The Teaching and Learning Center has responsibilities in the following broad areas:

- Student Success
- Course Development and Support
- Professional Development
- Innovation in Learning
- LMS Administration
- Technical and Teaching Support

**Student Success**

- The Teaching and Learning Center facilitated orientations to online courses for first-time online students for the Fall 2011, Spring 2012, and Summer 1 2012 terms. Close to 500 students were served in both a face-to-face and virtual environment.
- The virtual orientation is accomplished through use of Adobe Connect. Dan Greenwood provided technical and coordination support and Norah Kerr-McCurry presented.
- 300 students have taken the SmarterMeasure assessment from July 2011 through May 2012. SmarterMeasure is an assessment that measures learner readiness. SmarterMeasure is an indicator of the degree to which distance learning and/or learning in a technology rich environment will be a good fit for them.
- All online students are part of an ANGEL Online Student Community, maintained by the TLC. This space allows for announcements and email to go directly to students, as well as access to tools such as tutorials to help them be a successful online learner.
- The TLC provides tools for students with disabilities through its Universal Design for Learning Resource Center, [http://brookdalecc.edu/pages/3625.asp](http://brookdalecc.edu/pages/3625.asp).

**Assessment**

The Teaching and Learning Center asked online students to participate in a survey designed to gain feedback about the online learning environment. Approximately 500 students responded for the Fall 2011 and Spring 2012 terms. Here are some of the findings:

**I took an online course because of (select all that apply)**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>My personal schedule</td>
<td>75.5%</td>
</tr>
<tr>
<td>Flexibility</td>
<td>63.8%</td>
</tr>
<tr>
<td>Transportation issues</td>
<td>13.6%</td>
</tr>
<tr>
<td>I prefer online courses</td>
<td>15.6%</td>
</tr>
<tr>
<td>No face-to-face course available</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
I attended an orientation at the beginning of the term.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td>38.3%</td>
</tr>
<tr>
<td>Virtual (Webinar)</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

I feel I had the necessary technical skills to take a fully online course at the beginning of the term.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
<td>33%</td>
<td>19%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

I find the ANGEL Learning Management System easy to use.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>32%</td>
<td>10%</td>
<td>7%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

Course Development and Support

The Teaching and Learning Center is reporting on the development, administration and support of fully online courses for the Fall 2011, and Spring 2012 terms. Long-term growth of fully online and web-enhanced courses is illustrated in the chart below.

<table>
<thead>
<tr>
<th>Course Statistics</th>
<th># of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 FA 06 SP 06 FA 07 SP 07 FA 08 SP 08 FA 09 SP 09 FA 10 SP 10 FA 11 SP 11 FA 12 SP</td>
<td></td>
</tr>
<tr>
<td>Online Courses</td>
<td>44 49 53 56 71 74 81 103 122 122 143 147 144 141</td>
</tr>
<tr>
<td>Web-Enhanced</td>
<td>0 0 0 45 319 325 480 385 686 425 773 646 835 742</td>
</tr>
</tbody>
</table>

The Teaching and Learning Center is reporting the following 10th day enrollment information. These are unofficial numbers produced by the TLC; official College enrollment is the purview of the Research Office.

Fall 2011

- 81 Courses
- 146 Sections
- 2622 duplicated enrollment
- 1945 unduplicated enrollment
- 275.3 FTE’s
- 13% of total college unduplicated enrollment is in fully online courses
- 5.3% of total college FTE’s is from fully online courses
- Enrollment for Fall 2011 up 5.1% over Fall 2010
Spring 2012

- 86 Courses
- 141 Sections
- 2549 duplicated enrollment
- 1713 unduplicated enrollment
- 275.3 FTE’s
- 13% of total college unduplicated enrollment is in fully online courses
- 6% of total college FTE’s is from fully online courses
- Enrollment for Spring 2012 down 6% over Spring 2011

The TLC supported development of four new fully online courses, **BIOL-105; ENVR-107; HIST-215; and HITC-224**, and began development of HIST-105 as a Course of Record.

The Teaching and Learning Center supported the development of our first online course to be offered during Winterim. Professor James Cody worked with Norah Kerr-McCurry to develop **ENGL-235**, a general education course, as a pilot for the term.

**Professional Development**

- 25 Faculty on average attended each TLC Roundtable. Here are the topics:
  - September: Google and Research
  - October: Does Class Size Matter?
  - November: Motivation in the Classroom
  - January: Teaching to Students of Differing Abilities
  - March: Distance Education Faculty Meeting

The TLC Roundtable Repository has been established so that faculty can review the literature: [http://www.brookdalecc.edu/pages/5022.asp](http://www.brookdalecc.edu/pages/5022.asp).

- **35 Math faculty** attended TLC workshops for June and July 2011. The Math Department participated in professional development activities during the summer of 2011, including attending the TLC’s Introduction to ANGEL and Gradebook workshops.
- **25 English faculty** attended a workshop on effectively web-enhancing courses presented by Norah Kerr-McCurry. The Teaching & Learning Center is working with academic departments to present customized ANGEL workshops. Professors Karen D’Agostino and Geri Girard have created a course of record to web-enhance ENGL-121.
- **75** additional faculty participated in the Introduction to ANGEL workshop for the Fall 2011 and Spring 2012 terms.
- **67** faculty participated in the Gradebook in ANGEL workshop for the Fall 2011 and Spring 2012 terms.
- **11** Faculty members completed the certification course to teach fully online courses during the Fall 2011 term; the course was not offered in the Spring 2012 term.
- The TLC supported and trained faculty in use of **Adobe Connect Pro 8** to bring synchronicity to fully online courses.
• The TLC provided support in the Site Builder Toolkit for TLC for Faculty, Online Courses, WWII, Business Management, and miscellaneous faculty websites.
• The TLC supported and trained faculty in the use of Jing and Camtasia.

**Innovation in Teaching and Learning:**

“Learning on the Go at Brookdale”: Preliminary results of a mobile technology pilot for teaching and learning easily distributed content taking advantage of the unique features and capabilities inherent in the latest mobile technology. The pilot is led by Instructional Designer Dan Greenwood. Of note:

1. Native Apps are Device and OS dependent
2. Different Object Oriented coding
3. iOS – Objective-C
4. Android – Java
5. Flash – ActionScript 3
6. Web-based apps– HTML 5

**Developing complex apps with intricate user interfaces and data structures is non-trivial.**

• **Nancy Kegelman and Norah Kerr-McCurry** visited Princeton University’s McGraw Center for Teaching and Learning; they met with the director, Carol A. Porter. There was a substantive exchange of ideas, including discussion of Princeton’s Teaching Transcript program.
• **Dan Greenwood** has produced episode 59 of project EMIT. Click here [http://www.brookdalecc.edu/pages/874.asp](http://www.brookdalecc.edu/pages/874.asp) to learn about iPad and Tablet Device Basics.
• **Dan Greenwood** submitted a National Science Foundation Grant application with Mike Qaissaunee titled E-books and Mobile Apps for Technical Education (E-MATE)
• Members of the TLC staff participated on the LMS Committee to provide input concerning migration of the Learning Management System.

**Collaboration Across Departments**

The CTE program, since its beginning in November of 2010, grew to 4 sections (averaging 15-18 students per section - starting in October of 2011) from the initial single pilot cohort and the Spring cohort sections doubled from the one single initial section to 2 starting this February 2012. The Spring sections are averaging the same amount of students.

We conducted two off-site ANGEL orientations this Fall - one at New Jersey City University (2 sections) and the other at Atlantic Cape Community College (one section) in October, in addition to the Brookdale cohort orientation starting which started around the same time.

February new section orientations were conducted at Brookdale by **Karen Reng**.
Kelly Canonico and Danielle Ponterio continue to provide timely and accurate rosters and course code information which contributes to the smooth maintenance of the ANGEL shells and users accounts. Nancy Wheeler-Driscoll also continues to provide important content maintenance and feedback.

This Grant has been renewed for at least one more year; the TLC will continue to provide support.

**Staff Updates and Accomplishments**

- **Norah Kerr-McCurry** was elected Vice-Chair of the Distance Education Affinity Group, formerly the NJVCCC. The Group’s meetings generally focus on aspects of the President’s Council’s Big Ideas, including initiatives in the areas of pedagogy, technology, and student success.

- **Norah Kerr-McCurry** made the following presentations:
  - Adjunct Faculty Reception, Fall 2011: “Effectively Web-Enhancing Your Course”
  - Women’s Conference, OBCD, April 13, 2012: “Social Media and You: Perfect Together?”
  - Faculty of the Future Conference, Summer 2012: “Active Learning in a Mobile Environment”

- **Norah Kerr-McCurry** was selected as a “World's Quiet Hero” by the Psychology Department.

- **Norah Kerr-McCurry and Larry Hartzell** participated in Quality Matters training to prepare for re-certification; both received a certificate of completion for the QM Rubric Update course: They are certified course reviewers for QM upon completion in March 2012. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning.

- **Dan Greenwood**, Instructional Designer, was honored as the “Outstanding Adjunct Faculty Member” for the Engineering and Technology Division; Dan teaches Electronics courses.

- **Dan Greenwood** was awarded a Brookdale Innovation Grant (BIG) for “Learning on the Go.”

- **Maria Breger** has completed Leadership Brookdale.

**MISSION:** The Teaching and Learning Center (TLC) promotes interdisciplinary interaction, pedagogical innovation, and the implementation of best practices for the design and delivery of online learning activities. The TLC consults and collaborates with faculty in the development and application of instructional design methodologies, learning theories and appropriate technologies, and facilitates the construction of courses for online, hybrid and face-to-face delivery. The TLC administers the College’s Learning Management System, and directs support operations for students and faculty in Online, Hybrid, and Web-Enhanced courses.