

CTLA Assessment Report 14-15

Mission

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

The goals of the Center for Teaching, Learning, and Assessment come from the CTLA's mission of supporting effective teaching and promoting student learning through faculty development.

CTLA goals and outcomes, as established by the director and staff, are:

1. providing lengthier professional development experiences to prepare faculty to apply ways to integrate what they are learning into more effective teaching and student learning.
2. integrating new faculty into the IU Kokomo community.
3. supporting sustained faculty study, implementation, and scholarly teaching applied to creating or revising a course to impact student learning.
4. providing exploratory events for faculty to select in order to consider ways to improve their teaching, their students' learning, and/or their own productivity.
5. providing exploratory resources for faculty to select in order to consider ways to improve their teaching, their students' learning, and/or their productivity.

Assessment Plan Cycle for 14-15

- A. We plan to assess Goal 2, Outcome 1: Support faculty integration into the IU Kokomo community. We will assess both of the orientation major learning experiences: for new resident faculty and for new adjunct faculty.
 1. We will collect, by questionnaire, indications by respondents of their usage of specific services by employees and of specific resources introduced in orientation. We will also collect indications of how helpful respondents believe the orientation was to begin to integrate them into the IU Kokomo community.
 2. We would like to see 75% of respondents indicate that they used services and/or resources introduced in orientation and that they found orientation to be helpful or very helpful.
- B. We plan to report on Goal 4 and 5 by providing counts for exploratory events attendance and resource usage.

Goal 2 Outcome 1 and Components

1. Goal #2: Support faculty integration into the IU Kokomo community. Experiences that this goal applies to include:
 - Connections faculty orientation for full-time faculty
 - New Adjunct Faculty orientation for part-time faculty
- A. Outcome #1: Those in new faculty orientation programs will indicate that during their first year they began to use campus resources and services introduced during their orientation.

- i. Component 1: Faculty can identify which resources and services they used.
Measure will be a questionnaire.
 - a) Benchmark will be 75% of respondents could identify usage.
- ii. Component 2: New faculty will value the Faculty Orientation program.
Measure is a questionnaire.

Benchmark is that 75% of respondents will indicate that the Orientation was helpful or very helpful in beginning to integrate them into the IU Kokomo community.

Findings

2015 Orientation Assessment

Survey Question: How helpful was your orientation program to begin to integrate you into the IU Kokomo community?

100% Helpful/Very Helpful (N=15)

Action

We met our benchmark. We would like to improve the number of respondents so to accurately gauge the sentiments of more participants.