

Annual Report, 2007-2008

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

College: N/A – Academic Affairs

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

Program/Function/Service	Strategic Goal/Objective ^a	Method of Assessment	Summary of Assessment Results ^{bc}	Use of Assessment Results to Improve Program/Function/Service ^d
1. Facilitate implementation and sustainability of the QEP				
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	One fellow retained for 2008-2009 (two fellows lost in budget reduction exercises)	Decided that funding must be protected to retain at least 1 fellow in future years to protect programming.
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	Met	Regular meetings of QEP co-directors arranged and minutes maintained. Timely announcement of QEP functions, feedback on grants, etc. Will retain this administrative structure.
Conduct a QEP Retreat		Attendance Decisions made regarding the QEP	QEP Retreat (9/10/2007): 28 attendees QEP Steering Committee Meeting (11/29/2007): 10 attendees (QEP Summary Meeting (4/29/2008): 10 attendees	Strategic planning for following year and summative evaluation of the QEP. Plans established for the preparation of the QEP Impact Report. (See minutes for additional decisions made.)
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	Met Maki: September – 98 attendees Maki: April – 48 attendees Workshop evaluations on file (all positive)	See QEP minutes for summary of decisions made. End of QEP projects (funding issues & wrap-up of QEP). Desire for a full-time QEP director (not implemented because of funding issues). Desire for funding QEP SoTL project (not funded due to

Annual Report, 2007-2008

				budget issues).
Organize a QEP Symposium for the Spring Term 2008		Attendance at QEP Symposium	NA	Only one QEP project was at a point suitable for presentation; will delay the symposium and combine with a best practices mini-conference in 2008-2009.
Edit the QEP On-Line Monographs		Number of monographs published	10 Final Reports now posted online (19 funded projects – remainder still underway; one completed pilot project still has no final report)	Decision made to post “final reports” instead of “monographs” because of the variability in format of reports associated with QEP projects and need to post reports from all projects.
Workshops with external consultants on active learning strategies and student engagement		Attendance at workshops Evaluations of workshops	Maki: September – 98 attendees Delano: November – 60 attendees Maki: April – 48 attendees Workshop evaluations on file (all positive)	Will continue to seek opportunities to bring external experts to campus.
Create a symposium on teaching strategies for student engagement (in conjunction with Academic Technologies Center).		Attendance at workshops Evaluations of workshops	Met November mini-conference (active learning): 60 attendees February mini-conference (assessment): 49 attendees Workshop evaluations on file (all positive)	Will continue best practices mini-conference on an annual basis – will coordinate with Student Affairs to organize the George Kuh visit in fall 2008.
2. Enhance teaching effectiveness by adding to existing services and programs				
New Faculty Orientation (before onset of fall term)		Workshop attendance Workshop evaluation	Met 12 new faculty attendees 8 campus representatives at Service Fair component Workshop evaluations on file (all positive)	Service Fair format will be repeated for 2008 New Faculty Orientation with modifications to address crowding and noise problems experienced in 2007.
Provide development activities for adjunct faculty		Attendance by adjunct faculty at CUTLA events Attendance at events designed specifically for adjunct faculty	Met Workshop for AFS (8/1): 5 attendees HLES TA workshop (8/23): 13 attendees	Adjunct faculty attendance at special events is weak. Need to address other methods for reaching adjunct faculty (online training via the CUTLA web site

			Adjunct Orientation (8/25): 7 attendees Workshop evaluations on file (all positive)	is planned for 2008-2009). Will continue to invite adjunct faculty to all CUTLA events.
New Faculty Workshops (year-long series)		Workshop attendance Workshop evaluation	6 Workshops Total attendance: 119 Workshops evaluated individually: all evaluations were positive	Renamed this series Faculty Fridays to clarify that these are intended for all faculty (and adjunct faculty).
Continue work with Faculty Learning Community on Dissertation and Theses (with Thomas Kramer & Richard Podemski).		Number of workshops held Attendance at workshops	Met Configured as a QEP project to sponsor a mini-conference (see QEP Final Report)	FLC completed its work, sponsored a conference on the dissertation in November and has disbanded.
Initiate a series of brown bag and roundtable discussions on teaching strategies and professional development		Number of workshops held Attendance at workshops	10 workshops held Attendance: 4-14 per session Total Attendance: 69	Given the reduced budget and reduced Fellows programs, decided to eliminate the brown bag sessions and focus on Faculty Fridays and mini-conferences.
Initiate a Scholarship of Teaching and Learning Interest Group		Attendance at meetings SoTL projects developed by group	6 meetings (3-8 attendees per meeting) 2 ms developed for submission by group members; 1 poster submission (SACS)	SoTL group will continue to meet during 2008-2009.
Provide training and support for use of the turnitin software.		Number of faculty requesting information and accounts	New accounts requested: 22 Total number of active accounts: 118	Legal issues (re: FERPA) and cost of Turnitin may lead to the termination of this service.
Identify recurring funding for renewal of the turnitin software		Creation of recurring funds for turnitin	Met: Funding provided by Academic Affairs	See above
Provide workshops and consultations to individual faculty members and departments as needed.		Number of workshops and consultations offered	12 consultations/workshops 125 participants total (1 – 30 attendees per consultation/workshop)	Service appears to be useful; will continue to provide as needed.
3. Initiate assessment activities of CUTLA				
Conduct needs assessment for workshops and other faculty development activities		Qualitative data from needs assessments	Met	Based on the positive response to the Get Engaged Tips, these will continue. Used feedback from this survey to identify topics for 2008-2009 Faculty

				Friday workshops and other CUTLA events.
Assess CUTLA workshops		Workshop attendance Workshop evaluation (develop evaluations that capture changes in learning as well as satisfaction with workshop)	Faculty Friday workshops & mini-conference (total attendance): 367 Other workshops & consultations (total attendance): 279 Workshops are evaluated individually (data kept on file) and as part of the QEP Impact Survey. Evaluations are positive. Feedback from the QEP Impact Survey indicates that actually attendees have much more positive perception of these workshops than non-attendees	Workshops appear to serve faculty development needs. Based on this feedback, certain workshops (e.g., academic integrity, engagement, T&P preparation, establishing a research program) will be offered annually. Will develop online versions of some workshops (e. g, syllabus construction, writing SLOs for CCRs) to create “just in time” faculty development and improve access for adjunct faculty. Comments on evaluations are used for revision of future events and suggestions for new topics.
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	Created late spring 2008; members still being identified	Advisory Board will begin work in fall 2008.
4. Provide faculty development and support for work related to assessment				
Organize, support, and help document assessment activities for General Education/Academic Foundations		Attendance at meetings Minutes of meetings	3 meetings held (minutes kept) 9/24 – planning: 3 attendees 10/11 – fall meeting: 19 attendees 2/12 – making sense meeting: 17 attendees	Group activity at the “making sense” meeting was successful and will be repeated next year: formed groups to address strengths and weaknesses in student learning in each AF domain & share best practices. Departments will provide documentation of collection and use of assessment data in their annual reports.

Organize, support, and help document assessment activities for Undergraduate Programs		Attendance at meetings Minutes of meetings	Handled through All Chairs Council and College Chairs meetings this year	May be more efficient to continue this work through the All Chairs Council rather than through special meetings. Departments will provide documentation of collection and use of assessment data in their annual reports.
Organize, support, and help document assessment activities for Graduate Programs		Attendance at meetings Minutes of meetings	Not needed this year (see above)	See above
Initiate work on assessment and reform of the multicultural requirement (General Studies)		Attendance at meetings Minutes of meetings	3 meetings held (19 attendees in total), proposal sent to Faculty Senate	Faculty Senate decided to form an ad hoc committee chaired by Mary Rogers to define and identify SLOs related to multiculturalism/diversity
Provide workshops and customized consultations with departments to promote assessment activity and expertise		Participant attendance Workshop evaluations	7 workshops Attendance included in consultation/workshop information (above)	Workshops and consultations customized to meet the needs of specific departments are useful and will be continued.
5. Encourage pedagogical research				
Provide support for online survey research to faculty (Perseus)		Number of surveys created in Perseus	11 surveys created	Continue to work with existing license (no further costs for this). Decided that future surveys will be created only for faculty projects (not student projects) and CUTLA needs.
Support faculty involved in SoTL projects and grants		Number of departments/faculty assisted	4 consultations on SoTL grants CUTLA provides faculty development support documented in these grants	Work will continue
6. Dissemination of work on assessment and faculty development				
Attend regional and national conferences related to faculty development (Florida Faculty Development Consortium Conference, POD Network Conference). Make		Number and identity of conferences attended Number of professional development workshops attended Number of presentations made	9 conferences (SACS, AAC&U, POD, IARC, CAMPP, Lilly North, AP Psych Reading, ABET) 7 conferences included professional development	UWF is developing a strong identity for its work on the development of faculty skill with assessment (the CAMPP presentation was an invited address). CUTLA will continue

presentations related to assessment or faculty development at additional conferences as appropriate.		at conferences	workshops that were attended 10 presentations made at these conferences 3 submissions accepted for presentation next year	to promote and disseminate work on assessment and faculty development on a regional and national level.
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 Web Statistics: Total Hits: 2006: 8,267/month 2007: 16,164/month 2008: 22,446/month Unique Visitors: 2006: 1,084/month 2007: 2,188/month 2008: 3,377/month File Downloads: 2006: 1,964/month 2007: 5,610/month 2008: 7,793/month Get Engaged Archive Hits (5 months of data) 354 total hits (50-100 hits/month)	Continuous revision and expansion of CUTLA pages Added more information on SoTL and links to other sites, Created an archive page for the Get Engaged Tips; Hit rates and visitor stats for pages show steady increases	Will continue to monitor web statistics as an evaluation of the impact of CUTLA via its web site. The web site organization and content were revised and launched in June 2007. The new web site has experienced a steady increase in web traffic (hit rates doubled from 2006 to 2007; the first 6 months of 2008 showed an additional 50% increase in the number of hits and unique visitors). Will develop web-based faculty development tutorial/modules and monitor usage of these modules and other new web content through web statistics. Data on hits to ALC and ALP pages clearly indicates that these documents are getting attention and are downloaded regularly. CUTLA keeps data on downloads of individual ALC and ALP documents (but web stats provide incomplete hit data on individual pages – ITS provides individual page stats for only the top 40% of page hits & downloads).
Maintain ALC and ALP documents on CUTLA web site		Currency of assessment data posted to CUTLA pages	ALC documents: all are posted ALP documents: all	Continue yearly inventory of ALC and ALP documents for

and post other documents related to assessment activities.			departments except MSA and Teacher Education are posted	currency and linkage to departmental web pages. Monitor CCRs for program to ensure most current SLO information is included in the ALC and ALP documents.
Review CCRs, ALCs, and ALPs for appropriate description of student learning outcomes		Number of CCRs, ALCs, and ALPS reviewed and edited	233 course CCRs reviewed (10.3% needed one or more SLOs revised); 64 program CCRs reviewed (edits requested for SLOs for 4.7% of these CCRs)	The quality of SLOs written for CCRs is improving, requiring fewer revisions than in previous years. (In 2006-2007 CCR cycle, edits were requested for 14.7% of course CCRs and 28.8% of program CCRs in previous cycle).
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	Get Engaged Tips (weekly e-mail) Advisory Board for CUTLA Creation of a University Assessment Council by Faculty Senate Faculty Partners Group (volunteer work by Patti Spaniola) CUTLA newsletter	The number of hits on the Get Engaged archive page (CUTLA web site) indicates the weekly tips are a useful initiative. Tips are sent to all faculty and adjunct faculty (and any additional individuals who request to be included in the mailing). Newsletter was endorsed in the CUTLA needs assessment survey and will provide another method for reaching busy faculty (and adjunct faculty). Faculty Partners group will address collegiality, social & professional networking needs of faculty spouses/partners & will create new opportunities for community service.
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	Requested that CUTLA director be invited to attend all future All Chairs meetings as a guest.
Assist the Vice President for		Submission of SACS	Second Monitoring Report	Continue current practices.

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.		Monitoring Reports Post a tracking matrix for QEP projects for 2006-2007 Reports created at the request of the BoG	submitted in fall 2007; favorably received by SACS Update QEP tracking matrix Submitted ALC Inventory to BoG Dec 2007	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.
Presentations to agencies external to UWF		Presentations to BoG Consultations with other academic institutions	BoG web conferences for ALCs and Academic Affairs	Continue current practices.
7. Location of CUTLA in appropriate physical space				
Seek appropriate space for housing the CUTLA offices & move into that space when available		Successful move into appropriate permanent quarters	Move to BLDG 53 completed in Dec 2007 and Jan 2008	No future moves anticipated. Current space in BLDG 53 is satisfactory.

^aFrom unit's 2007-2008 strategic or action plan. Add lines as necessary.

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

^cCan comment on status of goal as "met," "not met," or "in progress."

^dDescribe decisions made based on assessment results to improve program

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

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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 2007-2008. (Add lines as needed.)

1. The Second Monitoring Report was submitted to SACS in August, 2007. The report was favorably reviewed at the December 2007 meeting of SACS, successfully completing the monitoring period following the SACS reaffirmation of accreditation visit in 2005. Informal feedback from our SACS liaison (Dr. Michael Johnson) indicated that the Commission was especially pleased with the manner in which UWF had implemented a sustainable assessment program that emphasized continuous improvement based on assessment evidence.
2. Disseminated the center's work on faculty development related to teaching and assessment with 10 presentations at 9 professional conferences (a list of these is provided in section II-B). The presentation to the Council on Applied Masters Programs in Psychology was an invited address.
3. The CUTLA web site was completely rebuilt and restructured with additional content during the conversion to the new UWF template. The new site was launched in June 2007. Web statistics indicate a dramatic and continuing increase in traffic on the site.
4. Completed the move to permanent space in Building 53.
5. Completed a formative evaluation of the QEP with the assistance of Dr. Peggy Maki. The co-directors (Jim Hurd and Claudia Stanny) now have a clear sense of the ongoing impact of the QEP. We identified relevant data needed for the impact report that will be submitted with the Fifth Year Mini-Compliance Report to SACS in 2010 and established an action plan for completing this work.
6. Initiated a weekly Get Engaged teaching tips e-mail. The tips appear to be a success based on responses to individual mailings and faculty evaluations obtained with the spring needs assessment survey. In addition, hit rates for the archive of Get Engaged teaching tips on the CUTLA web site (launched in January 2008) indicate that this resource is used.
7. Provided workshops for training faculty and chairs with writing student learning outcomes and understanding the assessment process to meet specific needs associated with the revised Workload Assignment letter (and associated discussions with United Faculty of Florida).
8. Organized two mini-conferences: "best practices" on active and student engagement learning in online and face-to-face courses (fall) and "best practices" for assessment and curricular reform (spring).
9. Established a faculty learning community on the scholarship of teaching and learning (SoTL).
10. Coordinated a faculty development program for the Articulation Meeting organized by Enrollment Services.
11. Provided a faculty development workshop on assessment for Pensacola Junior College.
12. Established an Advisory Board for CUTLA (actual work will begin in fall 2008).
13. Launched an informal series of brown bag and roundtable sessions on topics of teaching and professional development. (Will be discontinued due to limitations on funding and Fellows staff.)

Annual Report, 2007-2008

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

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

List college/departmental distinctions earned by faculty, staff, and students during 2007-2008. (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

Claudia Stanny, CUTLA Director

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

Taught *Advanced Cognitive Psychology* (graduate seminar) during the spring 2008 term for the department of psychology

Served on the committees of two thesis students who successfully defended their thesis under the supervision of Dr. J. Arruda (W. Aue, Fall 2007; H. McGee, Spring 2008)

Editorial Review

Reviewed a grant proposal for NSF

Served on the program committee for the AAC&U Network for Academic Renewal Conference

Reviewed conference program submissions:

AAC&U (Network for Academic Renewal Conference)

Div 2 (Teaching of Psychology)/American Psychological Association

Professional and Organizational Development (POD) Conference

Reviewed two manuscript submissions for the *American Journal of Psychology*

Professional Service

Served as a Reader for the AP Psychology reading (ETS) in June 2007 (Louisville, KY)

Was promoted to Table Leader for the reading 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.)

Nominated by UWF to serve as a member of a SACS accreditation visiting team

Scholarly work completed during 2007-2008:

Chapter in an edited book in print

Brihl, 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.

Manuscript in review

Williams, M. H., Sutton, M. A., Mbizo, J., Stewart, G. L., White, L. J., El-Sheikh, E. M., & Stanny, C. J. (*under review*). Engaging faculty in the assessment process at the University of West Florida. In P. L. Maki (Ed.) edited book on assessment.

Conference submissions accepted for presentation in 2008-2009

Annual Report, 2007-2008

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

Stanny, C. J., Grocia, J., Nilson, L., Hill, B. (2008, July *submitted December 2007*). *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 *submitted March 2008*). *Strategies for assessing the impact of a Quality Enhancement Plan*. Concurrent session presented at the Annual Meeting of the SACS Commission on Colleges, San Antonio, TX.

Conference presentations (2007-2008)

Aue, W. R., Arruda, J. E., Kass, S. J., & Stanny, C. J. (2008, May). *Periodicities in performance on visual continuous performance tasks*. Poster presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.

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.

El-Sheikh, E. M., & Stanny, C. J., (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. (2007, October). *Assessment of student learning*. Invited address at the meeting of the Council of Applied Master's Programs in Psychology (CAMMP), Charlotte, NC.

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.

Stanny, C. J., Frenzel, G., Zanger, K., Osteen, J. M., & Hurd, J. R. (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.

Eman El-Sheikh, CUTLA Fellow

Co-author on two conference presentations (listed above):
AAC&U (Sharing Responsibility for Essential Learning Outcomes Conference)
International Assessment & Retention Conference

Co-author on manuscript for a book chapter submitted for review (Peggy Maki edited book, listed above)

Co-author on concurrent session submission accepted for presentation at the SACS Annual Meeting in December 2008.

Attended conferences on assessment and faculty development (AAC&U, IARC, ABET) to develop expertise in faculty development of assessment skill.

Coordinated Scholarship of Teaching and Learning (SoTL) Interest Group
 Assisted with the organization and facilitation of Brown Bag and Roundtable sessions
 Organized two mini-conferences (Best Practices in Active Learning and Best Practices in Assessment and Curricular Reform)
 Coordinated with CUTLA Fellows to organize the Faculty Friday series
 Assisted Fellows with the facilitation of CUTLA workshops and events
 Coordinated with CUTLA Director to assess workshops and other CUTLA activities and identify improvements and needs for future programming

Kathy Johnson, CUTLA Fellow

Coordinated with CUTLA Fellows with the development and implementation of the New Faculty Orientation and Faculty Friday series
 Was instrumental in the development of initial New Faculty Orientation series
 Assisted Fellows with the facilitation of CUTLA workshops and events
 Coordinated with CUTLA Director to assess workshops and other CUTLA activities and identify improvements and needs for future programming

F. Stephen Bridges, CUTLA Fellow

Coordinated with CUTLA Fellows with the development and implementation of the New Faculty Orientation and Faculty Friday series
 Was instrumental in the development of initial New Faculty Orientation series
 Assisted Fellows with the facilitation of CUTLA workshops and events
 Coordinated with CUTLA Director to assess workshops and other CUTLA activities and identify improvements and needs for future programming

B. Staff

Mary Hallford

Completed a course in Dreamweaver 8 to provide supplemental support for development and maintenance of the CUTLA web site

Connie Works

Completed training on new program review procedures
 Coordinated efforts of new procedures for posting SAI summaries online through Argus in the Grade Roll Review
 Learned Elluminate procedures for use in CUTLA workshops
 Taught "Introduction to Computers for Senior Citizens" through Leisure Learning
 Became member of the UPC Program and Resources Committee
 Attended training for eClassrooms
 Wrote ColdFusion program to automatically rotate months on the CUTLA calendars using an Excel spreadsheet

C. Students

N/A

Annual Report, 2007-2008

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Part III-A, Strategic Planning Goals/Objectives for ___2008-2009___ (specify time frame; e.g., 2008-2009, 2008-2013).

List strategic plan goals/objectives for 2008-2009 and planned method of assessment (if applicable).

* Denotes **new action item** for 2008-2009

Strategic Goal/Objective ^a	Method(s) of Assessment ^b
1. Facilitate implementation and sustainability of the QEP	
Identify funding for continuation of the Fellows program	Establish stable budget for Fellows program Fellows renewed or hired
* Gather data relevant to the QEP Impact Report	Collection of appropriate assessment data
Combine QEP Symposium presentation with the Spring mini-conference (2009)	Attendance
Update the QEP Final Reports	Number of final reports posted
Workshops with external consultants on active learning strategies and student engagement	Attendance at workshops Evaluations of workshops
Organize annual mini-conference on teaching strategies for student engagement	Attendance at workshops Evaluations of workshops
2. Enhance teaching effectiveness by adding to existing services and programs	
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
Faculty Friday Workshops (year-long series)	Workshop attendance Workshop evaluation
Get Engaged Tips for Teaching (weekly e-mail)	Hits on Get Engaged archive web page Evaluation in needs assessment survey
* CUTLA Newsletter (fall and spring terms)	Evaluation in needs assessment survey
* Develop Web-based tutorials for faculty development to meet needs of busy faculty and adjunct faculty	Number of tutorials developed Statistics on tutorial usage (web hits, quizzes completed)
* Broadcast Faculty Friday sessions through Elluminate	Elluminate logins Evaluation in needs assessment survey
* Implement use of personal response system in workshops (pending purchase of clickers by ITS)	Evaluation of system in workshop evaluations
* Support faculty work-life balance by sponsoring a Faculty Partners group (collegiality for faculty and faculty spouse/partners)	Participation in the Faculty Partners Group
Continue activity of Scholarship of Teaching and Learning Interest Group	Attendance at meetings SoTL projects & scholarly work developed
Provide training and support for use of the Turnitin software	Number of faculty requesting information and accounts
Provide workshops and consultations to individual faculty members and departments as needed	Number of workshops and consultations offered
3. Sustain assessment activities related to CUTLA functions	
Conduct needs assessment for workshops and other faculty development activities	N/A

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.	N/A
4. Provide faculty development and support for work related to assessment	
Organize, support, and help document assessment activities for General Education/Academic Foundations	Attendance at meetings Minutes of meetings
Support assessment activities in undergraduate and graduate programs	Attendance (of CUTLA Director) at All Chairs meetings
Support work on the assessment and reform of the multicultural requirement (General Studies)	Meetings scheduled for Faculty Senate Group
Provide workshops and customized consultations with departments to promote assessment activity and expertise	Workshops created Participant attendance
5. Encourage pedagogical research	
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
6. Dissemination of work on assessment and faculty development	
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 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
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	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 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
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.

^bIf applicable.