

CTLA Assessment Report 15-16

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 15-16

- A. If results from 2014-2015 indicate the need for change and changed is implemented for the next year, we can continue to assess the same goal and outcome to look for change. If Goal 2, Outcome 1 is not assessed again, we plan to assess Goal 1, Outcome 1 for major learning experiences Quality Matters Workshop, if it was conducted, and Tech Camp for Canvas.
- B. We plan to report on Goal 4 and 5 by providing counts and indicators of satisfaction for exploratory events attendance and counts for resource usage.

Goal 1 Outcome 1 and Components

1. Goal #1: Provide lengthier learning experiences to faculty who participate with the intent to integrate specific technology, pedagogy, or a combination of these to support of student learning and their own productivity. Experiences that this goal applies to include:
 - *Tech Camp* Learning Management System training
 - Faculty Development for Creating Distance Education courses
 - Assessment Tracking Software training
 - Quality Matters workshop
- A. Outcome #1: Faculty and staff can apply new technology and/or pedagogy (i.e., new to them) to teaching, improvement of student learning, and/or their own productivity.
 - i. Component 1: Faculty will be able to identify an application in which to use knowledge or skills learned in the Experience. The measure will be a questionnaire to collect responses about ratings, applications of use, and comments. A rubric to assess the ability to apply what was learned uses

three levels of performance --Baseline that the trainee can identify a potential uses for the skill learned; Effective that the trainee has used the skill learned; and Exemplary that the trainee is collecting data about student learning resulting from usage.

- a) If measured within one semester following the learning experience and using the rubric described above, the benchmark is that least 75% of respondents will be at baseline or above.
- b) If measured after a reasonable period of time for implementation has past, the benchmark is that least 75% of respondents will be at effective or above.

Findings

2015-2016 Connections: New Faculty Orientation Assessment of Canvas Tech Camp

Survey Question: How helpful was Canvas Tech Camp to contribute to your acclimation to the IU Kokomo campus and your achievements in teaching and learning.

100% Very Helpful (N=4)

CTLA Trainings are evaluated as a whole and separated by trainer not program.

Survey Question: Rate the following from Strongly Agree to Strongly Disagree

The objectives of the program were clearly presented.

The instructional content was well-organized.

The presenter was knowledgeable about the subject.

The content met my expectations.

The material was presented in a logical sequence.

Projected materials, if used, were easy to read/view.

Handouts, if used, were easy to read/view.

The pace was appropriate.

The presenter conducted the program effectively.

The overall quality of the program was good.

82% and above rated Agree/Strongly Agree on all items. (N=60). There were no specific comments related to Quality Matters training specifically.

Action

We met our benchmark for Canvas Tech Camp and CTLA Trainings. We would like to improve the number of respondents so to accurately gauge the sentiments of more participants.