

Center for Teaching & Learning

Mercer County Community College



2023/2024 Report

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Mission Statement

The mission of The Center for Teaching & Learning is to research, cultivate & disseminate innovative & impactful instruction and engagement strategies to advance student well-being and success.

2023/2024 Focus Area: Student Engagement & Artificial Intelligence

CTL Team Members

Mitchell Canter	Gonzalo Perez
Chinaza Onyile	Robert Kleinschmidt
Patrick, Natale, III	Laura Sosa
Michael Dalton	Betty Peterson
Erin Rybicki	Elizabeth Mizerek
Denise Gray	Nichol Killian
Desiree Allison	

CTL AI Task Force Members

Denise Gray
Amy Vondrak
Nicole Hall
Douglass Wangombe
Raymond Forte
John Linkowsky

CTL Faculty Job Description

Committee Charge: Identify and propose ways to address the most pervasive issues affecting the success of our students.

In concert with the rest of the CTL staff, the CTL Faculty will support the goals of the CTL through these three essential duties and responsibilities:

- Designing and organizing events and resources for faculty and instructional staff
- Providing faculty and instructional staff with support in their teaching
- Catalyzing collaboration on matters relating to teaching and learning

Faculty of the CTL will have opportunities for faculty development, evolving their own teaching using insights from educational research, applying their leadership skills, and continuing to collaborate across the college. This position is more than a service opportunity—it is also an excellent opportunity for faculty to advance their own teaching and scholarship, particularly as it connects to teaching and learning.



CTL AI Task Force Member Job Description

Summary:

The AI Subcommittee Member will play a vital role in shaping Mercer County Community College's approach to the use of artificial intelligence (AI) in the classroom. The subcommittee will review current AI practices, identify potential benefits and risks, and develop recommendations for college-wide implementation. The subcommittee member will also be responsible for presenting a training session to faculty and staff on the use of AI in teaching and learning.

Responsibilities:

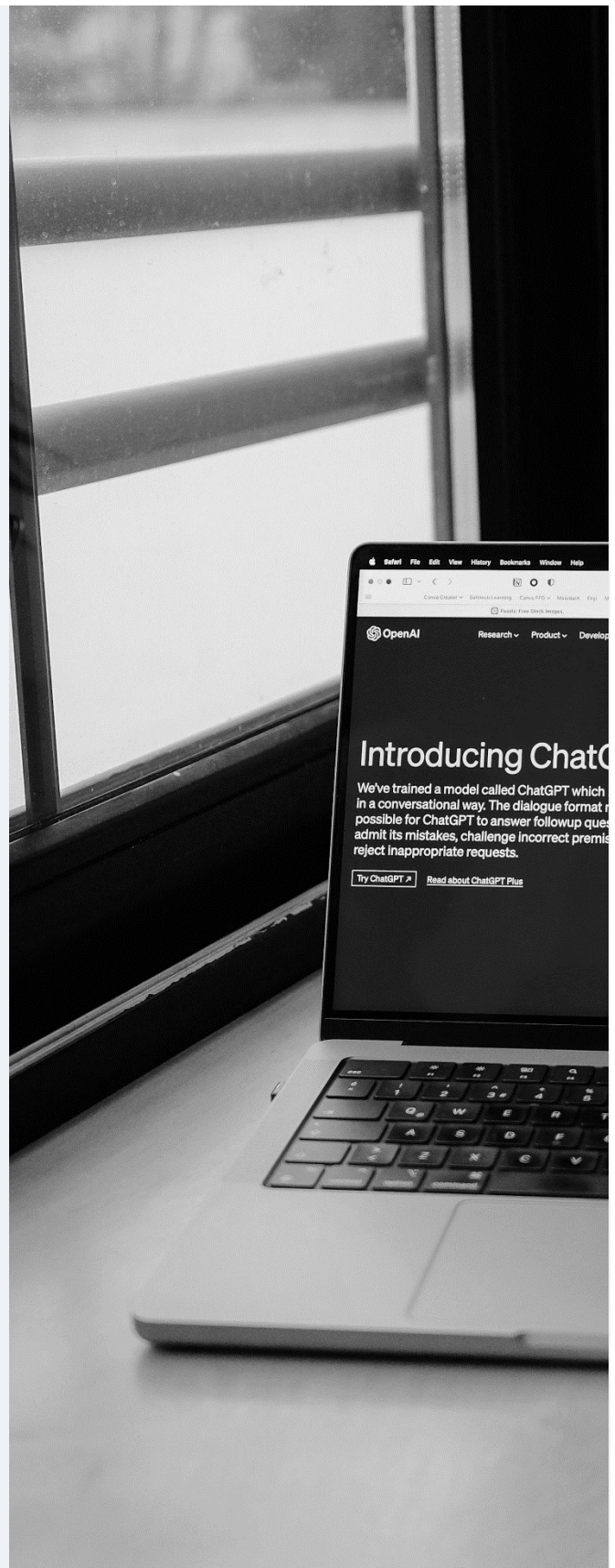
Actively participate in bi-weekly meetings of the AI Subcommittee.

Collaborate with colleagues to review and evaluate current AI practices in education.

Identify potential benefits and risks associated with the use of AI in the classroom.

Develop recommendations for college-wide implementation of AI in teaching and learning.

Present a training session to faculty and staff on the use of AI in teaching and learning.



Fall 2023

Accomplishments

- The CTL team worked collaboratively to develop a Fall training Calendar that included the following training offerings:
 - **September:** Recognizing Student Experience for Teaching Practice
 - **October:** Flipping the Classroom for Active Learning Mastery
 - **November:** Enhancing Virtual Teaching with Microsoft Teams Meetings
- A total of 33 staff and faculty attended our fall training offerings.
- The CTL team, in collaboration with Princeton University's McGraw Center for Teaching and Learning, developed and implemented an Inclusive and Equitable Teaching Online Asynchronous Course that was made available to faculty in the spring.
- A total of 30 staff and faculty self-enrolled in our Inclusive and Equitable Teaching Online course.

Spring 2024

Accomplishments

- The CTL team worked collaboratively to develop a Spring training Calendar that included the following training offerings:
 - **January:** Teaching Remote Synchronous Courses to Increase Inclusiveness and Access
 - **March:** Navigating Accessibility: Get Your Questions Answered by CAR
 - **April:** Upgrading Your Teaching Toolbox with AI
- A total of 43 staff and faculty attended our spring training offerings.
- Designated CTL Faculty worked collaboratively with appropriate stakeholders to develop a faculty shadowing program for new hires and interested faculty. The CTL Faculty Shadowing program will launch in the fall of 2024.
- Designated CTL Faculty served as Ultra Ambassadors as the college transitions to the new Ultra Interface, which is set to go live in spring 2025. Ultra ambassadors are responsible for taking select Ultra training, redesigning a current course using the Ultra Interface, and sharing their experience using Ultra with other faculty.
- The CTL's AI task force collaboratively developed a college-wide AI statement on the college's position on the use of AI. This statement was presented to the FCTL and CGC, where it was voted on and affirmed.
- The CTL AI task force worked collaboratively to gather online survey feedback on AI use/needs from MCCC faculty.

Fall 2023 Training Evaluations

Recognizing Student Experience for Teaching Practice Feedback

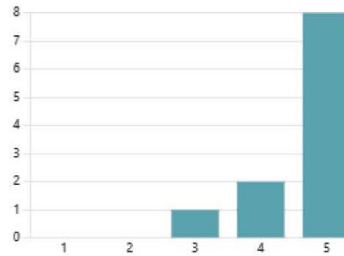
11 Responses

00:36 Average time to complete

Active Status

1. How do you rate the quality of the information shared today? (0 point)

4.64
Average Rating



2. During the training, I came across new ideas, which are useful to me. (0 point)

Strongly Agree	5
Agree	6
Neutral	0
Disagree	0
Strongly disagree	0



3. The training met my expectations. (0 point)

Strongly Agree	5
Agree	6
Neutral	0
Disagree	0
Strongly disagree	0



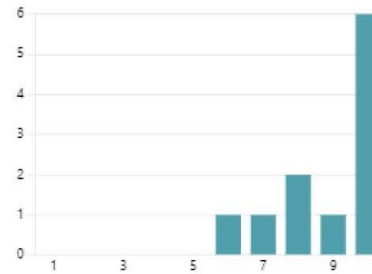
4. I would recommend this training to a colleague. (0 point)

Strongly Agree	8
Agree	1
Neutral	2
Disagree	0
Strongly disagree	0



5. Please rate the overall training on a scale from 1-10. (0 point)

8.91
Average Rating



6. Do you have any ideas for future CTL training? (0 point)

3
Responses

Latest Responses
"Hospitality in the classroom "
"How to better engage students in the online environment "

Flipping The Classroom for Active Learning Mastery Training Evaluation

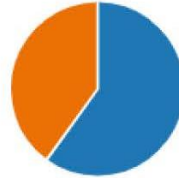
5 Responses

00:57 Average time to complete

Active Status

1. The training objectives were clearly defined and communicated.

Strongly agree	3
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0



2. The training activities were engaging and effective.

Strongly agree	3
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0



3. I learned new skills and knowledge as a result of this training.

Strongly agree	4
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0



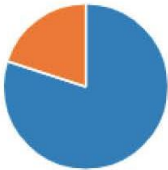
4. I am confident that I can apply what I learned in this training to my job

Strongly agree	4
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0



5. I am satisfied with the overall quality of this training.

Strongly agree	4
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0



6. What additional training would you like to receive in the future?

0
Responses

Latest Responses

Enhancing Virtual Teaching with Microsoft Teams® and Class® Training Feedback

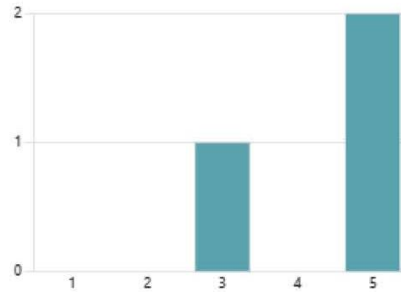
3 Responses

02:01 Average time to complete

Active Status

1. How do you rate the quality of the information shared today? (0 point)

4.33
Average Rating



2. During the training, I came across new ideas, which are useful to me. (0 point)

Strongly Agree	2
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0



3. The training met my expectations. (0 point)

Strongly Agree	1
Agree	1
Neutral	0
Disagree	1
Strongly disagree	0



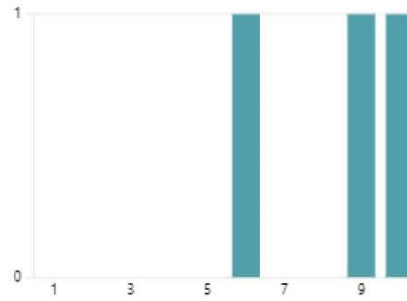
4. I would recommend this training to a colleague. (0 point)

● Strongly Agree	2
● Agree	0
● Neutral	1
● Disagree	0
● Strongly disagree	0



5. Please rate the overall training on a scale from 1-10. (0 point)

8.33
Average Rating



6. Do you have any ideas for future CTL training? (0 point)

0
Responses

Latest Responses

Spring 2024 Training Evaluations

Teaching Remote Synchronous Courses to Increase Inclusiveness and Access Training Eval

5 Responses

00:50 Average time to complete

Active Status

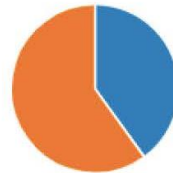
1. The training met my expectations.

Strongly agree	3
Agree	2
Disagree	0
Strongly disagree	0
Neutral	0



2. I will be able to apply the knowledge learned.

Strongly agree	2
Agree	3
Disagree	0
Strongly disagree	0
Neutral	0



3. The content was organized and easy to follow.

Strongly agree	4
Agree	1
Disagree	0
Strongly disagree	0
Neutral	0



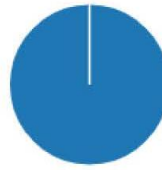
4. The trainer(s) were knowledgeable.

Strongly agree	4
Agree	1
Disagree	0
Strongly disagree	0
Neutral	0



5. The quality of instruction was good.

● Strongly agree	5
● Agree	0
● Disagree	0
● Strongly disagree	0
● Neutral	0



6. How would you rate the training overall?

● Excellent	2
● Very good	3
● Good	0
● Fair	0
● Poor	0



7. Other comments?

2
Responses

Latest Responses

"The simple truth is, I already knew all of this information. I think it's a good i...

"I will be bale to use the information obtained from the training to enhance ...

Navigating Accessibility: Get Your Questions Answered by CAR

3 Responses

02:12 Average time to complete

Active Status

1. How do you rate the quality of the information shared today? (0 point)

5.00
Average Rating



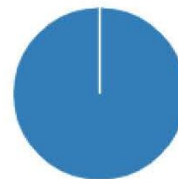
2. During the training, I came across new ideas, which are useful to me. (0 point)

Strongly Agree	1
Agree	1
Neutral	1
Disagree	0
Strongly disagree	0



3. The training met my expectations. (0 point)

Strongly Agree	3
Agree	0
Neutral	0
Disagree	0
Strongly disagree	0



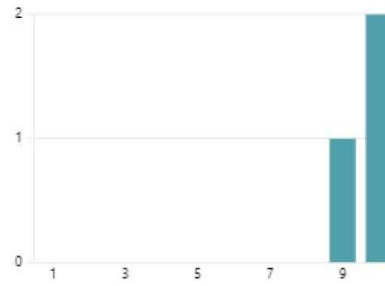
4. I would recommend this training to a colleague. (0 point)

Strongly Agree	2
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0



5. Please rate the overall training on a scale from 1-10. (0 point)

9.67
Average Rating



6. Do you have any ideas for future CTL training? (0 point)

1
Responses

Latest Responses

**discipline-specific professional development, created through collaboration ...*

Upgrading Your Teaching Toolbox with AI Training Evaluation

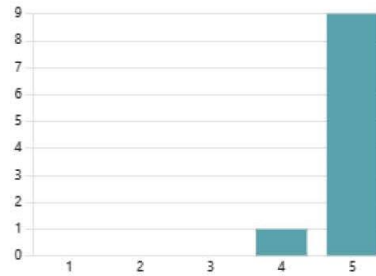
10 Responses

04:59 Average time to complete

Active Status

1. How do you rate the quality of the information shared today? (0 point)

4.90
Average Rating



2. During the training, I came across new ideas, which are useful to me. (0 point)

Strongly Agree	6
Agree	4
Neutral	0
Disagree	0
Strongly disagree	0



3. The training met my expectations. (0 point)

Strongly Agree	6
Agree	4
Neutral	0
Disagree	0
Strongly disagree	0



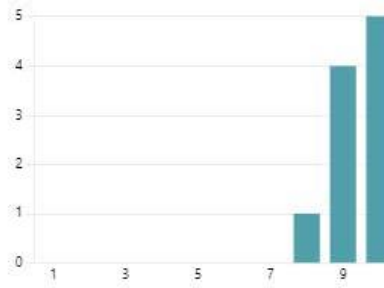
4. I would recommend this training to a colleague. (0 point)

Strongly Agree	7
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0



5. Please rate the overall training on a scale from 1-10. (0 point)

9.40
Average Rating



6. Do you have any ideas for future CTL training? (0 point)

3
Responses

Latest Responses

"A follow up to this session would be great where participants actually use ch...

Mercer County Community College Faculty Shadowing Program Overview

Program Overview:

The Mercer County Community College Faculty Shadowing Program is designed to facilitate professional development, knowledge sharing, and collaboration among our teaching faculty. This program leverages the expertise of our Center for Teaching and Learning (CTL) faculty members, who will serve as classroom experts, guiding newer colleagues in enhancing their teaching skills through shadowing. Participants can gain valuable insights and improve their teaching practices through observation.

Program Objectives:

- Facilitate the exchange of teaching knowledge and best practices.
- Enhance the teaching skills and effectiveness of new and experienced faculty members at MCCC.
- Foster a sense of community and collaboration among faculty.
- Support the ongoing professional development of faculty members.

Benefits:

- New Faculty:
 - Gain invaluable insights into effective teaching methodologies by observing experienced colleagues in action. Witness firsthand how different approaches create engaging and impactful learning environments.
 - Discover a wide range of strategies for classroom management, curriculum development, student engagement, and fostering critical thinking skills.
 - Receive constructive feedback and guidance from experienced faculty members on observed techniques, helping you refine your own teaching practices.
- Experienced Faculty:
 - Reignite your passion for teaching by sharing your expertise and inspiring new colleagues.
 - Gain fresh perspectives on your own methods through discussions with shadowing faculty, potentially discovering new approaches to enhance your teaching.
 - Play a pivotal role in shaping the next generation of educators at Mercer County Community College.
- College:
 - Cultivate a collaborative learning environment where faculty members can learn from and support each other.
 - Elevate the overall quality of instruction across disciplines by fostering knowledge exchange and best practices.
 - Empower new faculty members to become successful and impactful educators.

Structure:

- **Matching:** We thoughtfully pair shadowers (new faculty) with experienced faculty members based on shared teaching interests and subject areas. Compatibility is key to a successful learning experience.

- **Duration:** The program typically runs for one academic semester, offering ample time for observation and in-depth discussions.
- **Activities:**
 - Shadowers will have the opportunity to observe a variety of classes taught by experienced faculty members. This allows them to gain exposure to diverse teaching styles and approaches across different disciplines.
 - Following observations, shadowers and experienced faculty members will engage in informal discussions to explore the observed techniques in more detail. These discussions can delve into the rationale behind specific strategies, their effectiveness in different learning environments, and potential adaptations for the shadowers' own teaching practices.
 - Shadowers are encouraged to ask questions, share their own experiences, and actively participate in these discussions, fostering a collaborative learning environment.

Who Can Participate?

The program welcomes both new faculty members and experienced faculty members who are eager to learn from each other and refine their teaching skills. New faculty members will gain invaluable insights from seasoned instructors, while experienced faculty members can discover new perspectives and contribute to the college's culture of continuous learning.

Ready to Take the Next Step in Your Teaching Journey?

Contact the Center for Teaching and Learning (CTL) to learn more about the program and how to apply. We look forward to connecting you with experienced colleagues and empowering you to become a more impactful educator.

Mercer County Community College Blackboard Ultra Ambassador Program Overview

Blackboard Ultra Ambassadors are faculty members who actively engage with the Blackboard Ultra learning management system (LMS) and serve as champions for its adoption. They play a crucial role in supporting instructors by:

- **Leading by Example:** Ambassadors participate in Ultra training sessions offered by MercerOnline, Instructional Designers, and the Center for Teaching & Learning. This allows them to gain in-depth knowledge of the platform and its functionalities.
- **Promoting Understanding:** During departmental/college training sessions, Ambassadors act as facilitators, helping instructors navigate the new Ultra interface and understand its advantages.
- **Sharing Best Practices:** Ambassadors contribute to the college community by providing testimonials for the MCCC Newsletter, highlighting their positive experiences teaching in Ultra. Additionally, they may record course tours showcasing effective Ultra course design practices.

Expectations for Blackboard Ultra Ambassadors:

Active participation is key to the success of the Blackboard Ultra Ambassador program. Ambassadors are expected to:

- **Deepen their Knowledge:** To stay ahead of the curve, Ambassadors are required to attend an advanced Ultra training session (date to be confirmed).
- **Provide Peer Support:** Within their respective departments/colleges, Ambassadors act as peer mentors, offering guidance and best practices to fellow instructors transitioning to Ultra.
- **Become Early Adopters:** To gain firsthand experience with Ultra, Ambassadors are encouraged to pilot at least one course in Ultra during the Fall 2024 or Winter 2025 term.

Recognition

Blackboard Ultra Ambassadors will be acknowledged for their valuable contributions through:

- **Featured Recognition:** Their positive experiences will be highlighted in the MCCC Newsletter.
- **College-Wide Appreciation:** Ambassadors will be recognized at the College Assembly in May 2025.
- **Special Badge:** (Details to be confirmed) Ambassadors will receive a badge signifying their participation in the program.

Mercer County Community College Statement on the Use of Artificial Intelligence (AI) by Students and Staff

Mercer County Community College (MCCC) recognizes the potential of Artificial Intelligence (AI) to enhance the learning and working experience for our students and staff. However, we also acknowledge the need for responsible and ethical use of AI tools to ensure academic integrity, fairness, and data privacy. We recognize that AI is a dynamic and changing technology and as such, our understanding of and approach to AI will evolve as well.

Generative AI in higher education has the potential to revolutionize the teaching and learning landscape. This tool can be used for teacher assistance, lesson design, and student-led learning. When used properly, it fosters a more inclusive, personalized, and innovative educational experience for students and educators.

Guiding Principles:

- **Academic Integrity:** MCCC expects all students to uphold the highest standards of academic integrity and avoid using AI in a way that compromises their own work or that of others. Please refer to the AIC's policy on AI use. (include a link to AIC AI Policy [OMB2010]).
- **Fairness and Equity:** MCCC is committed to providing equitable learning and working environments for all. The use of AI tools should not create or exacerbate any existing inequalities based on factors such as race, ethnicity, gender, disability, or socioeconomic status. However, the use of AI can also be used to further the College's equity mission. We encourage the ethical use of AI to advance our equity mission.

Suggestions for use of AI:

- **Research and Learning:** MCCC supports the use of AI tools for research, data analysis, brainstorming, linguistic support and personal learning activities as long as they are used ethically and with proper citation.
- **Accessibility and Assistive Technologies:** MCCC supports the use of AI-powered assistive technologies that help students with disabilities access learning materials and participate in coursework effectively.
- **Administrative Tasks:** Staff may use AI tools to streamline administrative tasks and improve efficiency, such as scheduling appointments, managing workflows, or summarizing data.
- **Pedagogy and classroom activities:** MCCC supports the use of AI tools to develop dynamic, research-based pedagogies and classroom practices that help students maximize their access to and success in higher education.

AI Professional Development Needs Survey Results

AI Professional Development Needs

21 Responses

13:28 Average time to complete

Active Status

1. What Division or Department is completing this form? (Please put your name here if this is an individual response.)

21 Responses

Latest Responses

"Nursing"

"Library"

"Arts & Communication (All participants' answers provided)"

3 respondents (14%) answered **Health** for this question.



2. Do you need a general introduction to AI, or are you already familiar with how it works?

21 Responses

Latest Responses

"Yes"

"Familiar"

"Already familiar"

13 respondents (62%) answered **familiar** for this question.



3. Do you need to know more about specific AI tools beyond Chat GPT?

● Yes 14
● No 7



4. Are you interested in learning more about AI tools for research, curriculum development, lesson planning, grading, individualized student support or other aspects of your work? What are you most interested in learning more about?

21
Responses

Latest Responses
 "Student support and aspects of my work"
 "Yes, Research, lesson planning, individualized student support"
 "Yes. I am specifically interested in how I could use AI to auto-update course ..."

5 respondents (24%) answered **student support** for this question.

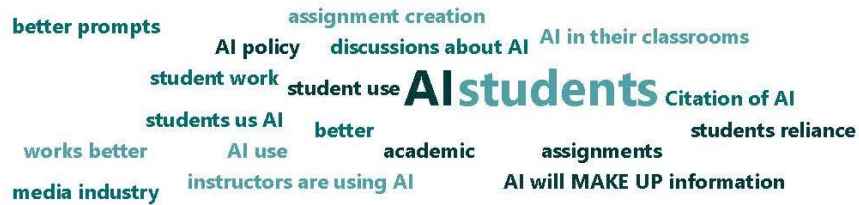


5. What is your biggest professional development need regarding AI?

20
Responses

Latest Responses
 "Learning"
 "uncertain"
 "I would like to see how others are both using AI in their classrooms as well a..."

10 respondents (50%) answered **AI** for this question.



6. Are you concerned about the ethics of AI in terms of academic integrity? (The AIC has already developed a policy that is in the approval process).

● Yes 18
 ● No 3



7. In what ways is the utilization of AI evident in your classroom?

21
Responses

Latest Responses
"not evident yet"

"AI Literacy will be incorporated into Information Literacy Sessions"
"Mostly in discussions as the textbook materials are still catching up; I have a..."

11 respondents (52%) answered **student** for this question.



8. Are you concerned about equity issues around AI?

● Yes 11
● No 9



9. What type of professional development would be useful (eg content in Blackboard, LibGuide, small group meetings in person or online)?

20
Responses

Latest Responses
"Bb"

"Small Group either in person or online"
"I would like to see consolidation of materials, as was started with the teach..."

7 respondents (35%) answered **AI** for this question.

