

CTLA Assessment Report for AY 2006-07
March, 2009

I. Brief Summary of Assessment Plan

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

Goal 1: Technology training and resources.

Outcome 1: Faculty and staff will be able to implement new technology (i.e., new to them).

Component 1: Has basic knowledge

Component 2: Can identify potential application(s)

Component 3: Has implemented the technology

Outcome 2: Faculty will report that they use technology to support their students' learning.

Outcome 3: Faculty will report that they use technology to increase student engagement.

Outcome 4: Faculty will report that they use technology to increase prompt feedback to students.

Goal 3: Orientation of faculty to career development processes and milestones

Outcome 1: New faculty will be able to identify campus sources of important information regarding their roles and responsibilities.

Outcome 2: New faculty will feel a sense of connection to the campus community.

Our plan stated that we would assess Goal 1, Outcome 1 during our August, 2007 Tech Camp, using embedded assessment (ascertaining whether faculty were able to do the tasks they were learning during the camp). For Goal 1, Outcomes 2 - 4, we planned to survey the faculty regarding their use of technology in their courses, with a detailed survey on their use of personal response systems ("clickers").

For Goal 3, Outcomes 1 & 2, we planned to survey faculty in their first three years to determine their knowledge of campus resources and engagement in the campus community. In addition, we planned to collect satisfaction data after each new faculty orientation session.

Change in the plan: The goals and outcomes did not change from our original plan.

II. Assessment Methods

Change in the Plan: We reported on the clicker survey in last year's assessment report. As so few faculty have implemented the technology, we will not be repeating this survey. We added embedded assessment in our training courses that we do throughout the year, not just during tech camp.

The survey for faculty regarding use of technology is still in development, so we have not collected that data.

Goal 1, Outcome 1: We assessed our training courses by having the attendees do several tasks that were taught during training. We marked whether the attendee was able to do the task alone, do the task with assistance, or not complete the task.

Goal 3, Outcomes 1 & 2: We indirectly assessed Goal 3, Outcomes 1 & 2, via surveys of new faculty members completed anonymously immediately after each new faculty orientation session. The survey asked two questions: (1) How much did you know about the topic of this session, and (2) How useful was this session in helping you in your role as an IU Kokomo faculty member. The director developed the survey and reviewed the results (staff are not involved in new faculty orientation).

III. Assessment Results

Goal 1, Outcome 1:

These outcomes were directly assessed using 4 tasks from two courses taught during Oncourse Tech Camp. These tasks and their related courses were (1) send a private message (Messaging and Notifications), (2) send a high priority announcement (Messaging and Notifications), (3) send an assignment notification (Assignments and Gradebook).

Task	Completed independently	Completed with help	Partial completion	Did not complete*
Send private message	95%	0%	5%	0%
Send high priority announcement	79%	5%	11%	5%
Send assignment notification	84%	0%	0%	16%

*The tasks were not mandatory, so some participants who knew how to complete the task might have chosen not to do it.

After the class was completed, we asked participants to describe how to set the Gradebook to show accurate running grades. Only 11 of the participants turned in an explanation. Of these, just 3 (16%) gave a complete, correct description of how to complete this task.

We also assessed participant satisfaction with Tech Camp using a post-Tech Camp survey. Of the 20 participants, 18 responded to the survey. 95% of participants agreed that they learned things in Tech Camp that they would be able to use in their courses; 95% agreed that they would recommend Tech Camp to colleagues; and 95% agreed that the instructional book they received was a valuable resource.

Goal 3, Outcomes 1 & 2: There were 12 new faculty in 2006-07. The table below shows how many attended each session, how many stated that they knew little or nothing about the topic, and how many thought the topic was useful to them. (Note—often 2 sessions occurred on the same date.)

Date (Session)	# attending (# surveys completed)	# who knew ____ about the topic						# stating the topic was...			
		little or nothing		some		a lot		very useful or useful		not very or not at all useful	
August 15, 2006 (1)	10 (6)	2	33%	4	67%	0	0%	6	100%	0	0%
August 15, 2006 (2)	10 (6)	0	0%	5	83%	1	17%	6	100%	0	0%
August 15, 2006 (3)	10 (6)	3	50%	3	50%	0	0%	5	83%	1	17%
August 15, 2006 (4)	10 (6)	0	0%	4	67%	2	33%	5	83%	1	17%
September 6, 2006 (1)	9 (9)	7	78%	2	22%	0	0%	9	100%	0	0%
September 6, 2006 (2)	9 (9)	6	67%	3	33%	0	0%	9	100%	0	0%
October 4, 2006 (1)	6 (6)	5	83%	1	17%	0	0%	6	100%	0	0%
October 4, 2006 (2)	8 (6)	0	0%	5	71%	1	14%	5	100%	1	17%

November 1, 2006 (1)	9 (7)	0	0%	5	71%	2	29%	7	100%	0	0%
December 6, 2006 (1)	9 (7)	2	29%	5	71%	0	0%	7	100%	0	0%
February 7, 2007 (1)	4 (4)	0	0%	4	100%	0	0%	4	100%	0	0%
February 7, 2007 (2)	4 (4)	0	0%	3	75%	1	25%	4	100%	0	0%
March 7, 2007 (1)	4 (4)	0	0%	4	100%	0	0%	4	100%	0	0%

For 10 of the 13 topics, a majority of the faculty stated they had some knowledge of the topic; for the other three, they had little knowledge. Even so, most faculty agreed that the sessions were useful to them. As the year continued, their knowledge of the topics increased, and attendance dropped off considerably. This does not tell us whether new faculty orientation is meeting its outcomes (“New faculty will be able to identify campus sources of important information regarding their roles and responsibilities” and “New faculty will feel a sense of connection to the campus community”). A method of directly assessing these outcomes still must be developed.

IV. Using Assessment for Program Improvement

Re Goal 1, Outcomes 1 (Implementing Technology): We set a benchmark of 90% of faculty completing tasks taught in Tech Camp without help. This benchmark was met for one of the tasks, but not for the others. In retrospect, we believe the benchmark may have been too high for tasks that were not required—faculty who already knew how to do the task might simply have elected to work on something else rather than completing the task. We will collect data on this one more year, and then re-evaluate whether to change the benchmark and/or change our instructions to faculty to encourage more participation in the tasks. The satisfaction survey indicated nearly all of the participants found the Tech Camp to be useful. We hope to develop a one-month-post Tech Camp survey to find out how faculty are using Oncourse, and we believe this will be a good measure of how effective our training has been in helping faculty implement new technology.

Re Goal 3, Outcomes 1 & 2 (New Faculty Orientation): Although ratings were positive, attendance dropped considerably over the course of the year, suggesting that we need to re-think the concept of a year-long orientation for new faculty. I continue to look for ways to assess whether faculty are really getting what they need and want in New Faculty Orientation.