Summary of Results from Faculty Convocation
Faculty and Division Chair Surveys
The overall purpose of Achieving the Dream was communicated clearly.

- **Strongly Agree**: 45%
- **Agree**: 14%
- **No Opinion**: 25%
- **Disagree**: 11%

The ideas and concepts presented by Dr. Janet Zadina were relevant to my classroom instruction.

- **Strongly Agree**: 37%
- **Agree**: 5%
- **No Opinion**: 12%
- **Disagree**: 7%
- **Strongly Disagree**: 6%

The afternoon faculty assessment presentation communicated ideas and concepts clearly.

- **Strongly Agree**: 35%
- **Agree**: 24%
- **No Opinion**: 24%
- **Disagree**: 2%
- **Strongly Disagree**: 3%

The ideas and concepts presented by faculty were relevant to my classroom assessments.

- **Strongly Agree**: 34%
- **Agree**: 12%
- **No Opinion**: 21%
- **Disagree**: 3%

Appropriate and adequate media (including handouts) were used throughout the day.

- **Strongly Agree**: 52%
- **Agree**: 14%
- **No Opinion**: 10%
- **Disagree**: 8%

The Hilton Conference Center met my needs and is an appropriate venue for future convocations.

- **Strongly Agree**: 26%
- **Agree**: 14%
- **No Opinion**: 11%
- **Disagree**: 8%

Office of Institutional Research and Effectiveness Faculty Assessment Survey Fall 2009
The overall purpose of Achieving the Dream was communicated clearly.

- Strongly Agree: 25%
- Agree: 31%
- No Opinion: 13%
- Disagree: 19%
- Strongly Disagree: 13%

The ideas and concepts presented by Dr. Janet Zadina were relevant to my classroom instruction.

- Strongly Agree: 6%
- Agree: 50%
- No Opinion: 13%
- Disagree: 19%
- Strongly Disagree: 19%

The afternoon faculty assessment presentation communicated ideas and concepts clearly.

- Strongly Agree: 31%
- Agree: 31%
- No Opinion: 6%
- Disagree: 19%
- Strongly Disagree: 19%

The ideas and concepts presented by faculty were relevant to my classroom assessments.

- Strongly Agree: 6%
- Agree: 31%
- No Opinion: 13%
- Disagree: 19%
- Strongly Disagree: 31%

Appropriate and adequate media (including handouts) were used throughout the day.

- Strongly Agree: 6%
- Agree: 31%
- No Opinion: 13%
- Disagree: 50%
- Strongly Disagree: 19%

The Hilton Conference Center met my needs and is an appropriate venue for future convocations.

- Strongly Agree: 6%
- Agree: 50%
- No Opinion: 13%
- Disagree: 19%
- Strongly Disagree: 19%
What did you find most valuable about the conference?

- Ideas from Dr. Zadina
- Improving Assessment
- New Teaching Methods or Classroom Activities
- Won't use anything/Not sure
- Ideas from Dr. Zadina

How will you use what you learned at this faculty conference?

- New Teaching Methods or Classroom Activities
- Improving Assessment
- Ideas from Dr. Zadina
- Won't use anything/Not sure

What suggestions do you have for future meetings of this type?

- Shorter Program/More Breaks
- No Suggestions
- More Focus on Assessment
- More Clarification about AtD
- Location- On-campus venue
- Location Logistical Issues
- Location- Hilton/Other off-campus venue
- Invite Guest Speakers
- Future Topics- Effective Teaching Strategies/Hands-On Breakout Sessions

Office of Institutional Research and Effectiveness Faculty Assessment Survey Fall 2009
Faculty (N=195) Responses Compared with Division Chair (N=16) Responses on Selected Assessment Survey Questions

Which of these student learning strategies would you like to learn more about? (Mark all that apply) (Faculty)

- a. Classroom performance systems (CPS)
- b. Course podcasting or streaming media
- c. Service learning
- d. Collaborative learning
- e. Online homework activities
- f. Peer evaluation/editing
- g. Faculty-student research projects
- h. Field experience
- i. Student choices in class activities
- j. In-class lab activities
- k. Group projects
- l. In-class presentations (individual & group)
- m. Embedded classroom assessments
- n. WebCT, technology-enhanced conferencing

Which of these student learning strategies would you like to learn more about? (Mark all that apply) (Division Chairs)

- a. Classroom performance systems (CPS)
- b. Course podcasting or streaming media
- c. Service learning
- d. Collaborative learning
- e. Online homework activities
- f. Peer evaluation/editing
- g. Faculty-student research projects
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- j. In-class lab activities
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- m. Embedded classroom assessments
- n. WebCT, technology-enhanced conferencing

Office of Institutional Research and Effectiveness Faculty and Division Chair Assessment Surveys Fall 2009
Which of the following methods do you think would be most effective in educating the faculty about contemporary student engagement/active learning strategies? (Mark all that apply) (Faculty)

- m. Open forums by students to present concerns
- l. Learning communities
- k. Team teaching
- j. One-on-one guidance/mentoring,
- i. Designated resource materials in library
- h. E-mail group communications
- g. Assessment workshops
- f. Symposia conducted by IR&E personnel
- e. Online newsletters or web sites
- d. Assessment strategies to evaluate class interventions
- c. Observation of peers in new teaching strategies
- b. Invited speakers or specialists
- a. Seminars financed by IR&E

Which of the following methods do you think would be most effective in educating the faculty about contemporary student engagement/active learning strategies? (Mark all that apply) (Division Chairs)

- m. Open forums by students to present concerns
- l. Learning communities
- k. Team teaching
- j. One-on-one guidance/mentoring,
- i. Designated resource materials in library
- h. E-mail group communications
- g. Assessment workshops
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- e. Online newsletters or web sites
- d. Assessment strategies for class interventions
- c. Observation of peers in new teaching strategies
- b. Invited speakers or specialists
- a. Seminars financed by IR&E
Which of the following incentives do you think would be most likely to encourage faculty participation in the planning and development of course- and program-level assessments for Blinn? (Mark all that apply) (Faculty)

- f. No course overloads
- e. Recognition
- d. Working with other faculty in same discipline to revise courses
- c. Smaller class sizes
- b. Stipends
- a. Release time

Which of the following incentives do you think would be most likely to encourage faculty participation in the planning and development of course- and program-level assessments for Blinn? (Mark all that apply) (Division Chairs)

- f. No course overloads
- e. Recognition
- d. Working with other faculty in same discipline to revise courses
- c. Smaller class sizes
- b. Stipends
- a. Release time

Office of Institutional Research and Effectiveness Faculty and Division Chair Assessment Surveys Fall 2009
Faculty (N=195) Responses Compared with Division Chair (N=16) Responses on Selected Assessment Survey Questions

**Most serious barriers to faculty participation in developing course- and program-level assessments**

(Mark all that apply) (Faculty)

- a. Faculty workload
- b. Large class sizes
- c. Lack of students’ ability to learn
- d. Perceived irrelevance to my teaching
- e. Lack of recognition
- f. Few opportunities for publication
- g. Limited technology resources
- h. Limited student support resources
- i. Lack of understanding about what assessment is
- j. Limited administrative support
- k. Information too complex or based in other disciplines
- l. No interest in this
- m. Lack of faculty support resources
- n. Consideration that this is the latest fad
- o. Differing expectations of faculty (full- vs. part-time)

**Most serious barriers to faculty participation in developing course- and program-level assessments**

(Mark all that apply) (Division Chairs)

- a. Faculty workload
- b. Large class sizes
- c. Lack of students’ ability to learn
- d. Perceived irrelevance to my teaching
- e. Lack of recognition
- f. Few opportunities for publication
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- o. Differing expectations of faculty (full- vs. part-time)

Office of Institutional Research and Effectiveness Faculty and Division Chair Assessment Surveys Fall 2009
Faculty (N=195) Responses Compared with Division Chair (N=16) Responses on Selected Assessment Survey Questions

Would you participate in a college-wide Assessment Council? (Faculty)

Would you participate in a college-wide Assessment Council? (Division Chairs)

I understand the relationship between course-level SLOs and assessment. (Faculty)

I understand the relationship between course-level SLOs and assessment. (Division Chairs)
Faculty (N=195) Responses Compared with Division Chair (N=16) Responses on Selected Assessment Survey Questions

I understand how assessment fosters continuous improvement of teaching and learning. (Faculty)

- Very Well: 33%
- Well: 43%
- No Opinion: 16%
- Poorly: 5%
- Very Poorly: 3%

I understand how assessment fosters continuous improvement of teaching and learning. (Division Chairs)

- Very Well: 56%
- Well: 31%
- No Opinion: 6%
- Poorly: 6%
- Very Poorly: 0%

Current assessment methods have helped me to improve student learning. (Faculty)

- Very Well: 10%
- Well: 26%
- No Opinion: 30%
- Poorly: 17%
- Very Poorly: 17%

Current assessment methods have helped faculty in my division to improve student learning. (Division Chairs)

- Very Well: 25%
- Well: 31%
- No Opinion: 0%
- Poorly: 31%
- Very Poorly: 13%

Office of Institutional Research and Effectiveness Faculty and Division Chair Assessment Surveys Fall 2009
Faculty (N=195) Responses Compared with Division Chair (N=16) Responses on Selected Assessment Survey Questions

I use classroom embedded assessments and use those results to improve teaching and learning.

(Faculty)

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(Division Chairs)

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Faculty Assessment Survey

Comments from Faculty

What did you find most valuable about the conference?

Response Rate: 83% (N=170)

These ideas are not new. guess a review is always a good idea.

(did not attend)

? See the below comments.

a different viewpoint

Absolutely NOTHING!!!!!!! It was the biggest waste of time I have ever spent. Because we wasted 8 hours on Tuesday. I worked in my office every night until 1:30 in the morning getting ready for Monday. I worked 80 hours during the week and I am beginning the semester exhausted! There were much better ways I could have spent my time than sitting in an expensive poorly run meeting in which I learned absolutely nothing.

Access to my home

brain function and learning

Broad view into the future perspectives of my teaching.

Candid discussion by dr. holt

Comfortable large room for all faculty to meet together.

Concrete examples of interventions to support the ideas.

Cutting edge research

Details in regards to Dr. Zadina's presentation.

Did not attend

Discussion about music
Dr Zadina was an excellent speaker, and she had substantial and useful information to convey.

Dr Zadina's presentation contained a lot of information that was helpful for me in understanding what and how my students' brains work. It will help me better prepare lessons and activities in my classroom.

Dr. Holt's presentation. Though brief, the information he gave was most important.

Dr. Janet Zadina was amazing and really communicated some wonderful ideas to integrate into my teaching and learning opportunities.

Dr. Janet Zadina was fabulous.

Dr. Janet Zadina's comments on recent brain studies, some of her classroom ideas, and her workbook. And, I'll exercise more to make my brain more effective.

Dr. Janet Zadina's presentation.

Dr. Janet Zadina's presentation.

Dr. Janet Zadina's speech.

Dr. Janet Zadira was most interesting and informative.

Dr. Janet Zandina's presentation.

Dr. Janet's presentation was extremely engaging and valuable to how we approach teaching and learning. Also, the lunch was excellent.

Dr. Z's info was interesting. I do not know how much will be really useful.

Dr. Zadina.

Dr. Zadina was a fantastic speaker with very valuable information.

Dr. Zadina was a great speaker and motivated us to look at our "special needs" students in a different light.

Dr. Zadina was an excellent presenter. She provided useful information about how to better communicate with students.

Dr. Zadina was interesting.

Dr. Zadina was interesting.

Dr. Zadina was, by far, the most excellent part of the day. Not only was she entertaining, but her information was extremely relevant to my classroom. I discovered several ideas I plan to incorporate.

Dr. Zadina would have some interesting information to present if she compressed the presentation into 30-60 minutes. Otherwise the conference was drawn out.
and didn't present much relevance to faculty.

Dr. Zadina, Jane Haggard, and the professor from History.

Dr. Zadina's engaging presentation.

Dr. Zadina's information

Dr. Zadina's presentation

Dr. Zadina's presentation

Dr. Zadina's presentation

Dr. Zadina's presentation

Dr. Zadina's presentation about the workings of the brain was helpful in teaching me how my students learn.

Dr. Zadina's presentation and Dr. Holt's remarks.

Dr. Zadina's presentation and the notion that education is not necessarily something ephemeral that some get and some do not. Though the emphasis was on students and their brains, the concepts presented by Dr. Zadina had a further relevance in that the human brain is changed by human interaction.

Dr. Zadina's presentation and the opportunity to network and fellowship with my colleagues from both sides of the Brazos.

Dr. Zadina's presentation opened my eyes and showed me how to be a more effective instructor

Dr. Zadina's presentation was excellent—great information, well presented.

Dr. Zadina's presentation was outstanding, and I thought about it all week.

Dr. Zadina's presentation was very informative

Dr. Zadina's presentation.

Dr. Zadina's presentation.

Dr. Zadina's presentation.
Dr. Zadina's presentation.

Dr. Zadina's presentation. Thank you so much with doing away with information such as new faculty intros, how many dorm rooms are occupied, etc., etc. That info appropriately can be accesses in the monthly newsletter.

Dr. Zadina's research

Dr. Zadina's seminar.

Dr. Zadina's talk

Dr. Zadina's talk

Dr. Zandia's presentation will help in the classroom.

Dr. Zandin'a lecture was facinating and very well presented. She is a good speaker--keeps you interested.

Dr. Zandina's information was informative although not particularly valuable to me.

Dr. Zanida's presentation

Dr. Sadina's presentation of brain research to enhance instruction.

Every year, the administration tells the faculty that they are incompetent. What valuable message do we need to take away from these meetings?

Exchange of ideas with other faculty at my table.

Future plans for Blinn, especially the Applied Science division.

Getting a chance to meet my colleagues and discuss the upcoming semester.

Guest Speaker

Guest speaker's research & sharing of observations & data.

handout

Handouts and message from speaker

Having the students state their expectations and goals is a remarkably obvious concept only now that I realize that I have overlooked it for so long.
Hearing news about Blinn's future in the Bryan community was great. The Zadina lecture was informative and useful.

I am part-time faculty and did not attend the conference.

I enjoyed Dr. Zadina's presentation. I appreciate the provided handbook. Some of those materials will be used in my class material packet.

I enjoyed seeing many people I have missed over the summer. I loved the brain info and promise of more related research being made available to us. I hope to see follow-up.

I enjoyed sitting at round tables and being able to interact with like-minded colleagues.

I found Dr. Zadina's presentation the most valuable.

I learned alot from Dr. Zadina's lecture

I learned that dendrites grow.

I liked the presentation given by Dr. Janet Zadina.

I really appreciated Dr. Zadina's pedagogical look at teaching students and helping them learn.

I really enjoyed the keynote speaker-I will incorporate some of these strategies into my course this semester-

I was very interested in the information about learning, attention and brain function from the keynote speaker

If I'm honest, nothing from the conference had real value for me. Zadina's presentation was full of errors. She has a Ph.D. in education, and her husband is a neurologist at Tulane. He should have given her better presentation notes because nothing in HER background prepared her for the job.

In 10 years of public school teaching, I have never been to a worse conference.

Information about brain research.

Information presented by Pres. Holt

Janet Zadina's presentation. I wish it had lasted all day.

Janet Zadina's workshop helped me better understanding how learning occurs and the tools to enhance student learning.

Learning about the new buildings.

Location
LOVED Dr. Zadina's material, I am trying to use a lot of her concepts in my class and my students really enjoy it.

Lunch

Meeting new and old Faculties. Learning from Dr. Zadina.

morning session

morning session with Dr. Zadina

Most valuable about the conference is working together as a team.

Mostly a refresher for me...I do a similar presentation to educators

n/a

N/A

Nothing

Nothing. Dr. Zadina made many errors in her presentation and the material she presented is more appropriate for students in public school. The idea that assessments developed by faculty who do not have degrees in Educational Psychology led by individuals who do not have skills in these areas is pointless. Blinn needs to hire a consultant.

presentation by Dr. Janet Zadina

Presentation of DR. Janet Zadina

President Holt's update on Blinn College changes and projects. A close second was the presentation by Dr. Janet Zadina on the brain's role in learning.

Rich ideas & enthusiasm re: teaching/learning from Dr. Zadina. I really want to incorporate her ideas into my teaching. I've already shared highlights w/ our newly admitted students & my current Sem. 3 group. Ex: "Fire it, Wire it, & Make it feel good." Emotions = involved in learning. (For yrs., I've tried to make class time fun. "It takes excitement, but too much stress inhibits learning." I've tried to "read my room of learners" & deal w/stress first, so that they can hear the rest.) "Learning takes a lot of energy/fuel; students must be able to connect it to something that they know. Importance of pix. 'Ticket out the Door' idea. 'Stand up & explain' (to each other). Theme song idea/course. 'Brain can only attend x 10 min.' How to carefully work w/ the 'compensated dyslexic student to avoid damage to self-esteem. Teaching actually changes the structure of students' brains!'

Sharing of ideas about issues that we seldom have time for during the semesters.

Some of the ideas about scientific support for long-established assumptions about the ways we learn were interesting.

Some of the information and graphics provided by Dr. Zadina were interesting, especially the brain scan imagery.
Status report of the college, and to a much less degree, the guest speaker.

That Blinn administration finally recognized that QEP was not doing anything useful.

The announcement of new physical properties for the Bryan meeting.

The brain session

The coffee. And Dr Zadina was interesting, but it was also clearly an introduction to heavy duty concepts and ideas. For the information to be applicable immediately will require much deeper research into her research. I did have a coach tell me that something Dr Zadina said was accurate - players that are really good at playing their game of choice are terrible students. He knew it from experience and now has a brain researcher to support his idea.

The environment of the conference was superb. The nicer setting was consistent with the professional manner in which Blinn College instructors should conduct themselves AND be treated.

The feeling of optimism and purpose generated by Dr. Holt and others.

The free coffee, but only when there was some to be had.

The future plans of Blinn and Dr. Zadina's presentation were the most helpful to me.

The general upbeat approach to improving instruction.

The guest speaker was wonderful!

The ideas and concepts presented by Dr. Janet Zadina and the information Dr. Holt presented about the future buildings with A & M.

The ideas behind the brain training was good.

The ideas of the guest speaker about the brain in education is valuable.

The ideas presented by Dr. Zadina.

The information from Dr. Zadina.

The information was not very useful in the classroom.

The information was presented very clearly.

the key note speaker

The keynote speaker
The keynote speaker at least provided some material that potentially has some immediate hands-on uses, rather than simply summaries of PowerPoints. It made her presentation more relevant.

The keynote speaker gave a great presentation that was relevant to my classroom needs.

The many different ways that students learn (visual, auditory, etc.) should effect the way I teach by including different teaching methods.

The morning session about learning types.

The morning session by Dr. Zadina was informative and interesting.

The morning session was entertaining and as the speaker was talking I came up with ideas for use the classroom.

The morning speech by the Neuro-scientist was entertaining and informative. I picked up several ideas about how I might improve my teaching.

The most valuable information, for me, actually were the announcements from the VP about the direction of Blinn College–the new buildings, student growth, future programs, etc. Knowing the progression of the college helps me in my classroom; I can broaden my range of covered topics, examples, role plays, etc. Additionally, I'll be able to discuss options with students.

The neurological changes to the brains of students in the learning process as well as some of the engagement aspects of Dr. Zadina's lecture.

The presentation by Dr. Holt

The presentation by Dr. Janet Zadina, which included practical activities that I can actually use in my classroom.

The presentation by Dr. Zadina - I have already used info/skills learned
The presentation by Dr. Zadina and the news update regarding changes coming to Blinn College.

The presentation by Janet Zadina was very useful and engaging BUT it should have been the full length format. She had to rush her content to make room for a set of presentations that had questionable (if any) value. These presentations should have been done in a small group format to allow for clarification, specialization and questions.

The presentation of goals and plans

The speaker-Dr. Zadina

The speakers.

The talk by Pres. Holt.

the time to talk with peers about the coming semester and the challenges they face

The updates from the President and the presentation from Dr. Zadina

The updates on what is going on at the various Blinn Campuses.

The use of brain research in the classroom.

The visual aids were helpful.

There was not much that I did find valuable about this conference. The morning presentation, while on a topic that I personally find interesting, was much too long and was not focused on practical information that the faculty could use in their classroom. If you had mentioned early (say 3 months ahead of time) the planned idea for the conference, perhaps another speaker could have been mentioned who does a related talk, but one that is much more focused on the impact this information has on classroom learning. The afternoon session was clearly thrown together at the last minute, as the presenters were ill prepared, had presentations that were for the most part not focused and concise, and did not convey the information they were purporting to convey. The entire tenor of the meeting had a very ominous start when Dr. Holt ran 15 minutes over his allotted time. That did not bode well for the rest of the meeting, and also put the faculty in a very non-receptive mood for a speaker whom they might otherwise have at least been mildly interested in.

Time to speak with my colleagues from both colleges.

Unable to attend

Understanding the different perspectives on how we learn and strategies to help in the process.

updates regarding the 4 campuses

When they talked about classroom teaching techniques, such as not paraphrasing what you've already put on the board (that it is confusing to the brain)
How will you use what you learned at this faculty conference?

Response Rate: 77% (N=158)

Again, I had already been to a presentation on this topic at a national conference a year ago, so the information was already being used in my classroom. For many of my colleagues, however, the general resentment from having our money wasted on a meeting off campus combined with the lack of a focused speaker who was not giving practical implementation tips for the classroom caused many of them to write off all of the information.

Already applying all techniques to help engage the learner

Although most of the information was insightful, it simply reinforced my own belief to stay "student centered" and to try not to always lecture but when possible give students the opportunity to research and report on what is being covered.

apply to learning environment in the classroom.

approaching and reinforcing learning through a multitude of senses

As I said, I am using alot of the information Dr. Zadina covered in our class, for example the "ticket out the door", and playing a song at the beginning of class. That seems to really perk them up in the morning.

As suggested by Dr. Zadina, I'll pace my lectures in order to give students a chance to reflect and process information; I'll work actively to use analogies in class, to help students make needed associations. The cognitive overload exercise was truly useful in conveying the difficulties of Esl and dyslesic students, and from this point forward, I will read bullet points verbatim, as suggested by Dr. Zadina. I'm also going to share some of her insights about learning with my students, particularly regarding the importance of repetition.

Because I have a background in reading education, I am very familiar with the information that was presented. I actually use a variation of many of the strategies that she discussed.

Better evaluate/assess ways to reach different

Can not think of anything useful that was disclosed at this meeting.

Dr Zadina's information will help me better communitcate with my students

Dr. Zadina helped me better understand how my students think.

Dr. Zadina's idea's about how the brain works.

Dr. Zadina's presentation gave me ideas on how to better communicate with my students.

For the establishing of effective teachable connection with my students.
From beginning of the class make the student in good mood.

going to play music in the classroom

Have students' use what is presented by working problems together (wire it).

Help students appreciate that not only are they learning useful information and skills in my class, they are improving their brain/thinking skills while doing so.

I already do most of what was presented, but found some ideas interesting.

I already employ many of the things I heard in the morning session, but I intend to increase the use of what works, and look for ways to get rid of what doesn't.

I already employ techniques based on Dr. Zadina's concepts. There was nothing in the presentation that was all that new to me.

I already have--firing and wiring.

I already use a variety of different tools to meet different learning styles, but will continue to search for new methods that are effective.

I am already implementing suggestions from Dr. Zadina, and I am thinking about how to be more creative in my classroom assessment. Colleagues made excellent suggestions.

I am always adding new methods and approaches to my instruction methods.

I am going to go through her handout to see how it applies in my course and my classes.

I am going to implement some of the suggestions Dr. Zadina gave us.

I am not sure.

I am working to instill the "Achieving the Dream" concept into every one of my students.

I can't -- the information presented in the morning was incorrect and the information presented in the afternoon had no substance to it -- it was a cheerleading show.

I can't use a single thing. The information presented might be useful for elementary school teachers. Much of the "neuroscience" information was inaccurate. Zadina has a dog and pony show that is empty of information. We should strive toward college goals -- not public education goals.

I did get some ideas for various activities to use in the classroom.

I don't know yet. I'll look through Dr. Zadina's material and see what I can use.

I don't know. The practical solutions provided in the workbook seem appropriate for classes that meet five days a week, not those offered as Blinn does. To that extent, I will probably try some of the strategies in the workbook, but I will not be able to faithfully reproduce the findings and am somewhat concerned that not
following the specific order may create more damage than not doing anything would. A workbook that could be replicated on a two/three meeting per week schedule would be much more helpful.

I got a couple of good ideas for class assignments

I had seen the brain research before, but the refresher was useful in teaching my students. The constant reinforcement of the necessity to standardize assessment helps me to maintain my focus on that topic.

I have a better understanding of how student learn

I have already borrowed ideas from the brain book

I have already made adjustments to my CIS for the fall. I will include a significant application component to my course in order to increase the ability of students to visualize the skills that I am teaching. I can feel the dendrites growing as I type.

I intend to analyze my teaching/lecture habits and see how many suggestions (ie: music playing before classes) I can implement.

I intend to enroll in the assessment workshop

I intend to use photocopy and use her handouts for class activities. I will share some of the brain research with my Study Skills students.

I need to 'make myself buy into this whole concept'.

I needed to hear the information about the assessment process to gain a better perspective of how to accommodate the process, certainly as I stated above Dr. Zadina shared very valuable and pertinent ideas to aid my teaching approach.

I now know better what to do and not do in preparing for class assignments

I plan to incorporate a little more technology into my classes. I will have them stand up once in a while, and I plan to have them repeat to one another or share with one another key concepts.

I plan to incorporate several of her ideas into my classroom material.

I plan to try and employ some of the techniques

I want to give my students more of an opportunity to voice their assessment of the class in process, rather than waiting for the end of the semester.

I was affirmed in many of the things that I already do, and with some new information, will incorporate and/or change the ways I do other things. Studying the handbook will help me make specific changes. The assessment portion was informative and I feel we all need to know more about assessment and the direction the college is taking.

I will adapt my teaching style to reach more students.
I will adopt more than one method of teaching for delivering my class presentations.

I will aggressively seek ways for student participation and hands on activities.

I will apply it on my daily teachings.

I will apply new concept of learning and also approach assessment in a more positive light.

I will apply several ideas of Dr. Janet Zadina's ideas in the classroom.

I will attempt to address student's learning needs and learning potential as discussed in the morning presentation. I will also try to educate my students on these needs and potentials.

I will be adding some of the things I learned into the courses we teach and help my students learn.

I will be assisting extensively in the assessment process during the latter part of this semester and all of next semester. The afternoon session provided a springboard for that activity.

I will be better able to assess my students' ability of comprehension.

I will be more cognizant of the ways in which I encourage students to participate in my classes. I will also be more cognizant about how the setting (e.g. a musical "theme song") could help set a positive tone for learning.

I will be more sensitive to learning approaches presented by Dr. Zadina.

I will be thinking of restructuring some of the order of my courses to build on the development of the students' thought processes.

I will expand on what I already use of the research on brain development. I new some of it because I am a presenter on brain development in the community for teachers and directors of day cares and preschools.

I will give more consideration to the biological and chemical structures of my students' brains and take the changes I will make to those brains more seriously.

I will have my students stand and explain.

I will have students stand up and explain to their classmates what they have just learned.

I will immediately use what was learned from Dr. Zadina

I will implement classroom activities that Dr. Zadina suggested and gave us in her book.

I will implement only a couple of ideas at a time and evaluate whether or not they are successful.
I will implement some of the ideas presented by Dr. Zadina into my Fall courses.

I will implement some of the techniques discussed to help my students.

I will incorporate some of the strategies that help students make connections between the content and their own working knowledge.

I will know what to expect in the future about assessment. I will try some of Zadina's ideas about engaging students in the classroom and record findings in the workbook.

I will modify some of my class discussion efforts to ensure that more students share ideas in pairs before engaging the class as a whole.

I will not, I will not sing twinkle twinkle little star

I will strive to assess my students' learning styles with more vigor in order to reach as many as possible.

I will think about consistently varying my communication techniques and think more consciously about engaging all types of students and their learning pathways.

I will try different approaches to teaching.

I will try some of the techniques presented, perhaps in Spring 2010, or if time does not permit, then in Fall 2010.

I will try to be mindful of the role of the brains of students in the classroom, especially the role of different parts of the brain. I think that a course on such a topic would help any teacher.

I will try to be more focused on the student and not the subject.

I will try to implement a number of classroom assessment techniques that I learned from the workshop as well as Janet's workbook in classes this fall.

I will try to incorporate more diversified opportunities for students to show mastery of the content.

I will try to incorporate some of her suggestions into my class.

I will try to incorporate some of the brain learning ideas into my teaching.

I will try to remember just how disengaged I became and what brought me to that state. I will make a concerted attempt NOT to do that to my students.

I will use (and already have used) ideas from Dr. Zadina’s research in my classroom.

I will use her ideas and suggestions for different brain functions and learning.

I will use some of Dr. Zadina's suggestions when students do group work in my classroom.
I will use some of Dr. Zadina's work in my class.

I will use some of the strategies to engage the students to aid in the rewiring of their brains for proper memory storage to help ensure their outcome in class and further studies.

I will use the information learned at the conference for a reference point when dealing with assessment materials.

I will use the information on brain cells as an example for motivating students to learn.

I won't.

I won't. This was NOT a good use of Blinn resources (faculty).

I would use visual aids to enhance learning environment in my classrooms.

Ideas from Dr. Zadina's booklet

If Achieving the Dream is to be more than a buzz phrase, we all need to know, as Dr. Zadina pointed out, to know the critical back story and definitions of key words. Because most of us are not trained in the language of education, we simply tend to pick up the words and phrases we find relevant, and miss those that seem not to mesh with our actual experience in the classroom or with our philosophy as seasoned educators at the college level.

I'll be even more able to tune out irrelevant babel and focus on reading my book.

I'll be more conscientious of the assessment tools I've been using, and I've already started going through the research. I'm particularly interested in the research that's discipline specific.

I'm not sure how to use the information.

I'm thinking of integrating music into my class, but have not yet decided.

implement a more user friendly learning environment

In class room and in my home life with 2 sons

in my classroom

in teaching my classes, I will use some of the techniques described by Dr. Zadina, students explaining concepts or giving definitions to other students of what a word means. Information about learning and brain function gives me new perspectives in the classroom.

In the design of class assignments and activities in class and online.

incorporate a "homework menu"
increase course perceptions

It provided some suggestions that I can use in my classes. I also made a few contacts with people who I would like to communicate with to share more ideas.

It was helpful to be reminded that assessment takes many forms and can be incorporated throughout the class time. Some information will be helpful in the process of completing the master course syllabi.

It will be a background support for my classroom presentations.

Making students explain concepts to me orally in class. Much harder than them answering a question on the test.

Morale at Blinn has never been lower, and I've been here long enough to know. Any sense of trust, community, shared governance, or shared mission from the past is sorely lacking now.

Most of the info about how the brain functions I already knew. I have a child who is dyslectic and is ADHD so I am very familiar with what she said. I already use what she said in my classroom. Most of what she said is taught in any basic education class taught in any college.

Much of the assessment presentation was not clear and I have many questions with little answers or direction for proceeding forward.

Music in the classroom

N/a

N/A

N/A

N/A

Not sure

not sure

not sure yet

Not sure.

Now that I'm aware of the intensity of student effort (dendrite-creation!), I am going to focus more strongly on insuring that students have retained what I've taught.

Plan for the future
Put music into some of my lessons

Refine program plans for the next year based on the president's remarks. Alter classroom teaching style based on Dr. Zadina's presentation.

Remember that the frontal cortex is not fully developed in our students. Fire it, then wire it - an interesting energy idea that I will try.

Renewed enthusiasm and hopefully I will find time to use the workbook.

See above. Ticket out the door; Stand & explain; encourage every 10 min. short brain breaks? I have been careful w/ student retention work to encourage learners who are struggling. (Some of them, I see are compensated dyslexics.

Some of the handouts in Zadina's book were quite useful; I have already book-marked a few and will adapt them to my classroom teaching.

Some of the ideas Dr. Zadina will probably be used in my classes in order to get more student interaction.

still trying to figure this out

That I need to be aware of the variety of learning styles of my students

The best way I know how.

The morning talk will give me ideas for how to present information to my students in a more usable fashion.

The various teaching techniques I have already adopted for my classes.

There are a couple things I will try in the classroom. Mostly I will use the hope that Dr. Holt gave us regarding professionalism and commensurate salary with other community colleges in Texas' major cities.

There is not one specific way that I will use the information learned. However, in a broader sense, listening to Dr. Janet Zadina's presentation helped me realize that we (as instructors) are actually changing the students in a physiological way (brain structure) - as well as academically, personally, etc.

To improve my teaching.

to puzzle over the diminishing role of the teaching professional in educating students

To understand more about the workings of the brain helps me understand more about how my students process the information taught and how to teach it.

Try harder to communicate my enthusiasm for teaching at Blinn to my students.

try to incorporate her ideas into my classes.

Try to think about how student learn as I prepare their lessons.
Undecided

Understanding student's behavior in class.

Understanding the physiological process of learning may help me to invent strategies for teaching students with different learning abilities and styles. Unsure at this point.

Use ideas to foster student engagement in the classroom.

Will add group work and collaboration projects to my class.

Will incorporate more visuals and music

Will try to implement more engaging activities/assessments into assignments & classroom activities.

Without trying to be too sarcastic, I will not use anything from the conference.
What suggestions do you have for future meetings of this type?

Response Rate: 74% (N=151)

1. The afternoon session was boring! Some of the afternoon material could have been a handout with a checklist of assessment steps. 2. I didn't understand the full idea of the AtD until I read the items on the CD included in the handout materials. (Before reading the CD items it was Achieving the Dream--What Dream?) I guess it's difficult to overcome "stupid" in a faculty member! 3. And, this survey should have appeared the next day after the Hilton Conference. 4. I believe that the administration and selected faculty members worked very, very hard to put on a good conference, including an outstanding main speaker!

a little more breakfast, more coffee and a few breaks, please!

Actually, the day laid out pretty well. The morning speaker might have considered breaks, but then, the way she did things actually, in some ways, made things easier.

allow for small group discussion

Along the lines of Dr. Zandina's lecture. Something useful and interesting.

Always bring in a speaker as dynamic and relevant as Dr. Zadina!

Americana Encyclopedea under "Education" has a chart of different approaches or philosophies about the good education. I would like to hear a talk in which those approaches are given an overview and an evaluation. I think other teachers would also.

Appropriate size room for post-convocation meetings.

at a loss here

Award winning community college instructors would be good speakers for future meetings. I would look to some of the most highly acclaimed community college for these instructors, for example, Community College of Denver.

Be specific about how this benefits me.

Better examples regarding assessments, they kept repeating themselves. Parking was awful. Not very many restrooms. Why are we spending the money and having it off-campus? Nothing was wrong with meeting at the campuses.

Break into departments for discussions

Breakout sessions for the afternoon

Break-out sessions for the afternoon that incorporate small groups rather than an entire morning and afternoon of large group, and mostly passive, learning.

Breakout sessions seem to work well, as long as they're not dominated by experts in fields not relevant to our work. I would like useful sessions at which we could learn to be better at our job, facilitated by people who, like us, are seeking answers to similar conundrums of the trade.
Bring Dr. Zadina back for further information.

Check out the presenter more comprehensively before inviting him or her. Dog-and-pony shows leave a very bad taste in the mouths of those who recognize them as such due to presenter errors, and many of us noted the errors. Even if she'd been spot-on in terms of getting it right, how practical was the presentation? We're supposed to let students draw pictures instead of doing rigorous work? Give me a break.

Choose better faculty speakers and hold them to 15-20 minutes each. The afternoon seemed to drag on forever.

Clarification. I came away without any real understanding of Achieving the Dream or assessment.

Concentrate on a better description of Assessment and the ways in which assessment should be driven. I.e.: Student assessment, Course assessment, Instructor assessment, Division Assessment, Institutional Assessment. More specificity for each area so that faculty may better understand how we can help build assessment tools for all areas and not just a generalized assessment speech so that the faculty does not feel as if they are the ones singled out for assessment of their job performance.

Condense the each of the sessions into shorter segments. The faculty presenters were clear and I appreciate their participation, but the content could have been delivered in less than half the time scheduled. Evaluate whether the expense of renting a large facility is really worth the money, especially in a year when employees were not provided an adequate raise in pay to meet the increased cost of living.

Consider making them more concise, as the first week is naturally filled with hectic details at the departmental and division-wide levels already.

Continue the news updates and if any appropriate speaker could be found, that would be good too.

Continue to have them at the Hilton in Bryan. This was a very comfortable and professional venue. Lunch was good but needed more low fat and/or vegetarian options for me and my colleagues (maybe have two lasagne: one meat and one vegetarian; because salad was caesar type it already had its dressing, which is fatty and caesar dressing contains egg). The Star Wars presentation, while humorous, was self-indulgent. Why did all of us need to hear more about the committee's experience? Also, I did not get the visualization. The afternoon presentation was a bit lengthy.

Continue to pursue engaging speakers. Streamline afternoon session. Keep to the allotted time scheduled for each presenter.

Could there be other speakers like this one, w/ great enthusiasm & practical "fun" ideas to spark us & thereby excite our learners?

Do not do two long sessions of sitting and listening.

do not have faculty talk for three hours....

Do not have meetings of this type. Give the information to the Division Chairs. They can relay it to us. Or, send it in an e-mail. Certainly you shouldn't spend such a large amount of money on this type of meeting. In the past, we were required to return to school a week early to assist with registration. You no longer need faculty's assistance with registration. You should allow us to work rather than go to such meetings.

Do not have the meetings at a crowded hotel in College Station. Parking was difficult, and an additional burden was placed on faculty from Brenham, Sealy, and Schulenburg, who had to drive a significant distance to be at the meetings.
Don't hold it at the Hilton Conference Center; save the money and give us a larger raise.

Don't run out of food in the morning. Juice for those of us that do not run on coffee. A better speaker.

End them. Let Blinn use the money for more appropriate purposes. Let faculty do what they need to do- get ready to teach.

Every thing about the meeting was terrible! This was the worst meeting we have ever had! The cost of the thing was rediculous! We should have had it at the Bryan Campusus. The meeting was too long! Everyone was brain dead after it was over. The meeting should have been broken into segments. We should have been able to separate into smaller groups so that we could have interacted with each other. Every poor teaching strategy that there is was used in that meeting. Everyone lost interest, by the time it was over everyone that was there could not tell you what had been said because they had bee hum drummed to death. I am thankful that I have more sense than to do that to my students. I classroom is interactive and the students all say the time goes by quickly. My suggestion is to have a shorter meeting. Quick and to the point, short hand outs which are easy to read. Then break into smaller groups to suggest ideas. This creates more interaction and a better learning environment.

For many people, Achieving the Dream was not clearly communicated. In addition, the conference was too long with too much information given in a large group. Small groups would have been more beneficial.

Give us breaks. The afternoon session was particularly excruciating because we were already tired, and it was 2 hours of non-stop talking. I was taught that the average human attention span is approximately 45 minutes. A break helps us stay focused on the lecture.

Hard to justify spending that much money on that place in these 'times'. The room was too cold. Charles Heller

Have break-out sessions related to the keynote topic

Have meetings that help us gain skill required for our classrooms. Innovative teaching techniques and how they were measured to prove success.

Have someone on the soundboard to prevent the squealing in the speakers.

healthier breakfast options.

Hold conferences on campys, save a few bucks, and more focus on Blinns activities.

Hold them again at the Hilton Conference Center

I am not sure if I have any suggestions at this time.

I believe that you need to reaccess what your purpose is for these meetings. The main thing that you got across what what WON'T work at keeping a class engaged and participating. If the purpose of the meeting is to pass on information about what is happening at the various campuses or with the college as a whole, that will result in one type of meeting. If the main purpose is faculty development, that will result in a completely different type of meeting. It is possible to do both at one meeting, but not the way you attempted to. I have not heard a single person say a positive thing about that meeting.

I can't understand the decision process that lead to hosting the event at the Hilton following a meeting wherein Board members were very reluctant to increase faculty salary at all. I'm not sure that the irony is misplaced. I would like to continue to see practical solutions like those provided a significant part of the day's
discussion. However, something more tailored to Blinn's environment and culture would be more helpful.

I did enjoy the meeting taking place at the Hilton hotel. I would prefer meeting to take place off campus in the future. A new environment is always inviting.

I don't know how the cost of the Hilton meeting compared with previous on-campus meetings, but I think that holding the cost down is important and we really don't need anything fancy.

I enjoy any "hands-on" learning that is applicable to my field.

I like breakout sessions . . . but is a full-day meeting necessary? What about just a morning session and lunch? The day gets so long, especially when faculty have so many other meetings the first week.

I like meetings at Blinn, but I realize we need a bigger room than either of the campuses has.

I like the idea of bringing in speakers.

I liked the area where teachers talked about what they do in a class. I'd do more of that.

I really enjoyed sitting at tables so that we could converse with our colleagues. When we sit in rows at the auditorium at Blinn it makes it very uncomfortable and is not useful when trying to converse with each other.

I was left with little idea what to do with this information. Assessment is key, sure, but how can I assess my use of assessment, and on what grounds can I assess the colleges'. I'm not sure what my first step should be.

I was very impressed by Dr. Zadina's information, The afternoon session could have been more concise.

I would have liked a copy of her presentation, things she said that were not in the handbook. I did not have time to write down all of the ideas she had on her slides.

I would like to have small groups to work on specific needs of me and my department.

I would love to have more workshops on various teaching strategies and classroom assessment techniques. I would also like to have workshops on teaching philosophy and portfolio.

I would prefer breakout sessions presented by my colleagues.

I would strongly recommend you continue to provide speakers who can address effective classroom teaching strategies that include very real and realistic examples that instructors can use in their classrooms.

If at all possible, host the meetings on a Blinn College campus and break into smaller groups.

If this is to be a faculty/academically based meeting, breakout sessions on various topics might be a better way to utilize the time. Sessions on assessment,
classroom practices/activities, etc.

If we meet at the Hilton again, make arrangements for parking.

In previous sessions we have broken out into specific groups and introduced to new innovations in technology that can be beneficial and useful tools in the classroom. My preference would lean more to these types of activities.

It would nice to have the meeting at Brenham in the spring semester.

Keep bringing people like Dr. Zadina!!!

Keep it at the Hilton. Shorten the length of time allotted to speakers. Our attention span is not was you presume it to be.

Keep looking for dynamic speakers like Dr. Zadina The faculty session was very well-intentioned, but it went on too long. No one wants to the process or how time was spent in the summer. Just give us the scores. I realize that the goal was to illustrate how even a reluctant faculty member can come to view a new assessment or teaching strategy favorably, but it didn't work.

Keep offering these types of presentations...in particular the morning session was better

Keep sessions shorter. Sitting too long is not conducive to getting peoples attention.

Less statistical information

Let's save the money we spent on the fancy hotel and use it for salaries, supplies, or other professional development needs.

Make them 1/2 day. We have too much to do before we come back to waste in meetings.

Make them shorter, more to the point. More clarity is needed for why we are hearing what we are hearing. The big picture needs to be represented. Details need to be given in layman’s terms, not jargon or group-speak. NEVER use acronyms.

Make them shorter.

Meetings should be held on property already utilized by Blinn College.

More breakout sessions for exchange of ideas.

More clearly defined goals.

More frequent breaks

More of the Zadina type (brain research) format and less of the rambling, irrelevant, jargon laden second-half of the day.
More on strategies to meet the needs of students with disabilities

More practical help for over-worked faculty dealing with under-prepared students.

More presentations like the one made by Dr. Zadina. More interactive activities for the faculty. For all these to be only have a day. Faculty has a lot to prepare for the first week of classes and long presentations take time away from that.

More professional speakers like Dr. Zadina. Reducing the length of learning sessions would make them more beneficial. I had a difficult time staying focused in the afternoon session.

More speakers like Dr. Zadina

More speakers like Dr. Zadina. Something that faculty can actually use for the classroom to better assist them and their students.

more topics and discussion on assessments and engaging your students

My suggestion is to not have meetings of this type anymore. While Dr. Zadina was relatively entertaining, the meeting as usual and as a whole was painful. The information that was presented could have been given to us in written format (especially since some presenters were simply reading their presentations anyway) and the time could have been much more effectively utilized in our offices doing course preparation.

N/A

n/a

N/A

n/a

N/A

Need to have a shorter afternoon section, or have the guest speaker after lunch. Energy levels were down after eating lunch, and the afternoon presentation seemed to drag on and be redundant. The innovative speaker placed in the afternoon could make this portion of the day more enjoyable. (Also on a side note, food needs to not have bones in them, or at least mention that. Several people were taken by surprise that their chicken had bones and it was an unpleasant surprise.)

No suggestions. However the "come & go" idea where faculty need not wait for a "bathroom break" or "coffee break" was much more convenient and aided the overall atmosphere of the program.

None

None
None.
not all day.

Not have two long sessions. Make one part of the day break-out sessions.

Only have the meeting be as long as needed to communicate what needs to be communicated. Maybe department meetings of both campuses would be useful.

Other than the need to satisfy some egos, I can see NO reason why we needed to meet at the Hilton The costs could have been contained by meeting on campus, and there is enough room, barely, to meet the needs with tables. In the future, we need speakers who are focused on practical information that can be easily used in the classroom, and sessions that are short and focused. Again, if we are required to be at this meeting, instead of doing the work to prepare for classes, then the meetings need to be productive.

Our time would have been better spent with our departments discussing appropriate assessments for our discipline.

Outside speakers are better accepted than speeches by colleagues. I was at 2 educational based symposia over the course of a week. Neither speaker showed research to point to the fact that the actual techniques they were supporting worked in the classroom.

please be more concise about the assessment process. We as faculty know what an assessment is and do not need it defined for us, instead we need to know firstly ways that we can use the information from the assessments.

Please don't do this to us any more. The speakers and sessions for the past several years have been designed BY educrats FOR educrats and have no value at all for faculty. Send us an email from the president to update us on college news and save the thousands of dollars this meeting cost Blinn. Maybe then you can afford to give faculty and staff a REAL raise.

Please shorten the statics presentation.

Present material for improving teaching at least a month before the semester begins so that some thought me be given to implementation.

Present the material in a more accessible way.

Return to the break-out session format of previous years. These were helpful sessions on topics that directly related to classroom experience.

Several short breaks during the presentation would have been helpful.

Sharing of teaching tools and techniques

Shorten the meeting.

Shorten the program

Shorter presentations that are a little more concise.
SHORTER SPEECHES. There's way too much information to grasp when someone speaks for two or three hours. A guest speaker for one hour is sufficient. And we need BREAKS--time to stretch our legs or go to the bathroom without feeling like we're being inconsiderate to the speaker(s). I'd prefer that any presentation or conference be interactive. Give me something to DO/APPLY the information--something that lets me talk to others at the table, be creative, and work off energy. I felt like I was waiting at the hospital for someone to get out of surgery--doing nothing is energy-draining and irritating. Break-out sessions for different topics of interest would be nice, just to break up the monotony.

Small group "brain storming" of ideas others have come up with that we can use in our own classrooms.

Small group vs. 300-500. Accoustics are not conducive for those who are hearing impaired.

Smaller group sessions (maybe by discipline) to discuss ideas dealing with our specific subject matter.

Speakers like Janet.

Speakers prior to the keynote ran long and Dr. Zadina was obviously rushing through (and skipping) some material. I wonder if some pertinent material had to be left out?

Speakers who have classroom experience and can relate methods of teaching for many different diciplines (math, science, English, etc.) that have improved learning outcomes in their classrooms.

Suggestions: The morning session was excellent – announcements and speaker. The afternoon started strong but fizzled. I was really excited to hear about the assessment program from my colleagues, and I listened attentively at first. However, I found myself (like a student in a long class) staring to think about my own fall planning and preparation for classes … rather than the information presented. Honestly, it was just too long.

The afternoon assessment presentation was unforgivable. Tedious beyond words, and offensive: offensive because I had so much other work that I could have been doing at that time, like preparing for my classes, instead of being required to sit there and pretend to be interested.

The afternoon session should be more energetic; too many people were bored and restless.

The breakout sessions that we have had in the past were more relevant and engaging.

The Hilton Conference is a great place for the meetings.

The Hilton was a great venue.

The information presented in the afternoon could have been boiled down quite a bit and the goals(related to facuty) could have been more clear.

The meeting lasted too long. Getting up at 5:30a.m. in order to get chores done and have time to get to College Station on time, and then be in a meeting almost non-stop until 3:30p.m. or later if you attended the faculty senate meeting, then drive back --- is too much. The afternoon stuff should have been on our home campus. The lunch was not good either.

The morning hours were great. The afternoon faculty presentation on Achieving the Dream needs a lot of rework.
The room was extremely cold almost uncomfortable, but everything else made this a wonderful choice for a venue for the bi-annual meeting.

The room was very cold although it was a very nice facility. We weren't arranged in a way that was conducive to the nature of the presentation. More table work might have helped.

The whole concept was just excellent. People around me made comments about how nice it was to be treated like professional people. The setting was comfortable and very pleasant. Having the coffee all day was fantastic. The atmosphere was relaxed and positive. PLEASE continue with such efforts in staff development! One suggestion - While the information in the afternoon session was very important, the format made it a bit hard to stay focused. The four committee members had obviously done a huge amount of work and presented important information, but I wonder what it would have been like if Dr. Kemper had presented the information in a short and concise manner (with the power point) and then opened the floor to questions and let the committee field the questions. I know this can get out of hand if not carefully managed, but I feel Dr. Kemper could certainly handle the question/answer situation. Just a thought!

There must be breaks during presentations. Though we were told to come and go as we pleased, it was impossible to tell which future portions of the presentations were irrelevant and should be skipped. If one wishes to not miss any of the presentations, he/she must go without the restroom and/or refills. This construct put faculty in a poor position; that is, to leave during a presentation is disruptive (as we all know from the classroom), yet if we did not, we must sit for three hours.

There were many folks who felt the afternoon session was a bit sleepy right after lunch. Would try to make afternoon sessions more lively.

Though all information was important, it was a long time to sit in a conference room

To hire people who know what they are doing.

To make certain that anyone you bring has the appropriate credentials and accurate information. I would like to know if the professionals in IR have any background in test construction, appraisal methods, or even basic statistics because it does not look that way. Btw, the word "data" is plural so please stop saying, "The data DOES." The assessment council is a big waste of time because it is obvious no one in a leadership role knows what they are doing.

Tutt & Daggs do a great presentation about providing "added value" to the generic product we provide (education) by demonstrating concern for the individual student.

Unable to attend

Warn people that it will be 60 degrees in the meeting room so they may dress appropriately.

We don't need to hear on how well faculty participant loved their workshop when they can't / won't or don't convey any information that is useful to us, it was a waste of our time. It could of been better spent by having some session that had information that we could use. How about a session on classroom management of problem students and their affect on the class.

We have adequate facilities at either of the two main campuses. Why waste the money renting what we already have?

We need a conference on classroom management. Many instructors coming from other colleges and universities have no skills in this area. Only public school teachers know how to run a classroom. I can teach some of this, but we need an expert.
What you did was excellent from beginning to end.

When a group of faculty completes a project, it can be very tempting to spend perhaps too much time discussing the experience itself, rather than reporting upon the actual findings of the project. I really was hoping for concrete information regarding which types of assessment will actually be implemented in the future. I still don't know. The final presentation could have been easily streamlined. "Achieving the dream" sounds like a wonderful project--but again, why not explain more directly the concrete implications of this procedure for faculty? What will it actually entail, so I can begin preparing?

While the assessment presenters were delightful, I felt that their presentation was overly geared toward entertaining as opposed to informing and discussing. This does not apply to all presenters equally, obviously. The discussion groups were the most valuable part of the afternoon.

You always invite outstanding guest speakers, please, continue, and many thanks.