

Indiana University Kokomo

Detailed Assessment Report 2012-2013 Faculty Professional Development

As of: 3/27/2015 03:00 PM EDT

(Includes those Action Plans with Budget Amounts marked *No Request*.)

Mission / Purpose

The mission of the Center for Teaching, Learning, and Assessment (CTLA) is to support effective teaching and promote student learning through development of the faculty. Effective teaching which promotes student learning directly supports the mission of IU Kokomo to provide degrees to residents of our region.

Goals

G 1: Provide resources for faculty and staff to integrate technology in support of student learning and faculty/staff productivity

Provide resources for faculty and staff to integrate technology in support of student learning and faculty/staff productivity.

G 2: Identify and provide resources for faculty to improve teaching

Identify and provide resources for faculty to improve teaching.

G 3: Orient faculty to career development processes and milestones (and resources.)

Orient faculty to career Development processes and milestones (and resources.)

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1: Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#1

Outcome: Faculty and Staff will be able to implement new technology (i.e., new to them.)

Component: Has basic knowledge

Related Artifacts/Objects

A 1: Survey of trainees

We collected, by questionnaire, the current or potential applications of use of technology taught in technology courses that are in the Online Instruction Developers Certificate Programs.

Source of Evidence: Academic indirect indicator of learning - other

Benchmark:

30% of respondents will indicate ways they are already implementing technology from their training(s), which will show basic knowledge of the technology.

Finding (2012-2013) - Benchmark: Met

70% of the respondents indicated that they had implemented technology from their training(s), which showed basic knowledge of the technology.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Met benchmarks with good-sized margin

Established in Cycle: 2012-2013

what learned

S 2: Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#2

Outcome: Faculty and Staff will be able to implement new technology (i.e., new to them.)

Component: Can identify potential applications

Related Artifacts/Objects

A 1: Survey of trainees

We collected, by questionnaire, the current or potential applications of use of technology taught in technology courses that are in the Online Instruction Developers Certificate Programs.

Source of Evidence: Academic indirect indicator of learning - other

Benchmark:

50% of the respondents will indicate that they can identify a potential application for the technology.

Finding (2012-2013) - Benchmark: Met

90% of the respondents could indicate a potential application for the technology. Some of these were implemented by that time.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Met benchmarks with good-sized margin

Established in Cycle: 2012-2013

what learned

S 3: Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#3

Outcome: Faculty and Staff will be able to implement new technology (i.e., new to them.)

Component: Has implemented the technology

Related Artifacts/Objects

A 1: Survey of trainees

We collected, by questionnaire, the current or potential applications of use of technology taught in technology courses that are in the Online Instruction Developers Certificate Programs.

Source of Evidence: Academic indirect indicator of learning - other

Benchmark:

30% of the respondents will have already implemented the technology.

Finding (2012-2013) - Benchmark: Met

70% of the respondents gave examples of how they implemented the technology.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Met benchmarks with good-sized margin

Established in Cycle: 2012-2013

what learned

S 4: Faculty will use technology to support their students' learning/Comp#1

Outcome: Faculty will use technology to support their students' learning.

Component: Can identify potential application

S 5: Faculty will use technology to support their students' learning/Comp#2

Outcome: Faculty will use technology to support their students' learning.

Component: Has implemented the technology.

S 6: Faculty will use technology to increase student engagement/Comp#1

Outcome: Faculty will use technology to increase student engagement.

Component: Can identify potential application

S 7: Faculty will use technology to increase student engagement/Comp#2

Faculty will use technology to increase student engagement.

Comp#2: Has implemented the technology

S 8: Faculty will use technology to increase prompt feedback to students/Comp#1

Outcome: Faculty will use technology to increase prompt feedback to students.

Competency: Can identify potential application

S 9: Faculty will use technology to increase prompt feedback to students/Comp#2

Outcome: Faculty will use technology to increase prompt feedback to students.

Competency: Has implemented the technology

S 10: Faculty and staff will use technology to enhance their productivity/Comp#1

Outcome: Faculty and staff will use technology to enhance their productivity. Component: Can identify potential application

S 11: Faculty and staff will use technology to enhance their productivity/Comp#2

Outcome: Faculty and staff will use technology to enhance their productivity. Competency: Has implemented the technology

S 12: Faculty will use resources provided by CTLA to improve their teaching/Comp#1

Outcome: Faculty will use resources provided by CTLA to improve their teaching. Component: Can identify an application to teaching

S 13: Faculty will use resources provided by CTLA to improve their teaching/Comp#2

Outcome: Faculty will use resources provided by CTLA to improve their teaching. Component: Has implemented the improvement

S 14: Faculty will use resources provided by CTLA to improve their teaching/Comp#3

Outcome: Faculty will use resources provided by CTLA to improve their teaching. Component: Has collected indications of improvement

S 15: New faculty will be able to identify campus sources of important information regarding their roles and responsibilities/Comp#1

Outcome: New faculty will be able to identify campus sources of important information regarding their roles and responsibilities.

Component: When asked where to find specific information, new faculty who have attended the Faculty Orientation program can correctly indicate the person or office where that information can be found.

Related Artifacts/Objects

A 2: Survey of faculty orientation participants

Survey of faculty orientation participants who attended at least half of the year's faculty orientation sessions the previous year to determine knowledge of where to find campus information and whether their orientation program was helpful or very helpful in their transition to their role on campus.

Source of Evidence: Academic indirect indicator of learning - other

Benchmark:

80% of those who respond give correct responses to questions regarding their knowledge of campus resources

Finding (2012-2013) - Benchmark: Not Met

For the three respondents that entered answers in this portion of the survey, 66.7% achieved 80% or more correct responses to the knowledge questions. None answered every question correctly.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Change in measurement timing and benchmark applicable to small pool of respondents

Established in Cycle: 2012-2013

what was learned

S 16: New faculty will be able to identify campus sources of important information regarding their roles and responsibilities/Comp#2

Outcome: New faculty will be able to identify campus sources of important information regarding their roles and responsibilities. Component: New faculty will indicate that the Faculty Orientation program was helpful or very helpful in their transition to their faculty role on our campus.

Related Artifacts/Objects

A 2: Survey of faculty orientation participants

Survey of faculty orientation participants who attended at least half of the year's faculty orientation sessions the previous year to determine knowledge of where to find campus information and whether their orientation program was helpful or very helpful in their transition to their role on campus.

Source of Evidence: Academic indirect indicator of learning - other

Benchmark:

80% state that their faculty orientation was helpful or very helpful in their transition to their role

Finding (2012-2013) - Benchmark: Met

100% of respondents reported that orientation was helpful or very helpful. (Note: The survey was sent to the six faculty who had attended at least half of the orientation sessions and were still working at the campus a year later, when the survey was sent. 66.7% respondents answered this question.)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Change in measurement timing and benchmark applicable to small pool of respondents

Established in Cycle: 2012-2013

what was learned

S 17: (for Resident Faculty program only) New faculty will feel a sense of connection to the campus community/Comp#1

Outcome: Resident Faculty program only: New faculty will feel a sense of connection to the campus community.

Component: New faculty will indicate that after the orientation year they have interacted with a campus community member outside of their own department or school that was a guest speaker at their orientation.

S 18: (for Resident Faculty program only) New faculty will feel a sense of connection to the campus community/Comp#2

Outcome: (for Resident Faculty program only) New faculty will feel a sense of connection to the campus community.

Component: New faculty will indicate that they stayed in contact with a fellow new faculty member outside of their department or school after the orientation year.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Change in measurement timing and benchmark applicable to small pool of respondents

what was learned

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Survey of faculty orientation participants | **Outcomes/Components:** New faculty will be able to identify campus sources of important information regarding their roles and responsibilities/Comp#1 | New faculty will be able to identify campus sources of important information regarding their roles and responsibilities/Comp#2

Implementation Description: timing after last session change benchmark to measure % of knowledge questions answered correctly mention open book/materials due to its nature of application of resources

Projected Completion Date: 05/2014

Responsible Person/Group: Facilitator of Connections Orientation program

Additional Resources: none

Met benchmarks with good-sized margin

what learned

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Survey of trainees | **Outcomes/Components:** Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#1 | Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#2 | Faculty and staff will be able to implement new technology (i.e. new to them.) Comp#3