

STARLINK®

An Agency of the Texas Association of Community Colleges
presents

Creating the



Active Classroom

Participant Packet

**October 26, 2006
1:30 - 2:30 PM CT**



TABLE OF CONTENTS

Agenda--Campus Visits.....	3
New Feature: Instructions for Audioconference.....	4
Introduction and Profiles.....	5
Student Perspectives.....	8
First Stop--Sinclair Community College--Katherine Rowell.....	9
Second Stop--University of Michigan--Buzz Alexander.....	13
Third Stop--Richard J. Daley College--M. Vali Siadat.....	15
Final Destination--Cy-Fair College--Susan Edwards.....	19
Upcoming STARLINK Programs.....	22
Evaluation Form.....	23

AGENDA — CAMPUS VISITS

- First Stop **Katherine R. Rowell, Ph. D.**
Professor of Sociology
Honors Program Director
Center for Applied Social Issues Director
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402
937-512-4598
Email: katherine.rowell@sinclair.edu
www.sinclair.edu
- Second Stop **Buzz Alexander, Ph. D.**
Professor of English Language & Literature
Prison Creative Arts Project Director
University of Michigan
3187 Angell Hall
Ann Arbor, Michigan 48109-1003
734-764-2393
Email: alexi@umich.edu
www.umich.edu/
- Third Stop **M. Vali Siadat, Ph. D., D.A.**
Professor and Chair
Department of Mathematics
Richard J. Daley College
7500 South Pulaski Road
Chicago, Illinois 60652
773-838-7632
Email: vsiadat@ccc.edu
daley.ccc.edu
- Final Destination **Susan Edwards**
Professor of History
Cy-Fair College
9191 Barker Cypress Road
Cypress, Texas 77433
281-290-3258
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www.cy-faircollege.com



NEW FEATURE

In response to requests for shorter programs and more discussion time, we have added a new discussion feature to this program. The panel will be available to respond to your questions and comments for an additional 30 minutes following the telecast.

INSTRUCTIONS FOR JOINING THE AUDIOCONFERENCE DISCUSSION:

Call 1-800-745-0371

You will hear the greeting, "Welcome to Meeting Place. To attend a meeting, press 1." Press 1 to attend a meeting, and continue to follow the prompts given.

Enter the meeting ID number, 102606, followed by the # key

Press 1 to join meeting

Your moderator, Henry Hartman, Director of the STARLINK Network, will guide the discussion and ask for questions.

Audioconference etiquette:

- **Always preface your questions/comments with your name and organization so everyone will know who is talking.**
- **If using speakerphone, please mute the phone when you are not talking. Ambient noise will make it hard to hear the person talking.**

NOTE: Our telephone bridge limits the number of participants to 47 at any one time. If you are unable to access the discussion please wait a few minutes and try again.

The toll-free telephone number for participating in the phone conference is:

1.800.745.0371

You can also submit your questions via email. Send them to starlink@dccd.edu. (You will have to attend the audioconference to hear the responses.)

INTRODUCTION AND PROFILES - Markus Lloyd, Host

STARLINK went on the road to visit with recent recipients of the prestigious Professor of the Year Award from The Carnegie Foundation for the Advancement of Teaching and The Council for Advancement and Support of Education (CASE). This distinguished program was established in 1981 to promote teaching excellence and to increase awareness in undergraduate instruction nationwide. To learn more about the Carnegie/CASE award visit the heading of Undergraduate Education at www.carnegiefoundation.org.

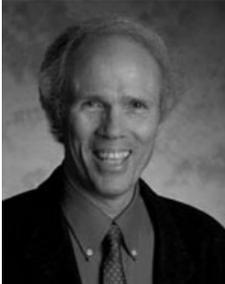
This distinction is not the only commonality that these inspiring instructors share. They all make an exerted effort and are proficient in creating the active classroom. Throughout this program our four award-winners will be sharing their ideas and approaches on how they successfully motivate, engage and teach their students.

Our first visit is with national award winner Kathy Rowell and her class on the campus of Sinclair Community College.



Katherine R. Rowell, Ph.D., is a 2005 National Award Winner as the Outstanding Community Colleges Professor of the Year and has taught sociology at Sinclair Community College in Dayton, Ohio, since 1996. During this time, Rowell has worked to infuse service learning into classroom instruction, designing courses that require students to volunteer with her at area shelters as one way to enhance their community awareness and civic engagement. Rowell has won numerous awards for teaching excellence, including “Who’s Who Among America’s Teachers” (1996, 1997, 2002, and 2004) and the 2005 North Central Sociological Professor of the Year. In 2003, Rowell was one of 15 community college faculty chosen for a Fulbright group study abroad trip to Botswana, Swaziland and South Africa to develop curriculum for the Midwest Institute for International Education. From 2001 to 2005, Rowell served as advisor for Sinclair’s Nu Pi, Phi Theta Kappa Chapter, which was recognized as one of the top 25 chapters in the United States for four consecutive years under her leadership. She recently was one of 18 community college faculty chosen from across the United States to participate in the United States Institute of Peace Summer Program for Community College Faculty. She recently published an article in the journal *Sociological Focus* about teaching and informal learning. Rowell earned a bachelor’s and master’s degrees from Wright State University in Dayton, Ohio, and a Ph.D. from Ohio State University.

Our next stop is a visit with William Alexander better known as “Buzz” at the University of Michigan.



Buzz Alexander, Ph. D., has been a Professor of English Language and Literature at the University of Michigan in Ann Arbor since 1971. Combining his passion for teaching and his commitment to community outreach, Buzz has developed unique courses that inspire his students. Two of his courses teach students how to facilitate workshops in the arts in urban high schools and Michigan juvenile facilities and prisons. He is the founder and a member of the Prison Creative Arts Project. Since 1990 he has been a member of the Sisters Within Theater Troupe at the Florence Crane, Western Wayne, and Huron Valley Correctional Facilities, which recently completed its 22th play, and since 2001 he has been a member of the Poet’s Corner at the Southern Michigan Correctional Facility. Since 1996 he has co-curated eleven Annual Exhibitions of Art by Michigan Prisoners. He has received the Amoco Good Teaching Award, the University of Michigan Regents’ Award for Distinguished Public Service, the University of Michigan Thurnau Professorship, the Harold R. Johnson Diversity Service Award, and in 2005 received the Carnegie Foundation for the Advancement of Teaching and Council for the Advancement and Support of Education Professor of the Year Award. Buzz gives his students a lot of the credit for his success: “They inspire me with their insistence, creativity, hard questioning, reflection, risk-taking, and courage. They have taught me more than I can say, and I wouldn’t be here without them.”

Our next stop is a visit with M. Vali Siadat at Richard J. Daley College



M. Vali Siadat, Ph.D., D.A., is the 2005 Carnegie Foundation Illinois Professor of the Year, as well as Distinguished Professor and Chair of the Mathematics Department at Richard J. Daley College in Chicago. Additionally, he has won the Excellence in College Teaching Award by the Illinois Council of Teachers of Mathematics, the Distinguished Teaching Award by the Illinois Section of the Mathematical Association of America and chosen by his colleagues as the Distinguished Professor of Richard J. Daley College, the highest teaching award bestowed by his institution. Vali is a skilled academic with two doctorates in mathematics, a Ph.D. in pure mathematics and a D.A. in mathematics education both from the University of Illinois at Chicago after earning his B.S. degree from the University of California at Berkeley.

He has been faculty of Richard J. Daley College since 1982 becoming the Chairman of the mathematics department in 1997. His contributions to academia go beyond teaching and service. He is the founding Director and acted as the Principal Investigator (PI) of the Proyecto Access-Chicago for eight years, has had excellent success in arranging research internships for Daley College students at Argonne National Laboratory for the past ten years and is currently on the Board of Directors of Illinois Section of the Mathematical Association of America, serving as its Awards Committee Chair. Vali is also the co-developer of the award winning Keystone Method of teaching mathematics, which is now nationally recognized as a successful method of teaching and learning basic mathematics, and currently implemented at many colleges and universities across the U.S.

Our final destination is a visit with Susan Edwards at Cy-Fair College.



Susan Edwards brings more than 18 years experience in higher learning to her position as Professor of History at Cy-Fair College. As a founding faculty member, she has been instrumental in the development of the history program. She is a 2004 Excellence Award recipient at Cy-Fair College as well as the Carnegie Foundation and CASE 2005 Professor of the Year for the state of Texas and the 2005 Piper Professor Award. She has received Fulbright-Hays Fellowships to Indonesia and Morocco & Senegal, eight National Endowment for the Humanities grants, including one to study the history of the Civil Rights Movement at Harvard University's W.E.B. DuBois Center and technology in American society at Case Western Reserve University, and a grant to infuse Asian studies into the undergraduate curriculum from the East-West Center at the University of Hawaii. From her work at the DuBois Center, Susan co-edited a book, *Teaching the Civil Rights Movement: Freedom's Bittersweet Struggle*, published in 2002 by Routledge Press. Susan is President of the Cy-Fair College Faculty Senate, Past President of the Texas Community College Teachers Association, advisor to Cy-Fair College's Beta Lambda Mu chapter, Humanities Representative to the International Honors Committee, and advisor representative to the Board of Directors of Phi Theta Kappa International Honor Society. Susan used her 2002 Mosal Scholar Award from Phi Theta Kappa to study at the University of Havana. Susan is a former national board member of the American Association for Women in Community Colleges. She is a graduate of Leadership Houston (Class XVIII), Leadership Texas (2002), and Leadership America (2003).

STUDENT PERSPECTIVES

Here are a few of the quotes from students when asked –

“What attributes do you like most in a teacher and what are some of the teaching styles that contributed the most to your learning?”

“My favorite classes are the ones where the teacher creates a dynamic learning environment, one that appeals to more than one sense – using visual aids or outside the classroom learning, techniques rather than just chalk and talk with a textbook.”

--Brian Walter – Sinclair Community College

“The teacher’s motivation and interest keeps me interested more than anything else...the more the teacher is involved, the more the teacher loves the subject, the more the students are going to love the subject.”

--Sheila Chestnut – Cy-Fair College

“I’m more of a hands-on learner. Even though listening and taking notes is a part of it for me, if I don’t write it down and if I don’t get any hands-on activities, I don’t really absorb it, it’s there but to retain it, I need to do it.”

--Rita Daily – Sinclair Community College

“I love to read and think about theory and take in the way that other people see things and also hear how other people talk about their experiences and their ideas, but if I had to choose one type of style it would mostly be hands-on learning and really digging in and reflecting then on what I do in a practical setting.”

--Jaime Nelson – University of Michigan

“Group activities are alright because you get to meet a lot of different people you never meet instead of just doing work by yourself, you get to interact with the teacher also.”

--Erik Vallie – Cy-Fair College

“I prefer interactive spaces when you are really being challenged and asked to be yourself in the space, in the room and what do you really think about this material as opposed to what we are suppose to say about the material...and by getting to know me as a student, I’m way more likely, whatever the material is, to really respect you and listen and know that you are doing the same to me and therefore I’ll learn more.”

--Emily Harris – University of Michigan

FIRST STOP—SINCLAIR COMMUNITY COLLEGE—KATHERINE ROWELL

Key Considerations to Creating an Active Classroom

Kathy Rowell

October 26, 2006



Three Areas of Focus

- Building Student/Faculty Relationship in and outside the classroom
- Student Collaboration in and outside the classroom
- Experiential Learning

Building Faculty-Student Relationships

•“In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students’ connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.”
-- Community College Survey of Student Engagement

•http://www.ccsse.org/survey/bench_sfi.cfm

Building Faculty-Student Relationships

Things I do to increase this interaction:

- Weekly emails to my students
- Scheduled office visits (where they have to come see me)
- Attend activities together outside of class for credit
- Learn their names, learn their stories, share my stories
- Generally create an environment that is more on an equal basis
- I also follow up with my students from quarter to quarter (for a one year period) via email to see how they are doing

Student Collaboration

- Things I do in this area: Develop formal and informal opportunities in and outside the classroom for student collaboration and teamwork
- Examples:
 - Group Quizzes
 - Group Papers
 - Modified Process Learning in the Classroom
 - Partner Projects Integrating Data Analysis Project
 - Group Presentations
- Helping students connect to one another is very important at a community college with a commuter population

Student Collaboration

- Tools for Teaching by Barbara Gross Davis. Jossey-Bass, 1993.
- Website resource to get started:
 - <http://teaching.berkeley.edu/bgd/collaborative.html>

Experiential Learning

Find ways to connect classroom to community and engage students in their learning by developing projects and activities tied to the community outside the classroom

- Service Learning
- Community Service
- Awareness Projects
- Papers and activities that are tied to doing research and observations in the everyday communities they live in

Katherine Rowell--Abstract of Article

“ A Year of Reflecting on Teaching: What We Know and What We Know About the Classroom and What We Don’t Know About the Hallways.” Katherine R. Rowell, Sociological Focus Volume 39 Number 3 August 2006

In this paper, Katherine Rowell discusses and suggests the need to take a closer look at the literature on “informal learning”. She has discovered that many of her students often times learn more about sociology outside of the classroom. She explores the questions such as – Do office hours really matter? What do students learn about sociology by just sitting down and having a coffee with classmates and teachers? Should we figure out what impacts our students informally and make efforts to formalize it in order to have a better ability to assess it or should we just let the informal remain informal?

SECOND STOP—UNIV. OF MICHIGAN—BUZZ ALEXANDER

Elements to Teaching Success

- Leading the Classroom
- Discovering Your Student's Voice
- Teaching What Matters

Leading the Classroom

- Create active learning arrangements:
join students in a circle – encourages
interaction and discussion
- Take the focus off the teacher –
listen and facilitate
- Students teach and lead discussion

Discovering Your Student's Voice

- Three key considerations
 - Large classrooms and small groups
 - Journaling
 - Performance

Teaching What Matters

- Teach your passion
- Incorporate service learning
- Stress active citizenship, social justice

Teaching What Matters



• Learn more - the Prison Creative Arts Program at: www.prisonarts.org

- "Poetry in Michigan Prisons: Urgency of the Incarcerated," *New Politics* (vol X, no. 4 (Winter 2006), 36-38. With Suzanne Gothard. [Link to article.](#)
- "Creating Spaces," *Praxis III*, ed. Joe Galura (OCSL Press; Ann Arbor, Michigan 1995, pp. 161-173 http://servicelearning.org/lib_svcs/lib_cat/index.php?library_id=2358

THIRD STOP—RICHARD J. DALEY COLLEGE—M. VALI SIADAT

Keystone Method
A Synergistic Model for Teaching and Learning

by
Professor M. Vali Siadat

The Keystone Method Recognizes:

- Students' short attention spans
- Inadequate attention to assigned homework
- Short time horizons
- Failure to learn from errors
- Passivity in class, hoping to pass unnoticed
- Poor attendance patterns
- Low self-esteem
- Ignoring teacher's statements

**Active Learning is
Embodied in the Keystone Method**

- Incorporates direct instruction
- Dynamically assesses student learning and monitors progress
- Provides immediate and constructive feedback
- Changes teaching practices according to learner's needs
- Develops a sense of mastery of the topic

Three Key Features – Dynamic Student Assessment

- Each class begins with a quiz
- Quizzes are short, no more than 10 minutes
- Gradually lengthened as students' attention spans increase
- Are all cumulative
- All based on homework assignments
- Grading on a curve is discouraged

Immediate Feedback

- Students are provided with immediate and constructive feedback
- Troublesome questions are repeated in subsequent quizzes until students achieve mastery of the topic
- Students are motivated to review earlier topics and concepts which helps with consolidation of their learning

Collaborative Learning

- Students engage in peer tutoring and cooperative group learning
- Composed of four students, one from each quartile of the class
- Group learning techniques are employed when the standard deviation of test scores exceed 25%
- To reward students' efforts, a quiz based on the problem sheet is then administered

KEYSTONE METHOD: A SYNERGISTIC MODEL FOR TEACHING AND LEARNING by M. Vali Siadat

Have you noticed how people with a talent for calculation are naturally quick at learning almost any other subject; and how training in it makes a slow mind quicker? (Plato, *The Republic*).

The Keystone method is a synergistic approach to teaching and learning of mathematics at the college. Drawing upon the research literature on learning educational psychology and causes of student failure in mathematics, this method focuses on the links between students' difficulties in mathematics and specific behaviors, attitudes, and habits that inhibit learning. These include short attention spans, limited time horizons, poor attendance patterns, passivity, failure to learn from errors, inattention to homework assignments, inattention to teacher's statements, and—underlying all—a lack of confidence and self-esteem.

How does the Keystone method address these difficulties? The key element is the continuous monitoring of the students' progress, paralleled with a set of teaching/learning strategies targeted to identify weaknesses. Carefully designed daily quizzes become an invaluable tool of communication between students and teacher. The instructor's preparation for each class session is informed by quiz results. That quizzes are administered at each class meeting improves class attendance and punctuality. That the quizzes are based on homework encourages the students to do their homework assignments for each class. This regimen eliminates the disconnected study spurts and cramming for the tests, encouraging regular study from the beginning of the term—which soon becomes a “study habit.” Timed pressured quizzes focus students' attention and improves their concentration skills. Finally, the fact that quizzes are cumulative consolidates students' learning and enables them to integrate their knowledge of the topics covered in the course at all times. Computer scoring of quizzes provides statistical data such as the mean and standard deviation for the entire quiz as well as the item analysis of each question. The teacher not only receives a global view of the class performance overall, but also obtains the valuable information on students' performance on each question. The teacher provides immediate feedback, reviews the troublesome questions, and repeats them on the next quiz to encourage attainment of the mastery and learning from mistakes. By achieving a higher level of success each time, the student gets motivated to do better and becomes more self-reliant. Success of students improves their self-esteem.

Students in the Keystone classes are graded on an absolute rather than relative scale. There is no grading on curves and there is no quota for the number of A's and B's given. Each student is expected to attain a level of mastery, irrespective of other students' standing in the course. This is academically sound, as well as providing an additional incentive. In the absence of the curve, achievement of one student is not to the detriment of others. Thus, cooperation and collegiality are encouraged, reinforcing the fact that the mathematics class is a shared learning community. This community aspect is critical when, as often happens, students in a class span a wide range of math aptitudes.



The Keystone method is a student-centered and versatile teaching approach. When the standard deviation of the quiz scores is high (more than 25%)-indicating a serious split in skill levels-the teacher moves from lecture to cooperative learning and peer tutoring. In such circumstances, weaker students are tutored by stronger students. The stronger students benefit in turn by reinforcing their own knowledge. Such peer learning experiences are especially effective at addressing student passivity.

The Keystone approach encourages attentiveness to the instructor's messages. For example, to encourage the study of particular topics often ignored by the students (word problems, for example), the instructor administers dedicated quizzes, e.g., consisting entirely of word problems. Students learn quickly, via a concrete and strong message, that even the unpopular topics cannot be placed in the forgetting bin. In short, the Keystone approach creates a synergy among various pedagogical techniques parlaying these into a highly effective teaching program for improving student learning.

Highlights of the Past Results

The research we have compiled over the past ten years on the Keystone method has shown significantly improved outcomes in elementary, intermediate, and college algebra courses. The results were achieved with no losses to the retention rates. A surprising concomitant result of the Keystone method has been an improvement in students' reading comprehension scores as demonstrated in standardized norm-referenced test. Beyond this, in studies comparing hundreds of students in Keystone classes vs. control classes, students in the Keystone classes have shown better persistence in mathematics classes, as well as at the college. We attribute these improvements not only to the above techniques, but to mathematics itself.

Learning mathematics necessarily hones students' thinking and concentration skills. As such, our experience confirms Plato's observation that training in mathematics sharpens the minds, broadly strengthening student performance, even in an unrelated subject such as reading.

Applicability to Other Disciplines

Even so, the principles of the Keystone program are not exclusive to the mathematics discipline. They can be applied to any other discipline whose students exhibit the behavior characteristics as described above. On our campus, for example, we have had positive results in regard to knowledge gain and pass rates of students in geography classes. The Keystone method may, therefore, also be regarded as a best practice model to improve teaching effectiveness and student learning across the entire curriculum.

FINAL DESTINATION—CY-FAIR COLLEGE—SUSAN EDWARDS

**Strategies for Promoting
an Active Classroom**

By Susan Edwards

**Investigative Approach:
Using Demographics to Develop
Critical Thinking Skills**

- Engage students with demographic information, media
- Encourage teamwork
- Ask questions to move students deeper into the subject
- Keep things moving
- Bring the class back together to discuss findings

United States History to 1877
English Exploration: The Settlement at Jamestown

> December 1606 – 144 men and boys sailed for America
> April 1607 – 104 men and boys landed and, in May, settled on banks of Virginia's James River
> Backed by London Company (later re-named Virginia Company) – a joint stock company
> Major concern: Spanish in Florida
> 1st prison built 5 months after landing
> By 1608, fewer than 40 original settlers survived.
> 1612 – John Rolfe developed strain of tobacco marketable in Europe
> 1619 – House of Burgesses established
> 1619 – 1st African (indentured servants) arrive in Jamestown
> 1619 – 1st large group of women sent to Jamestown

Activity One



From this demographic information, please answer the following questions:

1. What was the purpose of the Jamestown settlement?
2. What were some of the difficulties the settlers faced?
3. Why did Jamestown settlement survive?

Activity Two

Create-a-Culture: Team Project

- Creation myth for your culture
- Law code with at least 10 laws that govern your culture
- Language with at least 20 words and their meanings
- Piece of visual art from your culture (as a visual element on your webpage)
- Description of the music from your culture
- Description of a ritual from your culture
- Personal biography for each team member reflecting his/her role in your culture
- Summary description of your culture

Activity Two

Create-a-Culture: Team Project

- Summary description of your culture including
 - where you live,
 - what types of food you eat,
 - how you hunt/gather your food,
 - what you wear,
 - how you decide who to marry,
 - how you raise children,
 - your religious beliefs,
 - your birth, marriage, and death rituals,
 - how you govern your society.

**Learning Communities:
Building Cohorts to
Enhance Student Learning**

- Build cohorts of students with thematically-linked courses
- Create assignments and exams that integrate material from more than one course to reinforce connections between disciplines
- Team teach
- Link courses with assignments

Incorporating Technology to Enhance Student Learning

- Guide students to substantive sights where they can examine material themselves or in teams
- Generate substantive discussions using an online discussion board
- Create online team projects for which students build web pages
- Develop scavenger hunts where students work together to investigate subjects



UPCOMING PROGRAMS

PROGRAMS VIA SATELLITE AND THE INTERNET (All times are Central.)

Subject to change.

Nov. 10, 2006 1:30 – 2:30 PM**	FIND YOUR PURPOSE AT SCHOOL, AT HOME, AND IN THE COMMUNITY with Bertice Berry
Nov. 21, 2006 12:30 – 1:30 PM*	DEVELOPMENTAL EDUCATION: ASSESSMENT AND PLACEMENT
Nov. 30, 2006 1:30 – 2:30 PM*	STRATEGIES FOR TEACHING MATH ONLINE
Jan. 30, 2007 12:30 – 1:30 PM*	DEVELOPMENTAL EDUCATION: STUDENT SERVICES
Feb. 8, 2007 1:30 – 2:30 PM*	ONLINE STUDENT SERVICES
Feb. 16, 2007 1:30 – 2:30 PM**	REALLIONAIRE: NINE STEPS TO BECOMING RICH FROM THE INSIDE OUT
Feb. 27, 2007 12:30 – 1:30 PM*	DEVELOPMENT EDUCATION: TEACHING STRATEGIES: SUCCESSFUL BEST PRACTICES
March 27, 2007 12:30 – 1:30 PM*	DEVELOPMENTAL EDUCATION: TEACHING STRATEGIES: PROMISING PRACTICES
March 30, 2007 1:30 – 2:30 PM**	SUCCESS AMD LEADERSHIP (speaker tba)
April 12, 2007 1:30 – 2:30 PM*	CREATING THE HYBRID CLASS
April 19, 2007 1:30 - 2:30 PM	DEVELOPMENTAL EDUCATION: P-16 PARTNERSHIPS
April 20, 2007 1:30 – 2:30 PM**	SUCCESS AMD LEADERSHIP (speaker tba)

*There will be a 30-minute audioconference immediately following each broadcast.

**For members only, no individual licenses.



EVALUATE “CREATING THE ACTIVE CLASSROOM”

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you.

	<u>Excellent</u>			<u>Poor</u>	
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Moderator	5	4	3	2	1
Panelists or Instructor	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1
Local site activities were held?	_____YES		_____NO		

1. Institution name: _____

2. My current position is: (circle one)

a. Faculty

c. Classified Staff

b. Administrator/Professional Staff

d.

Other _____

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243.