development and well-being.
- Critically evaluate trends and theories, incorporating applicable ideas into one's daily living.
- Recognize when life circumstance negatively impact learning experiences and employ strategies to reach equilibrium through the demonstrated use of web-based resources.
- Expand students' learning options.

The project outcomes were also intended to address ***the Seven Principles of Good Practice in Undergraduate Education*** and to align and support the HFCC Strategic Plan. Our TIF Proposal supported:

Strategic Goal 1 - "Expand access to College programs and services to increase participation in high education. **Objective d:** Develop and strengthen programs and services that address the needs of underprepared students."

Strategic Goal 6 - "Enhance student-support services to assist students in meeting their educational goals. **Objective c:** Enhance student learning by coordinating and expanding co-curricular activities and programs."

PROJECT EVALUATION: *Please summarize how the project was evaluated and the result of that evaluation. What evidence do you have that the outcome/goals were or were not met? Please include data collected—questionnaire results, etc. Were there any benefits you may not have expected? Any liabilities? Please share any strengths and weaknesses of the proposed project—your honesty will be of help to others.*

The LRC-121 Smart Classroom TIF Project was evaluated by: (1) The counseling faculty who teach classes, conduct workshops and seminars, and hold meetings in LRC 121, and (2) Students who registered for classes taught in LRC-121 Fall 2012.

COUNSELING FACULTY EVALUATION OUTCOMES:

It is important to note that the LRC-121 TIF Project was not complete and fully functional until August 2012. Evaluation results are based on this time line (i.e., Fall 2012 only).

A two-part evaluation was used to evaluate counseling faculty's reactions to the LRC-121 Smart Classroom TIF Project (**LRC-121 TIF PROJECT EVALUATION**). Using a rating scale of 1-5, 1 being the lowest, counselors were asked to evaluate the project on 15 points. These points focused on the space as it existed *before* the TIF project and *after* the TIF project was completed. On the questions dealing with the appearance and functionality of LRC-121 *before* the TIF project, respondents consistently awarded the two lowest ratings (very poor and poor). On the question of appearance *before* the TIF project, the total number of respondents was seven (7). Approximately 43% indicated poor and approximately 57% indicated very poor. On the question of functionality 14% of the respondents indicated good while 28% indicated very poor and approximately 57% indicated poor. The responses for the same questions, appearance and functionality, *after* the project was completed, 86% of the respondents rated appearance excellent and 14% rated it very good and 86% rated functionality excellent and 14% rated it very good. Counselors rated the design of the room as excellent (86%) or very good (14%) and

the carpet selection excellent (85%) or very good (14%). The carpet, tables, chairs, and paint were not covered by TIF.

When asked to rate specific project items (e.g., instructor workstation, computers, overhead, Elmo, flat screen TV, Huddleboards, etc.) those counselors who had ***used*** these items at the time of the evaluation consistently rated these items as excellent or very good. N/A represents counselors who, at the time of the evaluation, had not used these items.

• Computer Workstations	29% Excellent	29% Very Good	42% N/A
• Instructor's Workstation	72% Excellent	14% Very Good	14% N/A
• Elmo Flexibility	57% Excellent		43% N/A
• Overhead & Computer	71% Excellent		29% N/A
• Huddleboards	72% Excellent	14% Very Good	14% N/A
• Suite of Equipment	72% Excellent		29% N/A

Part Two of the counseling faculty questionnaire (**LRC-121 TIF PROJECT EVALUATION**) asked specific questions about the TIF process, more questions about the equipment choices and use, and student reactions. Counseling faculty overwhelmingly felt it took too long to complete the project once the Division received the TIF Grant and that project time lines needed to have been established at the time the grant was awarded.

When asked what counselors liked most about what was accomplished in updating the space to accommodate teaching and learning, counselors consistently described LRC-121 in the following terms:

- It really looks professional
- It looks like and functions like a "smart classroom" with current technology that makes teaching more creative, interesting, and enjoyable
- LRC-121 now serves the technological needs of the students taking our classes and the counselors teaching their classes

When counselors were asked what they like least about the outcome (the finished product), they all felt we needed more training on how to use the equipment effectively. Since the questionnaire was distributed we have secured the necessary training and counselors feel much more at ease when incorporating the various pieces of technology into their teaching.

When asked if counselors have had an opportunity to use any of the equipment, 71% of the counselors, at the time of the survey, had used the equipment while 29% had not used the equipment. At the time of preparing this report all of the counselors have had an opportunity

to use some or all of the technology support in our classroom. Everyone is pleased with their experience.

When asked to evaluate the equipment choices which were made, all of those counselors involved in the process of selecting the equipment (5) felt that we made very good choices; that the choices adequately support our counseling courses; and that nothing should have been done differently in making our decisions. Two Counselors joining our ranks after the selection of the equipment felt the equipment selections were very good.

Counselors where asked whether students had commented on their feelings about the room and the majority of the counselors said they had not (71%). However, all the counselors scheduled to teach classes that traditionally meet in LRC-121 were asked to have their respective class(es) evaluate the classroom and equipment as part of their course evaluation.

Counselors, when asked if they feel we accomplished the goals to: Create an environment that is clean, bright, neatly furnished, warm and inviting; equipped with current technology that will support multimedia presentations that are interactive, engaging, and appealing; supports students learning styles; presents information in a way that is creative, interesting, and informative; and promotes student success and retention, all indicated enthusiastically "yes". Counselors overwhelmingly felt that our project was an excellent use of TIF funds.

When counselors were asked how they will demonstrate that the LRC-121 TIF Project was an effective use of the TIF funds, counselors indicated that by actively incorporating the newly acquired equipment into course instruction, demonstrations, workshops, seminars, meetings, and student engagement would demonstrate that the funds were well used. Counselors further indicated that they will include survey/evaluation questions in their course evaluations to secure direct feedback from students relative to the students' experience with using the equipment and having the equipment used by the instructor when teaching the course.

TIF PROJECT STUDENT EVALUATION OUTCOMES:

Counselors used several different instruments to evaluate students' reaction to the LRC-121 classroom. The instruments asked students to evaluate (1) the technology items secured with TIF as well as the appearance of the classroom, some of which may be attributed to TIF funding (e.g., the hanging Huddleboards, the projection screen, the instructor's workstation, etc.). Samples of the instruments used to evaluate the room are attached.

There was one fall semester class (***Stress Management – COUN 114***) that used the lap top computers. When asked how satisfied the students were with how the lap top computers supported their classroom experience 100% of the students who actually ***used*** the lap top computers rated that experience as excellent (70%) or very good (30%). Likewise, the students who experienced the Elmo and overhead projector being used by the instructor in the presentation of materials in COUN 114 rated that experience excellent (41%) or good (16%) and one student rated it average (.083%). All of the students rated the Huddleboards experience excellent, only 44% rated the large screen TV excellent. In each category there were students who checked N/A from which we can conclude that the students in questions may have been absent the day the instructor used those particular pieces of equipment. In the categories of lightening, room appearance, comfort of the chairs and tables, condition of the walls, and the over layout of the room, the majority of the students rated each category excellent or good (92%-100%) with the comfort of the chairs receiving 100%. The data indicate that COUN 114 students were extremely pleased with their experience.

There were two ***Career Exploration*** - ***COUN 120*** classes and one section of the ***Human Potential Seminar – COUN 110*** taught in LRC-121 Fall 2012. Only one section of COUN 120 used an evaluation that rated all of the items as reflected above (i.e., lap top computers, Elmo, overhead projector, large screen TV, Huddleboards, lighting, classroom appearance, comfort of the tables and chairs, condition/color of the walls, and layout of the room) as some of the technology items were used to support class instructions for this course (i.e., overheard projector, Elmo, Huddleboards, projector screen). The other class sections did not use the technology but students did evaluate the lightening, comfort of chairs and tables, condition of walls, and structure and appearance of the room.

Evaluations for the ***COUN 120*** class which used some of the technology (i.e., overhead projector, projector screen, Elmo, and Huddleboards), indicate that the majority of the students who completed the evaluation (80% - 100%) rated the technology excellent or good, with 100% rating the overhead projector excellent. Neither the lap top computers nor the large screen TV were used in this class because the instructor felt her training not sufficient to use these items the fall semester. Students in this class rated the *features* of the classroom (e.g., lighting, comfort of table and chairs, etc.) more critically. While 70%-80% of the students felt these items were excellent or good, there were more students than in any other section of a Counseling courses taught in LRC-121 that rated these items average or below average (30% - 20%). While space for written comments was provided, students did not indicate what was specifically dissatisfying about each of the items they rated average or below.

The evaluations for the second section of ***COUN 120***, which **did not** use the technology to supplement instruction, 100% of the students who completed the evaluation, rated the classroom lighting, appearance of the classroom, comfort of the chairs, and condition/color of the walls, excellent or good. Comfort of the tables and overall set up of the room rated just a little lower at approximately 97%. Students in this class provided very glowing comments about LRC-121 (e.g., "the room looks great." "I love . . . when[the] instructor is in the middle and the board is facing everyone." "It feels very open and spacious – makes it open for discussion."and "The seating arrangement is helpful in keeping the entire class involved in discussion.").

Students registered in the **COUN 110 – Basic Human Potential** class also evaluated only the *features* of LRC-121. Overwhelmingly, students rated the appearance of the classroom as excellent while the other classroom features (lighting, comfort of tables and chairs, color of the walls and overall set up of the room), were rated excellent or good. Eighty-percent (80%) of the students who provided written comments about the classroom gave very positive feedback (e.g., "The classroom was nice for our type of gathering." "It's a comfortable, open classroom." "I like the classroom, it was roomy and comfortable." "It's beautiful. . .").

The *LRC-121 TIF Project Evaluation*, the *TIF Project Student Evaluation*, and the specific course evaluations for the classes taught in LRC-121 Fall 2012 demonstrate, as indicated above, that the project outcomes and goals were partially met. While all of the counselors used the Huddleboards, only two (2) of the four (4) counselors teaching courses in LRC-121 in Fall 2012 used some or all of the technology (i.e., lap top computers, overhead projector, Elmo, and large screen TV). The completion of the project (August, 2012) fell during our registration rush period which prohibited scheduling training sessions before fall classes began. This impacted the extent to which counseling faculty was able to incorporate specific pieces of the technology in their teaching and the extent to which students experienced using the equipment. However, during the fall semester counselors were trained in the effective use of the equipment and they are now prepared to use the equipment in their winter semester classes, workshops, seminars, and meetings. We anticipate that the Winter 2013 semester will allow us to fully met our outcomes and project goals.

Counselors and staff are extremely pleased with how professional and pleasant LRC-121 looks. It's an amazing transformation! We are also pleased with our new found ability to more comprehensively access information via the internet. This feature was used during counselor interviews to access a U-Tube counseling scenario that candidates had to view and critique as part of their interview. We have also used the overhead projector to view and assess the progress on our web page development for the portal project. From a student prospective the

technology expedites the learning process by making learning more efficient and more engaging. Students are excited by what they are able to do in relation to the kinds of material and information they experience in our classes.

The new equipment brings with it issues of security: protection of the equipment itself as well as protection of information that can be accessed by using that equipment. We have a security/charging station but we are, nevertheless, concerned about the security of the station and the security of the room in which it is located. We have instituted procedures for securing keys and locking doors to assure maximum security levels. We also recognize there are issues associated with the cost of maintaining the equipment (lamp replacements, equipment repairs, software/hardware damage, etc.). Care is being taken to budget for those needs on an annual basis.

A major strength, which ultimately led to the level of satisfaction experienced with the project outcomes, was allowing sufficient time to do our research, learn the process, contact individuals who would key to identifying appropriate equipment and equipment sources, and developing a room design consistent with our needs before actually completing the TIF application. It also allowed us to discuss, disagree, and then meet on common ground so there was *buy-in* from the group on all decisions related to pursuing funding. Allowing the necessary time to do the upfront work resulted in a product that is professional, pleasing, and technologically effective.

Perhaps a weakness of the proposed project was not having a realistic grasp on how much time it would actually take to complete the project once the funding had been awarded. We did not establish time lines that would have been helpful in gleaning a better understanding of the process. Subsequently there was a great deal of frustration and uncertainty about when we would be able to have a finished product that we would be able to use. With the fall semester looming, this uncertainty caused concern about the ability to use our space for fall classes, Holes in the walls and ceiling, dangling wires, large boxes taking up space at a time when space was needed, was quite unsettling.

We are very pleased with LRC-121 and equally excited with all the wonderful things we will be able to do in this space in support of teaching and learning and student retention and success. We thank the TIF Committee and the College for recognizing our need by supporting our proposal.

LRC-121 TIF PROJECT EVALUATION

In an effort to determine professional and support staff reaction to the completed LRC-121 TIF project you are being asked to respond to the items listed below. On a scale of 1–5, (1 being the lowest /Poor and 5 being the highest/Excellent), please rate the following items by placing a check mark in the corresponding circle:

	1	2	3	4	5
How would you rate the overall appearance of LRC – 121 before the TIF project?	○	○	○	○	○
How would you rate the overall appearance of LRC – 121 after the TIF project was completed?	○	○	○	○	○
How would you rate the overall functionality of LRC – 121 before the TIF project?	○	○	○	○	○
How would you rate the overall functionality of LRC – 121 after the TIF project was completed?	○	○	○	○	○
How would you rate the design of the room upon completion of TIF project?	○	○	○	○	○
How would you rate the carpet selection (color and design)?	○	○	○	○	○
How would you rate the quality of the computer work stations?	○	○	○	○	○
How would you rate the quality of the instructor's work station?	○	○	○	○	○
Does the instructor's work station allow you ample work space?	○	○	○	○	○
Does the Elmo afford you the instructional flexibility that the equipment is designed to offer and that you need?	○	○	○	○	○
Does the overhead projector and computer afford you the flexibility the equipment is designed to offer and that you need?	○	○	○	○	○

	1	2	3	4	5
Do the Huddle Boards allow greater flexibility when conducting group activities that require the ability to display information?	○	○	○	○	○
How would you rate the ease in using the suite of equipment (i.e., Elmo, overhead/computer, flat screen TV)?	○	○	○	○	○
Do the furnishings (tables and chairs) afford greater flexibility In arranging classroom space to meet your specific needs?	○	○	○	○	○
How does the new space make you feel when teaching your class, conducting a group, presenting a seminar?	○	○	○	○	○

Please answer the following questions with as much detail as possible.

1. What proved to be most frustrating for you as we moved through this project?

2. What do you feel we needed to have done differently with respect to this project? Please bullet your responses and be specific.

3. What do you like most about what we accomplished in updating LRC- 121?

4. What do you like least about the outcome (the finished product) of this project?

5. Have you had an opportunity to use any of the technology? Yes _____ No _____

6. Which pieces of the technology have you used?

7. How do you feel about the equipment choices we made? Please be specific.

8. What should we have done differently with respect to our equipment choices? Please be specific.

9. Have you received any reactions from students about how they may feel about LRC-121?

    a. What positive things have they said?

    b. What negative things have they said?

10. Do you plan to include questions in your class evaluation that will ask students to evaluate the classroom space?

11. Do you feel that we accomplished the goal to: Create an environment that is clean, bright, neatly furnished, warm and inviting; equipped with current technology that will support multimedia presentation that are interactive, engaging, and appealing; supports students learning styles; presents information in a way that is creative, interesting, and informative; and promotes student success and retention? Please explain.

12. Do you feel this project was an effective use of College funds? If so, why?

13. How will you demonstrate to the college that this was an effective use of funds (i.e., how will the project outcomes fit into your instructional plans; how will it improve your students' learning)?

14. How will you determine the success or shortcomings of the this project in relation to the how you teach of your courses?

15. Other comments?

EVALUATION OF LRC-121 CLASSROOM TECHNOLOGY
SEMESTER _____

COURSE_____ INSTRUCTOR _____

How satisfied were you with the various types of equipment (technology) that supported your classroom experience. Please rank the following items as:

Excellent = 4 Good = 3 Average = 2 Below Average = 1 Were Not Used = NA

Lap Top Computers _____

Elmo Projector _____

Overhead Projector _____

Large Screen TV _____

Huddleboards _____

How satisfied were you with other features of the classroom. Using the scale above please rank the following items:

Classroom Lighting _____

Appearance of the Classroom _____

Comfort of the Classroom Chairs _____

Height and comfort of the Portable Tables _____

Color of the Walls _____

Overall set up of the Room _____

EVALUATION OF CLASSROOM (COUN 110)

How satisfied were you with the classroom. Please rank the following item as

Excellent = 4, Good =3. Average =2, or Below Average =1.

Lighting _____

Appearance _____

Comfort of the Chairs _____

Portable Tables _____

Condition of the Walls _____

Structure of the Room_____

Please provide any additional feedback you want to share with regards to the classroom.

_____

_____

_____

_____

_____

_____

_____

Thank you for your time.

Gwendolyn Pringle