

Annual Report 2008-2009

Center for University Teaching, Learning, and Assessment



**Prepared by:
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June 9, 2009

**Division of Academic Affairs
Annual Reports 2008-2009**

Annual Report, 2008-2009

Department/Division: Center for University Teaching, Learning, and Assessment (CUTLA)

College: N/A _____

Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

Program/Function/Service	Strategic Goal/Objective ^a	Related UWF Strategic Goal ^b	Method of Assessment	Summary of Assessment Results ^{cd}	Use of Assessment Results to Improve Program/Function/Service ^e
1. Facilitate implementation and sustainability of the QEP (not a formal goal in the Mission Statement for CUTLA; QEP goals appear because the Director of CUTLA is also a co-Director of the QEP)					
Identify funding for continuation of the Fellows program		1 (a) (b) (c) 3 (a) 5 (a) (c) (d)	Establish stable budget for Fellows program Fellows renewed or hired	Funding reduced in 2008-2009. Reduced program to 1 Fellow. Funding terminated in last cycle of budget cuts. No Fellows in 2009-2010	Fellows program terminated for 2009-2010. Decision to terminate Fellows program will reduce the number of development activities provided by CUTLA.
Gather data relevant to the QEP Impact Report			Collection of appropriate assessment data	Questions included on CUTLA needs assessment that will be useful for the Impact Report. Annual Report templates revised to gather additional information about student learning outcomes related to the QEP.	Include these questions on 2010 needs assessment. Annual Report template will be examined and revised to improve quality of data obtained from these reports.
Combine QEP Symposium presentation with the Spring mini-conference (2009)			Attendance	No remaining projects ready for presentation in 2008-2009.	Final projects will be showcased at an event in Spring 2010 (final event of this QEP cycle).
Update the QEP Final Reports			Number of final reports posted	14 reports posted	Continue monitoring PIs to ensure that final reports are

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				completed and posted.
Workshops with external consultants on active learning strategies and student engagement		Attendance at workshops Evaluations of workshops	George Kuh 99 attendees (general session) 89 attendees (consultation sessions) Bruce Henderson 64 attendees	External consultants are helpful and well-regarded. Budget reductions will eliminate workshops by external consultants in 2009-2010.
2. Enhance teaching effectiveness by adding to existing services and programs (Goal identified in 2007-2008: New goals 2A and 2B are aligned with goals identified in Mission Statement: 2. A. Promotes the development of effective teaching strategies by providing workshops and other activities that enhance teaching expertise				
New Faculty Orientation (before onset of fall term)		Workshop attendance Workshop evaluation	29 Total Participants 12 new faculty attendees (80% of new faculty) Positive evaluation of workshop (4.3-4.6) Full data in Appendix A	Used feedback to plan next year's orientation. Will hold orientation a week earlier to avoid conflicts with other events and provide syllabus content information earlier. New Service Fair location and organization was a success & will be repeated.
Provide development activities for adjunct faculty	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (d)	Attendance by adjunct faculty at CUTLA events	A small number attend workshops; more make use of electronic resources	Continue to invite to campus events & include in emails (teaching tips and newsletter). Develop additional resource materials for the web site.
Faculty Friday Workshops (year-long series)		Workshop attendance Workshop evaluation	6 workshops 99 total attendees All workshops have strong evaluations and useful feedback Full data in Appendix A	Repeat workshops with perennial needs (research, T&P, academic integrity). Develop other workshops based on comments on evaluation forms and needs assessment survey.
Provide training and support for use of the Turnitin software		Number of faculty requesting information and accounts	New accounts requested: 16 Total number of active accounts: 154	Contributed to creation of a policy on the use of Turnitin to ensure compliance with FERPA. New policy is posted on the CUTLA web pages.
Provide workshops and consultations to individual		Number of	7 Departmental	Begin program of individual

faculty members and departments as needed		workshops and consultations offered	consultations 18 Individual consultations 7 Chair visits 91 Total participants	chair visits to identify needs and encourage development of departmental consultations
2. B. Supports the exploration of new approaches to teaching and learning.				
Get Engaged Tips for Teaching (weekly e-mail)		Hits on Get Engaged archive web page Evaluation in needs assessment survey	Total Hits (2008): 1,939 Total Hits (Jan-May, 2009): 557 Faculty report using the strategies (59.6%) and rated the suggestions as useful to fairly useful (Mean = 3.8 on a 5 pt scale)	Continue to provide this service & keep focus on tips backed by scholarly evidence (peer reviewed sources, citations from other teaching centers, etc.)
CUTLA Newsletter (fall and spring terms)	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (d)	Evaluation in needs assessment survey	File Downloads of each issue from Web: Fall 2008: 200 Spring 2009: 530 23.8 % faculty respondents (needs assessment survey said they read the newsletter). Mean usefulness rating: 3.9	Continue publication of newsletter Track usage data based on number of file downloads Fall issue was available as both an attachment to email and web file download (limited collection of usage data); Spring issue was available only as a file download from the web site (creates a more reliable system for collecting data on usage)
Develop Web-based tutorials for faculty development to meet needs of busy faculty and adjunct faculty (Revised to creation of resource pages on the CUTLA web site rather than formal tutorials based on advice of Deans.)		Number of tutorials developed Statistics on tutorial usage (web hits)	2 new pages Page Hits: Syllabus Construction: 2008: 2,224 Jan-May 2009: 524 SLOs for courses: Nov 2008-May 2009: 1,048 Rubric Development: Dec 2008-May 2009:	Hit rates suggest that these materials are of interest to and used by faculty. Continue to develop and post new materials based on campus needs. Periodic inquiries from off-campus indicate that other institutions are examining and using these materials.

			549	
Broadcast Faculty Friday sessions through Elluminate		Eliminate logins Evaluation in needs assessment survey	Webinars and asynchronous materials were not rated highly by respondents to the needs assessment survey.	Continue to experiment with and evaluate usefulness of electronic resources for workshops.
Implement use of personal response system in workshops (pending purchase of clickers by ITS)		Evaluation of system in workshop evaluations	Small but enthusiastic attendance at workshop on clickers. One attendee used the CUTLA set for a class in Spring 2009.	ITS adopted a campus standard and implemented a bookstore purchase plan for student clickers. Will work with ITS in 2009-2010 to develop faculty skill with clickers for student engagement and showcase best practices. Develop a plan to assess faculty use of clickers.
Support faculty work-life balance by sponsoring a Faculty Partners group (collegiality for faculty and faculty spouse/partners)		Participation in the Faculty Partners Group (renamed: Crossroads to Communities)	Very low attendance CAS launched a similar initiative	Will maintain and update web site for community resources (which gets good traffic). Suspend active support for other activities (budget reduction effect).
3. Provide faculty development and support for work related to assessment				
New Goal (aligned with Mission Statement; combines Goals 3 and 4 identified in 2007-2008 Annual Report):				
Assists faculty in the development and use of assessment evidence to evaluate new and existing teaching strategies and curricula.				
Conduct needs assessment for workshops and other faculty development activities	1 (c) 3 (a) 5 (d)	N/A	42 respondents	Information used to identify topics for 2009-2010 workshops and determine best times to offer events. Embedded evaluations of teaching tips, newsletter, and CUTLA to evaluate these initiatives (discussed elsewhere). Embedded self-reports of changes in instructional

				strategies that will be used to document impact of the QEP for SACS reporting.
Assess CUTLA workshops		Workshop attendance Workshop evaluation (develop evaluations that capture changes in learning as well as satisfaction with workshop)	Total Attendance: 459 (99 of these at Faculty Fridays) Number of unique individuals attending events: 174 Number of contacts (other workshops & consultations): 91 Positive workshop evaluations Full data in Appendix A	Quality of workshops appears to be satisfactory. Continue to identify new needs and topics for future workshops. Development of measures of changes in <i>learning</i> is a challenge. Embedded self-reports on needs assessment survey (above) provides some evidence of cultural change in faculty use of active learning.
Create an advisory group to assist in the identification of needs and set priorities for development of programs offered by the Center.		Meetings Consultations	Two meetings held Consulted via email	Reviewed questions for needs assessment survey; assisted in selection of new logo; promoted decision to begin the ArgoGram service.
Organize, support, and help document assessment activities for General Education/Academic Foundations	1 (a) (c) 3 (a)	Attendance at meetings Minutes of meetings	Inactive in 2008-2009	Activities will increase with planned program review for General Education in 2009-2010. Coordinate these activities with Institutional Research under new leadership.
Support assessment activities in undergraduate and graduate programs		Attendance of CUTLA Director at All Chairs meetings	Met	Coordinate these activities with Institutional Research under new leadership.
Support work on the assessment and reform of the multicultural requirement (General Studies)		Meetings scheduled for Faculty Senate Group	Inactive in 2008-2009 Discussion of multicultural assessment assigned to a group in Faculty Senate that has not been active.	Awaiting action and recommendations by Faculty Senate work group.
Provide workshops and customized consultations with departments to promote assessment activity and		Workshops created Participant	7 Departmental consultations	Continue this work. Track only numbers of

expertise		attendance	18 Individual consultations	consultations here (total participants are included in workshop data, above)
4. Encourage pedagogical research (was Goal 5 in 2007-2008 Annual Report) New Goal language (aligned with Mission Statement): Encourages the scholarship of teaching and learning (SoTL).				
Continue activity of Scholarship of Teaching and Learning Interest Group	4 (d) (e) 5 (d)	Attendance at meetings SoTL projects & scholarly work developed	Small but dedicated core group of 3 individuals, with more attendees at some meetings. Much interest expressed but difficult to attend F2F meetings for many who are interested.	Enrich web resources. Develop page to track and document faculty publications in SoTL. Meet interest in workshops on this topic. Support faculty writing grants with an SoTL component.
Support faculty involved in SoTL projects and grants		Number of departments/faculty assisted	1 grant proposal (NSF) Workshop offered	Although this has had a slow start, growing expressions of interest suggests that this should be continued.
Provide support for online survey research to faculty (Perseus)		Number of surveys created in Perseus	1	Perseus is used mainly by CUTLA to conduct internal needs assessments. Will explore alternative means to conduct these surveys when Perseus eventually becomes non-functional.
5. Dissemination of work on assessment and faculty development (was Goal 6 in 2007-2008 Annual Report) New Goal language (aligned with Mission Statement): Communicates to internal and external audiences on the efforts of faculty at the University of West Florida to provide high quality teaching and learning.				
Attend regional and national conferences related to faculty development (Florida Faculty Development Consortium Conference, POD Network Conference). Make presentations related to assessment or faculty development at additional conferences as appropriate	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (e)	Number and identity of conferences attended Number of professional development workshops attended Number of	POD Network SACS-COC Annual Meeting 3 presentations 3 workshops provided to other institutions 3 pre-conference workshops attended (professional development on	Budget reductions have limited travel to attend conferences. Will make a presentation at SACS (which subsidizes travel costs because registration is waived for a concurrent session presenter). Will attempt to find funding

		presentations made at conferences or publications	assessment) 3 chapters in edited books (2 in press, one invited chapter in preparation)	for POD because this meeting is critical for developing effective faculty programs at CUTLA.
Maintain and improve the web site for the Center for University Teaching, Learning, and Assessment	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (e)	Web Statistics: Hits/Month Unique Visitors/Month Documents Downloaded/Month	Web Statistics: Total Hits: 2006: 8,267/month 2007: 16,164/month 2008: 23,788/month Jan-May 2009: 21,973/month Unique Visitors: 2006: 1,084/month 2007: 2,188/month 2008: 3,497/month Jan-May 2009: 3,999/month File Downloads: 2006: 1,964/month 2007: 5,610/month 2008: 9,553/month Jan-May 2009: 13,380/month	Continue to add to web resources and revise organization based on information obtained from web statistics and CUTLA needs assessment survey.
Maintain ALC and ALP documents on CUTLA web site and post other documents related to assessment activities		Currency of assessment data posted to CUTLA pages	ALC documents: all are posted ALP documents: all but 6 programs are posted (2 of these are new programs)	Continue yearly inventory of ALC and ALP documents for currency and linkage to departmental web pages. Monitor CCRs for new programs and program revisions to ensure most current SLO information is included in the ALC and ALP documents.
Provide an annual workshop on writing measurable SLOs for CCRs		Workshop held	Met	Same as below (review of CCRs)
Review CCRs, ALCs, and ALPs for appropriate description of student learning outcomes		Number of CCRs, ALCs, and ALPs reviewed and edited	107 course CCRs (29 required revision of SLOs) (27%) 31 program CCRs (8 required revision of	A larger percentage of CCRs required edits to SLOs. This can be attributed to a combination of a large number from one

			SLOs) (26%)	department with SLO “issues” and a tightening of standards about measurable language in SLOs.
Make recommendations for improved services for faculty development to Provost		Identify new faculty development initiatives recommended	ALP Policies and Procedures Academic Program Assessment Council charter	Both are under review in Faculty Senate and awaiting action.
Inform department chairs and deans of faculty development and curriculum issues that are under discussion in the faculty development community		Communications to chairs and deans	Met	Forward email, articles and other information as this appears.
Maintain data on the status of Quality Enhancement Program projects Assist in the development of reports to the Board of Governors as needed		Post a tracking matrix for QEP projects for 2006-2007 Reports created at the request of the BoG	Update QEP tracking matrix Submitted ALC Inventory to BoG Dec 2008 Begin planning writing of the Fifth Year Report (SACS)	Provide assistance for the transition of new interim administrators and new permanent administrators as needed. Continue work on the summative evaluation of the Impact of the QEP.
Report to UWF Board of Trustees as needed		N/A	Met	N/A
Presentations to agencies external to UWF	4 (a)	Presentations to BoG Consultations with other academic institutions	BoG consultations (conference calls, etc.) as needed. Formal contacts (email, phone, or formal consultation work) with 10 institutions	Continue to cooperate and share expertise as needed and requested.

^aFrom unit’s 2008-2009 strategic or action plan. Add lines as necessary.

^bInsert Focus/Goal number/letter from the [UWF Strategic Priorities and Measurable Achievements, 2008-2012](#).

^cData/information used to determine goal/objective status.

^dCan comment on status of goal as “met,” “not met,” or “in progress.”

^eDescribe decisions made based on assessment results to improve program

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Part II-A, Major Unit Accomplishments and Changes in Programs and Services

List major department/division accomplishments and changes in programs and services for 2008-2009. (Add lines as needed.)

1. Publications and Scholarly Activity: Disseminated the center's work on faculty development related to teaching and assessment with 3 presentations at 2 professional conferences, 2 chapters in edited books (in press) and 1 chapter in an edited book in preparation (July 15 deadline). An additional conference presentation has been accepted for December 2009. In addition, continued publication within the discipline: 1 chapter in an edited book was published in fall 2008, co-authored 2 articles submitted to peer-reviewed journals. A list of all scholarly work (related to CUTLA and discipline-specific) is provided in section II-B.
2. Consultation with Florida A&M University on critical thinking for their Quality Enhancement Plan (workshop provided at the August faculty development meetings).
3. Consultation as the external program reviewer for the General Education curriculum at Florida Gulf Coast University.
4. Provided two faculty development workshops (assessment of General Education, developing SoTL projects from assessment work) for faculty at Pensacola Junior College.
5. Draft charter for the Academic Programs Assessment Council (under review by Faculty Senate).
6. Grant proposal submitted to NSF (co-authored with Ezzat Bakhoun, who is the primary PI). CUTLA will provide support for assessment of student learning outcomes for this program if it is funded.
- Ongoing programs and services**
7. Organized two mini-conferences: *Best Practices for Student Engagement in Face-to-Face and Online Courses* (with Bruce Henderson as a keynote speaker) and *Best Practices in Scholarship of Teaching and Learning*
8. Organized Faculty Friday workshops.
9. Continued distribution of weekly Get Engaged teaching tips. Page hits on web archive of teaching tips average 111 hits per month.
10. Conducted classroom observations and consultations with 11 individual faculty.
11. Provide consultation and workshops to 6 departments (develop workshops for Academic Foundations, CCR submission, preparation for accreditation visits, etc.)
- New programs and services**
12. Initiated electronic publication of a twice-a-year newsletter, *Innovative Teaching at UWF*. Web statistics on usage: 200 downloads of Fall 2008 issue; 530 downloads of Spring 2009 issue.
13. Launched the ArgoGram service in January 2009. Sent two ArgoGrams to faculty based on student submissions at the end of Spring Term 2009.
14. Created new resource pages for the CUTLA web (Rubric Development, Turnitin policies, new faculty resources, writing SLOs for course syllabi, CUTLA library resources) and updated pages (syllabus construction).
15. Coordinated with the College of Arts and Sciences on the development and implementation of the Teaching Partners program. Created and provided two workshops on procedures for effective peer observation of classroom instruction.
16. Initiated a systematic process for meeting individually with department chairs to seek information about departmental needs and provide consultation about faculty development and assessment. Met with 10 chairs in spring and summer 2009.
17. Advisory Board began meeting regularly to provide support and consultation for CUTLA activities.

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Part II-B, Distinguished Individual (Faculty, Staff, and Student) Accomplishments

List college/departamental distinctions earned by faculty, staff, and students during 2008-2009.

- A. Faculty
1. Promotions
 2. Tenure
 3. Awards
 4. Other Distinctions

Claudia Stanny, CUTLA Director

Instructional activity (teaching regularly is not a part of the standard duties for the CUTLA Director)

Taught *Memory & Cognition* (EXP 4507) during the spring 2009 term for the department of psychology
 Served on the committee of one thesis student who successfully defended her thesis under the supervision of Dr. S. Mathews (B. Atkinson, Summer 2009)
 Guest lecture, HLES Measurement & Evaluation class (HLP 3150, R. Isosaari, instructor)

Editorial Review

Reviewed conference program submissions:
 Div 2 (Teaching of Psychology)/American Psychological Association
 Professional and Organizational Development (POD) Conference
 Reviewed manuscript submission for the *American Journal of Psychology*

Professional Service

Table Leader for the AP Psychology reading (ETS) in June 2008 (Kansas City, MO)
 Table Leaders train Readers, manage work during the reading, and conduct back reading to establish reliability of Reader scoring.
 Consultation with ETS on item development (questions for the GRE Psychology Subject Test)
 Reviewer for tenure and promotion portfolios (4 faculty portfolios)
 Search committee, Department of Psychology, Visiting professor (spring 2009, Arruda, committee chair)
 Presentation to the Employee Excellence Program on CUTLA activities
 Work with LEAD program (participant met with me and shadowed my work as Director of CUTLA)

Service on University Committees, Task Forces, etc.

Co-Director, Quality Enhancement Plan
 Deans Council
 Workgroup to develop guidelines for use of Turnitin (with Sylvia Maxwell, John Crane, Tom Westcott, and John Felder)
 Task Force on Course Duplication
 NSSE Workgroup
 Best Practices for Online Teaching Task Force
 Information Technology Planning and Advisory Committee

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Campus Master Plan - Main Campus Subgroup
Retention Committee

Consultation

Pensacola Junior College:

Stanny, C. J. (2009, April). *Capitalizing on assessment of student learning for professional development: How to use embedded assessments to develop a scholarly research project on teaching.*

Workshop scheduled for presentation for faculty at Pensacola Junior College, Pensacola, FL.

Stanny, C. J. (2009, February). *Creating and using course embedded assessment: Practical and efficient strategies for the assessment of the general education curriculum.* Workshop conducted for faculty at Pensacola Junior College, Pensacola, FL.

Florida A & M University:

Stanny, C. J. (2008, August). *Enhancing and assessing performance in critical thinking.* Interactive workshop presented at the Faculty Planning Conference: Creative Changes in a Climate of Strategic Visioning. Florida A&M University, Tallahassee, FL.

Florida Gulf Coast University:

External reviewer, Program Review of General Education program.

Scholarly work completed during 2008-2009:

Chapters in edited books

Briihl, D., Stanny, C. J., Jarvis, K. A., Darcy, M., & Belter, R. W. (2008). Thinking critically about careers in psychology. In D. S. Dunn, J. S. Halonen, & R. A. Smith (Eds.), *Teaching Critical Thinking in Psychology: A Handbook of Best Practice*. Blackwell Publishing.

El-Sheikh, E. M., Mbizo, J., Stanny, C. J., Stewart, G. L., Sutton, M. A., Williams, M. H., & White, L. J., (*in press*). Engaging faculty in the assessment process at the University of West Florida. In P. L. Maki (Ed.), *Faculty experiences with and perspectives on assessing student learning*. Sterling, VA: Stylus.

Stanny, C., El-Sheikh, E., Ellenberg, G., & Halonen, J., (*in press*). First things first: Attending to assessment issues. In Dunn, D. S. McCarthy, M. A., Baker, S. & Halonen, J. S. (Eds.) (2009). *Using quality benchmarks for assessing and developing undergraduate programs*. San Francisco: Jossey-Bass.

Stanny, C. J., & Halonen, J. S. (*in preparation*). Accreditation, accountability, and assessment: The role of faculty development in addressing the demands of multiple agendas. To appear in L. Stefani (Ed.), *Evaluating the Effectiveness of Academic Development: A professional guide*. New York, NY: Routledge (Taylor and Francis Group).

Articles submitted to peer reviewed publications

Aue, W. R., Arruda, J. E., Kass, S. J., & Stanny, C. J. (*under review*). Human performance cycles predictably during continuous performance tasks.

Arruda, J. E., McGee, H. A., Zhang, H., & Stanny, C. J. (*under review*). The effects of EEG data transformations on principal component analysis.

Conference presentations

Hurd, J. R., & Stanny, C. J. (2008, December). *Managing the QEP in the real world: Budget cuts, faculty and staff vacancies, and other bumps in the road.* Concurrent session presented at the Annual Meeting of the Commission on Colleges, Southern Association of Colleges and Schools (SACS), San Antonio, TX.

Stanny, C. J., Grocia, J., Nilson, L., Hill, B. (2008, July). *Teaching centers as agents of transformational change*. Expert panel presentation at the Improving University Teaching conference, Glasgow, Scotland.

Stanny, C. J., Hurd, J. R., & El-Sheikh, E. M. (2008, December). *Formative assessment of the impact of a Quality Enhancement Plan*. Concurrent session presented at the Annual Meeting of the Commission on Colleges, Southern Association of Colleges and Schools (SACS), San Antonio, TX.

Conference submissions accepted for presentation in 2009-2010

Stanny, C. J., & El-Sheikh, E. M. (2009, December). Strategies for effective use of technology to promote faculty development. Concurrent session presented at the Annual Meeting of the SACS Commission on Colleges, Atlanta, GA.

Eman El-Sheikh, CUTLA Fellow

Scholarly work and other distinctions related to CUTLA Fellow role

Awarded Tenure and Promotion to Associate Professor (Department of Computer Science)

Co-author on 2 chapters in edited books (listed above).

Co-author on one conference presentation at SACS-COC (listed above).

Co-author on concurrent session submission accepted for presentation at the SACS Annual Meeting in December 2009 (listed above).

Attended Annual Meeting of SACS-COC to develop expertise in faculty development of assessment skill.

Fellow Activities

Developed and coordinated the Teaching Partners program (in coordination with duties as an Administrative Fellow in CAS)

Coordinated Scholarship of Teaching and Learning (SoTL) Interest Group

Organized two mini-conferences (*Best Practices for Student Engagement in Face-to-Face and Online Courses* (with Bruce Henderson as a keynote speaker) and *Best Practices in Scholarship of Teaching and Learning*)

Stanny, C., El-Sheikh, E., & Chung, H-M. (2009, February). *Getting started with an SoTL project*.

Workshop and discussion form presented at the UWF Mini-Conference on Best Practices for the Scholarship of Teaching and Learning (SoTL), University of West Florida, Pensacola, FL.

Assisted Director to organize the Faculty Friday series and facilitate CUTLA workshops and events

Coordinated with Director to assess workshops and other CUTLA activities and identify improvements and needs for future programming

B. Staff

Mary Hallford

Awards:

Excellence Matters Employee of the Month

Other Distinctions:

Member, Making Way for Excellence Communications Team

Member, Disability Awareness Day Committee

Developed Continuity of Operations Plan (COOP) for CUTLA and was first department to return completed COOP to Environmental Health and Safety

Replaced ColdFusion calendar on CUTLA web page with Google calendar

Revised meta-keywords and meta-descriptions for CUTLA web pages to improve visibility to search engines

Connie Works

Member, UPC Program and Resources Committee.

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Part II-C, Community Engagement Activities (Faculty, Staff, and Student)

Information about community engagement will be used to document the University's activities related to its service mission, to comply with a new SACS standard pertaining to community service, and to support the University's application for classification by the Carnegie Foundation as a "community engagement" institution.

List all college/departmental community engagement activities with participation on behalf of UWF by faculty, staff, and students during 2008-2009. Please include a very brief description of the Activity, the Community Partner, the Time Commitment (identify as hours per week, hours per month, hours per semester, or hours per year), and a very brief description of the Outcome/Impact of the activity.

Examples of community engagement activities include participation on community-based projects, organization and/or presentation of cultural community events, faculty scholarship related to community action, student scholarship related to community action, participation on community organization boards, and community-based student learning activities such as service learning projects, internships, and capstone experience projects.

	Activity	Community Partner	Time Commitment (Hours)	Outcome/Impact
A. Faculty				
Claudia Stanny	Consultation: Created and facilitated 2 faculty development workshops	Pensacola Junior College	15 hours	Delivered two half-day faculty workshops on assessment of student learning and developing SoTL projects to improve student learning (25 attendees total; positive evaluations of workshops)
	Consultation: Created and facilitated a workshop related to QEP	Florida A&M University	60 hours	Delivered workshop (approx. 300 attendees) and feedback on QEP project submitted to SACS
	Consultation: External reviewer, Program review of General Education	Florida Gulf Coast University	60 hours	Delivered report that was used for ongoing curriculum development
B. Staff				
Mary Hallford	Support fund raising events by donating and attending bi-yearly events.	Santa Rosa Kids House	16 hours	The organization supports battered women and children with shelter and counseling. The fund raisers help cover the costs for these

				services.
Connie Works	Teaches "Introduction to Computers for Senior Citizens" – Basic computer course for seniors that introduces them to Windows, Microsoft Office, E-mail, and surfing the Internet. We also discuss how to buy a computer based on their needs and Internet phishing, scams, etc.	Leisure Learning Society	20-24 hours	The Leisure Learning class gives seniors an opportunity to become acquainted with the cyber world. We have had wonderful feedback from former students about how much they have learned and how it has they now use the computer in their daily lives
	Goes to West Florida Regional Hospital to meet with patients and their caregivers to discuss life after open heart surgery. We discuss and answer questions about the physical, emotional, and mental aspects of post surgery. This offers patients and the caregivers a support line for them to depend on.	Mended Hearts Society	15 hours	Support for the cardiac patients and caregivers to reduce confusion and fear about impending procedures. New program participation initiated in April 2009.
	Assists with set-up and breakdown of equipment before and after competitions. Acts as photographer during competition shows when regular photographer is not available.	Southeastern Gulf Coast Color Guard	60 hours	This gives high school students an opportunity to compete with other high students through dance and percussion for awards for their high schools. The competitions can also lead to college scholarships for individual students.

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Part III-A, Strategic Planning Goals/Objectives for __2009-2010__ (specify time frame; e.g., 2009-2010, 2009-2014).

List strategic plan goals/objectives and planned method of assessment (if applicable).

Strategic Goal/Objective ^a	Related UWF Strategic Goal ^b	Method(s) of Assessment ^c
1. Facilitate implementation and sustainability of the QEP (not a formal goal in the Mission Statement for CUTLA; QEP goals appear because the Director of CUTLA is also a co-Director of the QEP)		
Gather data relevant to the QEP Impact Report	1 (a) (b) (c) 3 (a) 5 (a) (c) (d)	Collection and use of appropriate assessment data
Organize final QEP presentations in a Spring mini-conference (2010)		Attendance and evaluation forms completed by attendees
Plan wrap-up of QEP activities and preparations to write QEP Impact Report for submission in 2011.		Submission of QEP Impact Report in 2011
Resolve the role and placement of the QEP in CUTLA for future QEP initiatives		Decision about future of the QEP
Update the QEP Final Reports		Final reports posted
Organize annual mini-conference on teaching strategies for student engagement		Attendance at workshops Evaluations of workshops
2. Promotes the development of effective teaching strategies by providing workshops and other activities that enhance teaching expertise.		
New Faculty Orientation (before onset of fall term)	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (d)	Workshop attendance Workshop evaluation Long-term impact on career.
New Faculty Meetings (fall term 2009). Reinstate meetings and workshops during academic year to meet specific needs of new faculty.		Attendance Evaluation in needs assessment survey. Long-term impact on career.
Provide development activities for adjunct faculty		Attendance by adjunct faculty at CUTLA events
Faculty Friday Workshops (year-long series)		Workshop attendance Workshop evaluation Long-term impact on career.
Migrate Teaching Partners program from CAS to CUTLA; expand to all faculty in University community.		Participation Evaluation of impact on faculty (survey) Long-term impact on career.
Provide training and support for use of the Turnitin software		Number of new accounts Total number of current accounts
Provide workshops and consultations to individual faculty members and departments as needed		Number of workshops and consultations offered
3. Supports the exploration of new approaches to teaching and learning.		
Get Engaged Tips for Teaching (weekly e-mail)	1 (a) (b) (c) 3 (a) 4 (a) (d) (e)	Hits on Get Engaged archive web page Evaluation in needs assessment

	5 (a) (c) (d)	survey
CUTLA Newsletter (fall and spring terms)		Evaluation in needs assessment survey File download data (web usage)
Develop Web-based resources for faculty development to meet needs of busy faculty and adjunct faculty		Number of resource pages developed Statistics on usage (web hits, file downloads)
Investigated online technologies to provide access to faculty development events (Camtasia, Elluminate, etc.)		Evaluation of participation and faculty satisfaction with these modes of delivery in needs assessment survey
Support ITS work to implement adoption and use of personal response system		Workshops provided (attendance and evaluations) Hits on web resource pages created Evaluate faculty use and possible impact on student learning
Continue activity of Scholarship of Teaching and Learning Interest Group		Attendance at meetings SoTL projects & scholarly work developed (conference presentation & publications)
4. Assists faculty in the development and use of assessment evidence to evaluate new and existing teaching strategies and curricula.		
Conduct needs assessment for workshops and other faculty development activities		Number of respondents Document decisions made based on findings
Meet with chairs individually to discuss issues and needs in their department related to faculty development and assessment of student learning		Number of chair visits completed Document services and activities initiated by CUTLA based on these meetings
Assess CUTLA workshops		Workshop attendance Workshop evaluation (develop evaluations that capture changes in learning as well as satisfaction with workshop)
Evaluate assessment methods and tracking systems for CUTLA activities and events	1 (a) (c)	Decisions made regarding data tracking
Consult with advisory group to assist in the identification of needs and set priorities for development of programs offered by the Center.	3 (a) 5 (d)	Meetings held Document decisions made
Coordinate with Provost and new administrator (title to be determined) for Institutional Research to promote a culture of assessment at UWF		Evaluation of evidence of departmental use of assessment evidence for continuous improvement (Annual Reports)
Consultative support of assessment activities for General Education/Academic Foundations		Attendance at meetings Minutes of meetings
Consultative support of assessment activities in undergraduate and graduate programs		Attendance (of CUTLA Director) at All Chairs meetings
Provide workshops and customized consultations with departments to promote faculty development related to teaching and assessment of student learning		Specialized workshops provided Participant attendance
5. Encourages the scholarship of teaching and learning (SoTL).		
Continue activity of Scholarship of Teaching and Learning Interest Group	4 (d) (e) 5 (d)	Attendance at meetings SoTL projects & scholarly work developed (conference presentation &

		publications)
Support faculty involved in SoTL projects and grants		Number of departments/faculty assisted
Provide support for online survey research to faculty (Perseus)	4 (d) (e) 5 (d)	Number of surveys created in Perseus
Evaluate online survey software (aging license will soon render Perseus unusable)		Decision regarding alternate solutions for online survey implementation
6. Communicates to internal and external audiences on the efforts of faculty at the University of West Florida to provide high quality teaching and learning.		
Attend regional and national conferences related to faculty development (Florida Faculty Development Consortium Conference, POD Network Conference). Make presentations related to assessment or faculty development at additional conferences as appropriate	1 (a) (b) (c) 3 (a) 4 (a) (d) (e) 5 (a) (c) (e)	Number and identity of conferences attended Number of professional development workshops attended Number of presentations made at conferences or publications
Maintain and improve the web site for the Center for University Teaching, Learning, and Assessment		Web Statistics: Hits/Month Unique Visitors/Month Documents Downloaded/Month Tracking use of selected pages and documents
Maintain ALC and ALP documents on CUTLA web site and post other documents related to assessment activities		Currency of assessment data posted to CUTLA pages Annual report to the BOG on ALCs
Provide an annual workshop on writing measurable SLOs for CCRs		Workshop held
Review CCRs, ALCs, and ALPs for appropriate description of student learning outcomes	1 (a) (b) (c) 3 (a)	Number of CCRs, ALCs, and ALPS reviewed and edited
Make recommendations for improved services for faculty development to Provost	4 (a) (d) (e) 5 (a) (c) (e)	Identify new faculty development initiatives recommended
Inform department chairs and deans of faculty development and curriculum issues that are under discussion in the faculty development community		Communications to chairs and deans
Maintain data on the status of Quality Enhancement Program projects		Post a tracking matrix for QEP projects for 2006-2007
Assist in the development of reports to the Board of Governors as needed		Reports created at the request of the BoG
Report to UWF Board of Trustees as needed		N/A
Presentations to agencies external to UWF		Presentations to BoG Consultations with other academic institutions

^aAdd lines as needed.

^bInsert Focus/Goal number/letter from the [UWF Strategic Priorities and Measurable Achievements, 2008-2012](#).

^cIf applicable.

Appendix A

Evaluation of 2008-2009 Workshops and Mini-Conferences

Date	Event	Attendance	Summary of Evaluations	Suggestions for Future Events
8/21/2008	New Faculty Orientation: All-Faculty Session on UWF Students	29	Total includes new faculty and administrators attending the luncheon. 12 of 15 new faculty attended (80%); luncheon included administrators (17). 9 new faculty completed the evaluations. Responses ranged from 4.33 (Q 1 & 2) through 4.63 (Q3). Positive comments on the syllabus workshop and the student workshop (some suggested this information might be more useful later). Very enthusiastic response to the orientation to the area (Patti Spaniola's presentation).	Consider holding this a week earlier to avoid conflicts with other events and provide syllabus information sooner. Contact all relevant departments in June when date is set to prevent scheduling conflicting events.
8/21/2008	New Faculty Orientation: Syllabus Construction	12	see above	Hold earlier - weeks before start of fall term?
8/21/2008	Service Fair	16	11 offices participated; very enthusiastic evaluations (4.53 - 5.00 on a 5-point scale); comments indicated representatives really liked the new space and format	New location was great - much improved over last year. Library does not want to set a precedent for using this space for other sorts of events. Including Human Resources was useful - a few faculty had not attended their session and were able to begin HR work at the Service Fair.
8/21/2008	Orientation to Area	12	Patti Spaniola volunteered to gather "goodie bags" from local merchants to welcome new faculty to the area.	This was a hit.

Date	Event	Attendance	Summary of Evaluations	Suggestions for Future Events
9/12/2008	Counseling Center Open House	7	Excellent response. 5.0 to all questions except the one for organization (4.6). Comments indicated interest in future (and longer) sessions. Excellent discussion during the session (motivated in part by the recent news of a UWF student's death).	Consider creating a workshop during NFO (with Jim Hurd & Tom Westcott on characteristics of incoming students).
9/18/2008	George Kuh	99	General Address attendance	
9/18/2008	George Kuh	89	Six consultation sessions (combined attendance for these sessions - average 15 per session)	
10/3/2008	Bruce Henderson	64	Evaluations ranged from 4.53 (Q2 -able to use what I learned) through 4.82 (Q1 - provided me with new information). Q4 (use of media) had a lower rating (3.86) but Bruce did not use media.	
10/3/2008	Mini-Conference - Student Engagement		80 evaluations of individual sessions (all ratings were above 4.0 except one question about media for Bruce Henderson - who did not use media)	Student panel well-received. Comments indicated need for a larger number and variety of students on the panel. (My thoughts during the session - maybe for new faculty orientation we could create a panel based on 5 or 6 orientation leaders?) All of the panels were well received. The online panel and the Outside the Classroom panel were outstanding.
10/17/2008	Faculty Friday: Research	17	Evaluations ranged from 4.78 (Q5) to 4.89 (multiple questions) -comments positive (one person is allergic to melons - fruit cup at lunch)	Richard Podemski's presentation was especially good, focusing on the way that his office can assist faculty in actually developing their grant proposals. SCAC information should be included in all future workshops on this topic. Problems with food service (later set up).

Date	Event	Attendance	Summary of Evaluations	Suggestions for Future Events
11/7/2008	Faculty Friday: Clickers in the Classroom	8	Evaluations ranged from 4.6 (Q1 and Q3) to 5.0 (Q4, Q6-8). Participants liked the activities, seeing various examples of questions and uses; Requested future demonstrations that show how to create questions in power point and how to use these with videos in the power point.	Small but enthusiastic attendance. Debra Vincy has taken the set of clickers I brought and will use then in her class next term.
1/15/2009	Webinar - AAC&U Assessment	4	Attended by Carl Backman, Jim Hurd, Greg, Dziadon, Claudia Stanny	Set up at last minute by CUTLA - attendance limited to administrators involved with assessment issues
1/23/2009	Faculty Friday: Academic Integrity	22	Evaluations ranged from 4.33 (Q5 - pace) to 5.0 (Q3 & Q7). Positive comments on all elements of the workshop (presentations on 4 related topics). Ran long - audience was patient and many stayed to the end, but comments requested keeping on time.	Participants want coffee or a hot drink; Need to ensure that multiple presenters attend to time needs of all.
2/6/2009	Faculty Friday: Online Instructional Strategies	20	Evaluations ranged from 4.18 (Q5 - pace) to 4.64 (Q1 - able to use & Q7 - clear). Request to talk about "less engaged" students and LL courses. Appreciated the many examples presented and tech tools (blogs, Elluminate). Interest expresses in having a session on Elluminate again.	Excellent participation - people stayed late to chat after the session was over. 2 attendees from PJC
2/20/2009	Articulation Day Workshops		Event cancelled - conflict with an activity on the PJC campus	
2/27/2009	Mini-Conference: QEP/SoTL/Assessment	23	Evaluations ranged from 4.14 (Q5) to 4.71 (Q1). Participants liked the opportunities to network with panelists and the interactive discussions. Would have liked more interaction time. Request for more information on grants and research design and a workshop to develop ideas for SoTL.	Reduced to a half-day workshop to accommodate the budget retreat scheduled in the afternoon
3/3/2009	Webinar - Honor Codes and Academic Integrity	4	held in CAS Dean's Conference Room (limited capacity)	Webinar presenter was a disappointment. Tedious presenter; not much new information

Date	Event	Attendance	Summary of Evaluations	Suggestions for Future Events
3/20/2009	Faculty Friday: Tenure & Promotion	25	Evaluations ranged from 4.2 [Q2] to 5.0 [Q4]; average rating 4.7) Comments focus on appreciation for hearing the comments from Deans and from recent "survivors"	a "must repeat" event
5/13/2009	CCR Submission Workshop	8	Evaluations ranged from 4.25 [Q3] to 4.88 [Q2 & Q8]; average 4.67. Comments indicate the activity (writing an SLO and developing a measurement) was helpful.	Request for a longer workshop (more time for the activity). Request for a workshop specifically for new faculty in which they can bring a syllabus and work on SLOs for their syllabus.
	Workshop Attendance TOTAL	459	Individual and Departmental Consultations TOTAL	90

GRAND TOTAL**Workshops, individual and departmental consultations: 549**

Unique Attendees at CUTLA events		% Faculty
2006-2007	101	27.4%
2007-2008	150	40.6%
2008-2009	174	47.2%

(Based on 2007 BOG data: 369 full-time faculty)

as of June 4, 2009