

Annual Report, 2006-2007

Department/Division: Center for University Teaching, Learning, and Assessment / Academic Affairs

College: N/A

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

Program/ Function/ Service	Strategic Goal/Objective <sup>a</sup>	Method of Assessment	Summary of Assessment Results <sup>bc</sup>	Use of Assessment Results to Improve Program/Function/Service <sup>d</sup>
<b>1. Facilitate implementation and sustainability of the QEP</b>				
	Hire faculty fellows as part of QEP	Fellows hired	2 Fellows hired for Mentoring; 1 Fellow hired for Assessment & Instructional Strategies <b>Goal met</b>	Evaluated work of Fellows to determine needs for future Fellow hires
	Organize a QEP Symposium for the Spring Term 2007	Attendance at QEP Symposium	34 attendees <b>Goal met</b>	Continue annual QEP Symposium
	Edit the QEP On-Line Monographs	Number of manuscripts submitted Number of monographs published	2 monographs submitted  1 monograph posted to web; 1 monograph under revision <b>Goal met</b>	Decided to create a web page on CUTLA pages devoted to monographs as "final reports;" Initial plan to create an online journal format for monographs has been tabled because of difficulties in achieving consistent editorial format across disciplines
	Workshops with external consultants on active learning strategies and student engagement	Attendance at workshops Evaluations of workshops	Peggy Maki workshops 34 attendees – March 15 workshops 24 attendees – March 16 meetings	Will invite Peggy Maki to return to campus for continued work as an external consultant for the assessment of the QEP
	Create a symposium on teaching strategies for student engagement (in conjunction with Academic Technologies Center).	Attendance at workshops Evaluations of workshops	March 2 Mini-Conference 61 attendees	Extremely positive response and strong attendance. Suggest that this conference be repeated next year, with an additional conference devoted to assessment practices.
<b>2. Enhance teaching effectiveness by adding to existing services and programs</b>				
	New Faculty Orientation (before onset of fall term)	Workshop attendance Workshop evaluation	24 attendees 15 evaluations	Will continue next year. Revise book selection; change format for "meet and greet" with representatives from offices on

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				campus; Ask Library staff to repeat the evening social; Need to develop an orientation for new adjunct faculty
	New Faculty Workshops (year-long series)	Workshop attendance Workshop evaluation	6 sessions 97 attendees 60 evaluations Responses on evaluations were generally positive (above 3.5 on a 5-point Likert scale). Lower ratings were given on items related to use of activities and pacing.	Combine T&P and annual evaluation workshops into one workshop – too much redundancy; Open general topic sessions to all faculty (including adjunct faculty) with preference given to new faculty (for limited seating events)  Workshop evaluations suggest that we need to attend more carefully to ensure that speakers stay on schedule; include more active learning & hands-on experiences in the workshops; provide handouts  Comments suggest the need to coordinate with other developmental activities on campus (e.g., those offered by HR).
	Initiate a Faculty Learning Community on Dissertations and Theses (with Thomas Kramer & Richard Podemski).	Number of workshops held Attendance at workshops Evaluations of workshops	One FLC established in January. Attendees vary from 3-8, with a core group of about 5 individuals. No evaluations of sessions.	Dr. Kramer submitted a QEP proposal to seek funds for a conference that the group would like to organize in the fall. FLC will continue through the summer and fall.
	Initiate a series of brown bag and roundtable discussions on teaching strategies and professional development.	Number of workshops held Attendance at workshops Evaluations of workshops	4 sessions scheduled Limited attendance (1-6) No formal evaluations conducted	Additional sessions scheduled at regular times throughout 2007-2008; Work with specific groups (e.g., library, university advising) to develop topics with broad appeal; Need to establish a campus habit of attendance among faculty.
	Provide training and support for use of the turnitin	Number of faculty requesting information and accounts	18 requests	Renewed license Need to find funding for this as a

	software.			recurring budget item (currently funded as a non-recurring expense)
	Provide workshops and consultations to individual faculty members and departments as needed.	Number of workshops and consultations offered Number and type of new faculty development initiatives	2 Department consults 5 Specialized workshops or presentations 3 Individual consultations on assessment 2 classroom consultations with faculty	Informal observation suggests that individualized consultations on assessment and faculty development (with departments and individuals) is effective in promoting progress on assessment. Need to develop specific policies, guidelines, and expectations for classroom consultations.
<b>3. Initiate assessment activities of CUTLA</b>				
	Conduct needs assessment for workshops and other faculty development activities	Qualitative data from needs assessments	Open-ended items on all workshop evaluations; 2 online surveys conducted in April; needs assessment included in department annual evaluations	Feedback from these assessments was used to revise the structure and format of the new faculty orientation for 2007 and to select topics for future brown bag sessions and faculty development workshops.
	Assess CUTLA workshops	Workshop attendance Workshop evaluation (if possible, evaluate syllabi created and nature of assessments created and used by participants)	N/A nearly all workshops in 2006-2007 were directed at new faculty (above); final workshop was opened to all faculty (including adjunct faculty) – more than half of the attendees were from these 2 groups	Will expand audience for workshops in 2007-2008 to include all faculty; additional orientation workshops will be held in August for adjunct faculty (who will also be invited to all CUTLA workshops)
	Create an advisory group to assist in the identification of needs and set priorities for development of programs offered by the Center.	Creation of Committee Minutes of meetings	N/A	Discussed with Jim Hurd whether the QEP Committee on faculty development might be reconfigured as an advisory committee. Need to find the appropriate mechanism for creating an advisory group.
<b>4. Provide faculty development and support for work related to assessment</b>				
	Continue work to support development, implementation, interpretation, and use of	Attendance at meetings Minutes of meetings Number of departments submitting assessment data	Presentations at all chairs meetings to ensure that undergraduate programs were on track	Activities appear to be on track but will continue to need formal structural support during 2007-2008. (See specific assessment

	assessment of student learning in General Studies/Academic Foundations, Undergraduate Programs, and Graduate Programs.	Number of departments considering program changes based on assessment evidence	Assessed status of assessments via an e-mail questionnaire (February, 2007)	efforts below)
	Organize, support, and help document assessment activities for General Education/Academic Foundations	Documentation of collection and use of assessment data by General Studies departments Attendance at sessions	9/6/2006 organizational meeting (18 attendees) 1/12/2007 evaluation of assessment data (17 attendees) Sample of Gen Studies courses taken by December 2006 graduates suggest that the "bingo matrix" model for assessing Academic Foundations will provide a good picture of student work. Departments shared assessment data, identified strengths and weaknesses in assessment instruments & student learning (Minutes of meeting on file.)	Developed TIP Sheets 18 & 19 to provide information about assessment practices and deadlines & support efforts during the fall term (posted to CUTLA web site)  Discussed strategies for improving the quality of student writing and encouraging students to value writing skill as an important part of their learning. Discussed the need to increase attention to project management in Academic Foundations. Addressed assessment needs for 2007-2008. Most departments will continue to assess the same outcomes addressed in 2006-2007. Some departments may shift one outcome to project management to increase the amount of information related to this outcome. Discussed strategies that departments might use to ensure continuity across instructors in the use of assessment activities and rubrics.  Continue this formal support for assessment efforts in 2007-2008
	Organize, support, and help document assessment	Documentation of collection and use of assessment data	9/13/2006 organizational meeting (16 attendees)	Scheduled additional meeting (for November) to follow up on

	activities for Graduate Programs	by Graduate departments Attendance at sessions	11/1/2006 follow-up meeting (12 attendees) (Minutes of meeting on file.)	progress; created TIP Sheet #20 to provide guidance to chairs and faculty involved with graduate assessment. Decided that departments should develop one good direct assessment for graduate programs (many are adopting a rubric for theses that evaluates multiple student learning domains). Continue this formal support for assessment efforts in 2007-2008
	Provide workshops on assessment	Participant attendance Workshop evaluations	Workshop on ALCs, ALPs, & SLOs for the CCR process 18 attendees 12 evaluations	Plan this as a yearly event; create resource page on CUTLA site for CCR submissions Active learning component was well-received
<b>5. Encourage pedagogical research</b>				
	Provide support for online survey research to faculty (Perseus)	Number of surveys created in Perseus	19 surveys	Cost of license (for newer version) has increased beyond CUTLA budget and was not renewed. Will continue to support surveys with license for existing version
<b>6. Dissemination of work on assessment and faculty development</b>				
	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.	Number and identity of conferences attended Number and identity of professional development workshops attended Number of presentations made at conferences	<i>Professional Conferences</i> International Assessment & Retention Conference (NASPA) (2006/2007) Gloria Rodgers 1-day pre-conference workshop on Assessment (at 2006 NASPA) New Faculty Learning Community Conference Academic Affairs Conference (FL BoG) FFDC - Florida Faculty Development Consortium (2 meetings – Fall & Spring) Live Text	Decided that continued attendance at IARC (NASPA) and the POD Network conferences are essential to maintain currency in assessment and faculty development.  AAC&U activities are excellent vehicles for showcasing efforts at UWF on a national level (as is IARC).  Bringing a CUTLA Fellow to IARC provided excellent development of expertise and should be

			<p>Assessment/Accreditation Workshop          POD Network Conference (&amp; pre-conference workshop for new faculty developers)          SACS Annual Meeting          AAC&amp;U Conference  <i>Professional Development</i>          Institute for New Faculty Learning          Community Developers          Pre-conference workshop for new faculty developers (POD Conference)          AP PSYCH reading (ETS)          6 presentations at professional conferences</p>	<p>continued. AAC&amp;U will provide similar benefits. (Will co-present a roundtable with Dr. El-Sheikh at the November 2007 AAC&amp;U meeting.)</p> <p>Need to provide regional support for assessment and faculty development through continued participation in FFDC</p>
	Maintain and improve the web site for the Center for University Teaching, Learning, and Assessment	Revision of CUTLA web pages Number and type of new teaching resource documents posted	Entirely new web site created that complies with the new UWF template; posted in June 2007	Need to create additional pages with resource information (e.g., development and use of rubrics, SoTL, active learning strategies, etc.)
	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	<p>ALCs for undergraduate programs are complete.          ALPs for graduate programs are partially complete.          Departments making program revisions &amp; proposing new programs were notified to revise/create appropriate ALC/ALP documents</p>	Need to clean up the ALP documents and follow up on revisions related to latest round of program CCRs (new and revised programs)
	Make recommendations for improved services for faculty development to Vice President for Academic Affairs and Provost.	Number and type of new faculty development initiatives recommended	<p>Proposed day-long mini-conferences          Organized workshops by external consultant (Peggy Maki)          Initiated a Faculty Learning Community          Initiated a series of informal brown bag and roundtable discussions</p>	<p>Maintain new initiatives          Improve dissemination of information about these events &amp; recruitment of faculty participants          Expand FLC initiatives with an Interest Group on Scholarship of Teaching and Learning</p>
	Inform department chairs and deans of faculty development	Communications to chairs and deans	Attendance at all-chairs meetings, communication through Deans at	Continue this pattern of communication; seek increased

	and curriculum issues that are under discussion in the faculty development community.		Dean's Council, e-mails to chairs, publication (and e-mailing) TIP Sheets on relevant topics	attendance at all-chairs meetings
	Assist the Vice President for Academic Affairs in the drafting of the second SACS Monitoring Report. Maintain data on the status of Quality Enhancement Program projects. Assist in the development of reports to the Board of Governors as needed.	Submission of SACS Monitoring Reports Post a tracking matrix for QEP projects for 2006-2007 Reports created at the request of the BoG	SACS first monitoring report submitted fall 2006  QEP tracking matrix posted for 2006-2007; reviewed and corrected errors in prior tracking matrices  Submitted reports requested by the BoG December, 2006	Restructured day-to-day administrative duties for QEP-related work to Mary Hallford (Admin Asst in CUTLA) to improve oversight of deadlines for submission, review, approval, and follow-up on QEP projects.  Initiated regular keeping of minutes for meetings of QEP co-directors to improve tracking of decisions made based on ongoing informal assessment of QEP activities.
	Presentations to agencies external to UWF	Presentations to BoG Consultations with other academic institutions	Presentation at BoG Academic Affairs Conference	N/A

<sup>a</sup>From unit's 2006-2007 strategic or action plan. Add lines as necessary.

<sup>b</sup>Data/information used to determine goal/objective status.

<sup>c</sup>Can comment on status of goal as "met," "not met," or "in progress."

<sup>d</sup>Describe 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

This section of the annual report replaces the Notable Accomplishments report that was required in past years.

List major department/division accomplishments and changes in programs and services for 2006-2007. (Add lines as needed.)

**1. Conferences and workshops attended for professional development related to assessment and faculty development:**

International Assessment & Retention Conference, Phoenix, AZ (June, 2006)  
 Workshop offered by Gloria Rogers (ABET) at the International Assessment & Retention Conference (*Program Assessment of Student Learning: Keep it Simple*) (June, 2006)  
 New Faculty Learning Community Developers' Institute, Claremont, CA (June, 2006)  
 Faculty Learning Community Conference, Claremont, CA (June, 2006)  
 "Getting Started": *New Faculty Developers Workshop* conducted in conjunction with the POD Conference, (October 24-29, 2006), Portland, OR.  
 AAC&U planning committee for September AAC&U conference (Savannah, GA)  
 International Assessment & Retention Conference, St. Louis, MO (June, 2007)

**2. Created a new web site for CUTLA based on the new UWF templates.**

**3. Hired a new student worker at CUTLA**

**4. Additional activities not directly related to CUTLA duties:**

**Teaching**

Taught a graduate seminar for the Psychology department (EXP 5575 Judgment & Decision Making, Fall 2006)

Continuing service on thesis committees for William Aue and Heather McGee (Dr. James Arruda is the thesis chair for these committees)

**Scholarly Activity**

**Publications**

Briehl, D., Stanny, C. J., Jarvis, K. A., Darcy, M., & Belter, R. W. (*revisions submitted, June, 2007*). 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*.

Kass, S. J., Cole, K. S., & Stanny, C. J. (2007). Effects of distraction and experience on situation awareness and simulated driving. *Transportation Research Part F: Traffic Psychology and Behaviour, 10*, 321-329.

**Conference Presentations**

**Accepted for Presentation**

EI-Sheikh, E. M., & Stanny, C. J., (accepted for presentation 2007, November). *Creating institutional strategies to promote, reward, and sustain faculty work on assessment and scholarship of teaching and learning*. Roundtable discussion presented at the AAC&U Sharing Responsibility for Essential Learning Outcomes Conference, Savannah, GA.

Stanny, C. J., Frenzel, G., Zanger, K., Osteen, J. M., & Hurd, J. R. (accepted for presentation 2007, November). *Integrating student learning outcomes in academic and student affairs: Challenges and strategies*. Seminar presented at the AAC&U Sharing Responsibility for Essential Learning Outcomes Conference, Savannah, GA.

Stanny, C. J., Lyman, B. G., & Hurd, J. R. (accepted for presentation 2007, December). *Strategies for coping with unexpected challenges when developing and implementing a Quality Enhancement Plan*. Roundtable discussion presented at the Annual Meeting of the SACS Commission on Colleges, New Orleans, LA.

Chung, H-M., Behan, K. A., & Stanny, C. J. (accepted for presentation 2007, December). *Use of a student project (Proposed health intervention for individuals with a genetic disorder) to enhance learning in a core science course*. Poster presented at the Annual Meeting of the SACS Commission on Colleges, 2007, December, New Orleans, LA.

### **Presentations**

Stanny, C. J., & El-Sheikh, E. (2007, June). *Integrating assessment and faculty development in a teaching center: Issues and conflicts*. Roundtable discussion presented at the International Assessment and Retention Conference, St. Louis, MO.

Halonen, J. S., Westcott, T. B., & Stanny, C. J. (2007, April). *Strategies for assessing student learning in General Education: The Academic Foundations Model*. Seminar presented at the meetings of the Association of American Colleges and Universities, Miami, FL.

Jarvis, K. A., Stanny, C. J., & Darcy, M. (2007, January). *Evaluating the benefits of an online course on Careers in Psychology*. Poster presented at the 29th Annual National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.

Stanny, C. J. (2006, October). *Assessing student learning: Development of learning from general education through graduate programs*. Presentation at Effective Assessment Solutions for Accreditation conference, hosted by LiveText and The University of Central Florida, Orlando, FL.

Stanny, C. J. (2006, September) *Faculty development to improve assessment processes at UWF*. Presentation at the Florida Faculty Development Consortium Fall Meeting, Seminole Community College - Oviedo Campus, Orlando, FL.

### **Editorial Review**

Invited reviewer for **Psychonomic Bulletin & Review** (reviewer for an article on autobiographical memory)

Invited reviewer for a **National Science Foundation** grant on autobiographical memory in bilinguals (Reviewer (2 book prospectuses) for **J. Wiley** and **Oxford University Press**)

### **Consultation Work**

AP PSYCHOLOGY reader for ETS (June, 2006; July, 2007)

Center for Educational Policy Research, (College Board Advanced Placement® Pilot Syllabus Audit Study)

External Reviewer for Tenure and Promotion (3 candidates - Penn State, UWF – COPS & CAS)

### **Invited Talks**

Stanny, C. J. (2007, January). *Statistics as a decision making tool*. Colloquium presented to the Mathematics/Statistics Department, University of West Florida.

Stanny, C. J. (2006, October). *Psychological influences on the accuracy of eyewitness reports*. Guest lecture for professional development for a group of Pensacola attorneys and judges.

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

1. List college/departmental distinctions earned by faculty, staff, and students during 2006-2007. (University- and Academic Affairs-level recognitions—such as promotion, tenure, Distinguished Teaching Award—need not be listed. This information is already available in the Provost's Office.)

A. Faculty

1. Significant progress toward establishing a culture of assessment at UWF. We now have assessments occurring regularly for general studies/academic foundations, undergraduate programs, and graduate programs.
2. Established an active program of faculty development including a New Faculty Orientation and series of workshops (organized by Kathy Johnson and Steve Bridges, CUTLA Mentoring Fellows) and the QEP-sponsored Fellow program at the Center for University Teaching, Learning, and Assessment.
3. Eman El-Sheikh organized our first mini-conference on Best Practices in Active Learning & Student Engagement (held March 2, 2007).
4. Implement systematic assessment of needs for faculty development and evaluation of existing development activities.
5. Engaged in regional and national dissemination of the efforts and accomplishments of faculty at UWF in the areas of faculty development and assessment (see conference presentation list above).

B. Staff

1. CUTLA staff collectively created a new web site.
2. Connie Works completed an internet Cold Fusion course.
3. Connie Works completed Word 2007, Outlook 2007, and Excel 2007 training.
4. Mary Hallford voluntarily assumed responsibilities of managerial oversight of QEP activities for the co-director.
5. Mary Hallford represented CUTLA at the annual ADA planning meeting. CUTLA is represented on two volunteer committees.
6. Mary Hallford completed on-line budget transfer training, Outlook 2007 training, Student Employment training,
7. Provided Perseus Survey software training for Nathan Ford and Eric Middleton of Career Services to complete assessment survey.
8. Mary Hallford and Connie Works completed Web Developer Certification training.
9. Mary Hallford and Connie Works completed Video Conferencing training and are video conferencing facilitators.

C. Students

N/A

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Part III-A, Strategic Planning Goals/Objectives for 2007-2008

List strategic plan goals/objectives for 2007-2008 and planned method of assessment (if applicable).

Strategic Goal/Objective <sup>a</sup>	Method(s) of Assessment <sup>b</sup>
<b>1. Facilitate implementation and sustainability of the QEP</b>	
Hire new faculty fellows (for mentoring) as part of QEP to replace 2 fellows who will complete terms at end of spring 2008 term	Fellows renewed or hired
Restructure day-to-day management of details of the QEP as part of Mary Hallford's work assignment	Timely management of QEP workflow Review and revision of Mary Hallford's work assignment
Conduct a QEP Retreat	Attendance Decisions made regarding the QEP
Mid-term Formative Evaluation of the QEP (work with Peggy Maki as external evaluator)	Collection of appropriate assessment data Decisions made based on report from Peggy Maki Attendance at workshops in September and April related to this evaluation
Organize a QEP Symposium for the Spring Term 2008	Attendance at QEP Symposium
Edit the QEP On-Line Monographs	Number of manuscripts submitted Number of monographs published
Workshops with external consultants on active learning strategies and student engagement	Attendance at workshops Evaluations of workshops
Create a symposium on teaching strategies for student engagement (in conjunction with Academic Technologies Center).	Attendance at workshops Evaluations of workshops
<b>2. Enhance teaching effectiveness by adding to existing services and programs</b>	
New Faculty Orientation (before onset of fall term)	Workshop attendance Workshop evaluation
Provide development activities for adjunct faculty	Attendance by adjunct faculty at CUTLA events Attendance at events designed specifically for adjunct faculty
New Faculty Workshops (year-long series)	Workshop attendance Workshop evaluation
Continue work with Faculty Learning Community on Dissertation and Theses (with Thomas Kramer & Richard Podemski).	Number of workshops held Attendance at workshops Evaluations of workshops
Initiate a series of brown bag and roundtable discussions on teaching strategies and professional development	Number of workshops held Attendance at workshops Evaluations of workshops
Initiate a Scholarship of Teaching and Learning Interest Group	Attendance at meetings SoTL projects developed by group
Provide training and support for use of the turnitin software.	Number of faculty requesting information and accounts
Identify recurring funding for renewal of the turnitin software	Creation of recurring funds for turnitin
Provide workshops and consultations to individual faculty	Number of workshops and consultations

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members and departments as needed.	offered Number and type of new faculty development initiatives
<b>3. Initiate assessment activities of CUTLA</b>	
Conduct needs assessment for workshops and other faculty development activities	Qualitative data from needs assessments
Assess CUTLA workshops	Workshop attendance Workshop evaluation (develop evaluations that capture changes in learning as well as satisfaction with workshop)
Create an advisory group to assist in the identification of needs and set priorities for development of programs offered by the Center. (Conversion of QEP faculty development committee?)	Creation of advisory group Minutes of meetings
<b>4. Provide faculty development and support for work related to assessment</b>	
Organize, support, and help document assessment activities for General Education/Academic Foundations	Attendance at meetings Minutes of meetings Documentation of collection and use of assessment data
Organize, support, and help document assessment activities for Undergraduate Programs	Attendance at meetings Minutes of meetings Documentation of collection and use of assessment data
Organize, support, and help document assessment activities for Graduate Programs	Attendance at meetings Minutes of meetings Documentation of collection and use of assessment data
Initiate work on assessment and reform of the multicultural requirement (General Studies)	Attendance at meetings Minutes of meetings Documentation of collection and use of assessment data
Provide workshops and customized consultations with departments to promote assessment activity and expertise	Participant attendance Workshop evaluations
<b>5. Encourage pedagogical research</b>	
Provide support for online survey research to faculty (Perseus)	Number of surveys created in Perseus
Support faculty involved in SoTL projects and grants	Number of departments/faculty assisted
<b>6. Dissemination of work on assessment and faculty development</b>	
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.	Number and identity of conferences attended Number and identity of professional development workshops attended Number of presentations made at conferences
Maintain and improve the web site for the Center for University Teaching, Learning, and Assessment	Revision of CUTLA web pages Number and type of new teaching resource documents posted
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
Review CCRs, ALCs, and ALPs for appropriate description of student learning outcomes	Number of CCRs, ALCs, and ALPS reviewed and edited
Make recommendations for improved services for faculty development to Vice President for Academic Affairs and Provost.	Number and type of 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
Assist the Vice President for Academic Affairs in the drafting of the second SACS Monitoring Report. Maintain data on the status of Quality Enhancement Program projects. Assist in the development of reports to the Board of Governors as needed.	Submission of SACS Monitoring Reports Post a tracking matrix for QEP projects for 2006-2007 Reports created at the request of the BoG
Presentations to agencies external to UWF	Presentations to BoG Consultations with other academic institutions
<b>7. Location of CUTLA in appropriate physical space</b>	
Seek appropriate space for housing the CUTLA offices & move into that space when available	Successful move into appropriate permanent quarters

<sup>a</sup>Add lines as needed.

<sup>b</sup>If applicable.

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Part III-B, Strategic Planning Goals/Objectives for 2007-2011

List strategic plan goals/objectives for 2007-2011 and planned method of assessment (if applicable).

Strategic Goal/Objective <sup>a</sup>	Method(s) of Assessment <sup>b</sup>
<b>1. Facilitate implementation and sustainability of the QEP</b>	
Maintain 3 active Fellows	Fellows hired
Recognize contribution of Mary Hallford to the ongoing work of the QEP by including management activities in her regular work assignment	Review and revision of Mary Hallford's work assignment
Collect data relevant for summative assessment at close of QEP	Collection of appropriate assessment data
Organize annual QEP Symposium in the Spring Term	Attendance at QEP Symposium
Edit the QEP On-Line Monographs	Number of manuscripts submitted Number of monographs published
Workshops with external consultants on active learning strategies and student engagement	Attendance at workshops Evaluations of workshops
Create a symposium on teaching strategies for student engagement (in conjunction with Academic Technologies Center).	Attendance at workshops Evaluations of workshops
Advocate for sustained support for QEP initiatives and development of a new QEP theme at the close of the current QEP	Recurring funding allocated for QEP activities Identification of a new QEP theme
<b>2. Enhance teaching effectiveness by adding to existing services and programs</b>	
New Faculty Orientation (before onset of fall term)	Workshop attendance Workshop evaluation
Provide development activities for adjunct faculty	Attendance by adjunct faculty at CUTLA events Attendance at events designed specifically for adjunct faculty
Faculty development workshops (year-long series for new, returning, and adjunct faculty)	Workshop attendance Workshop evaluation
Continue development of Faculty Learning Communities	Number of FLCs created Attendance at workshops Scholarly work related to FLC produced
Establish and maintain a tradition of informal brown bag and roundtable discussion on teaching strategies and professional development	Number of workshops held Attendance at workshops Evaluations of workshops
Provide training and support for use of the turnitin software.	Number of faculty requesting information and accounts
Identify recurring funding for renewal of the turnitin software	Creation of recurring funds for turnitin
Provide workshops and consultations to individual faculty members and departments as needed.	Number of workshops and consultations offered Number and type of new faculty development initiatives
<b>3. Initiate assessment activities of CUTLA</b>	
Conduct needs assessment for workshops and other faculty development activities	Qualitative data from needs assessments

Assess CUTLA workshops	Workshop attendance Workshop evaluation (develop evaluations that capture changes in learning as well as satisfaction with workshop)
Create an advisory group to assist in the identification of needs and set priorities for development of programs offered by the Center. (Conversion of QEP faculty development committee?)	Creation of advisory group Minutes of meetings
<b>4. Provide faculty development and support for work related to assessment</b>	
Provide structural support for the routine assessment of General Education/Academic Foundations, Undergraduate Programs, and Graduate Programs	Attendance at meetings Minutes of meetings Documentation of collection and use of assessment data
Provide workshops and customized consultations with departments to promote assessment activity and expertise	Participant attendance Workshop evaluations
<b>5. Encourage pedagogical research</b>	
Provide support for online survey research to faculty (Perseus)	Number of surveys created in Perseus
Develop an on-line internal journal on SoTL	Number of manuscript submissions Number of articles published
Support faculty involved in SoTL projects and grants	Number of departments/faculty assisted
<b>6. Dissemination of work on assessment and faculty development</b>	
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.	Number and identity of conferences attended Number and identity of professional development workshops attended Number of presentations made at conferences
Maintain and improve the web site for the Center for University Teaching, Learning, and Assessment	Revision of CUTLA web pages Number and type of new teaching resource documents posted
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
Review CCRs, ALCs, and ALPs for appropriate description of student learning outcomes	Number of CCRs, ALCs, and ALPS reviewed and edited
Make recommendations for improved services for faculty development to Vice President for Academic Affairs and Provost.	Number and type of 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
Assist the Vice President for Academic Affairs in the drafting of the second SACS Monitoring Report. Maintain data on the status of Quality Enhancement Program projects. Assist in the development of reports to the Board of Governors as needed.	Submission of SACS Monitoring Reports Post a tracking matrix for QEP projects for 2006-2007 Reports created at the request of the BoG
Presentations to agencies external to UWF	Presentations to BoG Consultations with other academic institutions
<b>7. Location of CUTLA in appropriate physical space</b>	
Seek appropriate space for housing the CUTLA offices & move into that space when available	Successful move into appropriate permanent quarters

<sup>a</sup>Add lines as needed.

<sup>b</sup>If applicable.

