Program Summary

**Task Force:** Thank you for the time spent crafting this report. It was very well written and could easily be used as a model report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of the Center for the Enhancement of Learning and Teaching is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

**Criterion:** #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

**Question:** Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Mission statement revised to align with SP - CELT works with instructors to improve student learning outcomes through the continuous improvement of teaching practices, offering one-on-one consultations, workshops, and conferences. CELT helps instructors become reflective practitioners who assess the effectiveness of their teaching practices using data about student learning, apply existing knowledge about high-impact instructional practices to their own classrooms, and contribute to knowledge about effective instruction.

**Criterion:** #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

**Question:** I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
Process Goal I.B. – Increase Student Engagement

I.B.4 Expand the use of high-impact instructional and advising practices

1. To date, Certificates of Completion/Achievement awarded to 52 different faculty members (including 7 LTLs).
2. Estimated student enrollment in courses for which faculty sought consultations about teaching = 17,000 in 2013-14, doubling the 2011-12 figure.
3. Formative peer reviews of nearly 30% of all online courses completed by peer consultants.
4. Developed syllabus and Blackboard course templates adopted by over 50 teachers and incorporating best learner-centered teaching practices.

I.B.5 Transform the concept of the college classroom, and the delivery of education

1. CELT led two faculty cohorts of 120 iPad participants. About 180 faculty involved by end of AY 2014.
2. Approximately 170 faculty teaching 360 courses using etextbooks in the iPad/includED program managed by CELT.
3. CELT secured two $25,000 gifts to IPFW to fund AppleTV installation in classrooms.

Metric Area I.M 3 Achievement of Learning Outcomes (Baccalaureate Framework)

I.O.3a Establish methodologies for assessing student learning outcomes relative to the goals of the BF and the Gen Ed program, also known as scholarly teaching. *

I.O.3b Develop processes for enhancing student learning relative to the baseline assessment, also known as scholarly teaching.*

*Scholarly teachers are those who consult the literature, select and apply appropriate information to guide the teaching-learning experience, conduct systematic observations, analyze the outcomes, and obtain peer evaluation of their classroom performance (Blueprint for Learning, by Laurie Richlin, 2001)

**Question:** II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
II. Promote the Creation, Integration, and Application of Knowledge

II.B. Promote mentoring relationships between faculty engaged in creation, integration, and application of knowledge about teaching and learning.

1. Ten faculty made presentations at the 2011 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference
2. Eight proposals inspired by iPad cohorts accepted at regional and national conferences.
3. Participation of full and part time faculty in CELT Events increased from 20% to 32% in 2011-12
4. Summer intensive writing retreat offered three times (2012-2014), involving 40 writers and 10 mentors and resulting in over 20 presentations and publications.
5. Weekly writing circle co-facilitated by CELT staff member and a faculty member/Librarian offered year round. Ten writers have generated over 40 presentations, 15 manuscripts, and 10 publications influenced by the writing circle.
6. Over 30 peer-reviewed conference presentations, publications, book chapters, and one textbook (co-author) produced by CELT staff in past three years.

Metric Area II.M.1 Internal and external academic collaborations

II.O.3a Minimum of 20 high impact interdisciplinary/team projects across programs, with colleagues at other universities, and with community partners ongoing at any point in time.

Question: III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

IV. Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

1. In 2011 completed first Program Review since inception of CELT in 1999.
2. Evaluation of these programs took place: Summer Instructional Development Grant, Workshops and Consulting Services, Online Course Design Review, and Teaching Fellows.
3. Replaced 25 year old apparatus with new central server/browser-based campus wide OMR system for test scoring (25,000 forms/year) and course evaluation survey analysis (38,000 forms/year).

Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

Criterion: #3: Accreditations - Program specific accreditation and status
Question: Accreditations - What program-specific accreditations and status do you have, if any?

Question: Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

Criterion: #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

Question: Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

Question: Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

We support web accessibility of learning materials through the workshops we do addressing how to prepare syllabi and other documents for compliance with Section 508 of the US Rehabilitation Act.

CELT also supports compliance with US copyright laws by educating faculty and staff and helping them to apply Fair Use and the TEACH Act. These activities often have the indirect result of helping to improve instruction and enhancing the functioning of the underlying technology.

Criterion: #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

Question: Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

CELT operates test scoring and course evaluation survey equipment. CELT acquired this activity when the old Learning Resource Center was re-organized. Our role is purely machine operation. Software license renewal is over $6,000/year which has never been put into the CELT budget and must be located on a year to year basis from another place in the OAA budget. Computer hardware must be maintained and replaced periodically, again without funds budgeted for this purpose. The CELT Secretary spends at least 15% of her time on activities related to test scoring and machine operation. A recommendation of the 2011 Program Review was to move this activity out of CELT, as it clearly detracts from its mission. With the loss of 25% of our recurring budget in July 2014 (and after losing all OAA support for the summer grant program and the Teaching Fellows in two prior years), there are not sufficient funds to continue our core programs, let alone operate the Scantron machine and related software.

Criterion: #6: IR and Budget Review - Review of your department profile and budget
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

CELT Center for Enhancement of Learning and Teaching

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

No profile available

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   Very specific. Very well written goal.

   2. Comment on the goal’s measures:

   Very good metrics.

   3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Are there activities that could be accomplished without an additional person? Also, could the campus move away from having to give incentives for faculty engagement.

   4. Comment on the goal’s relevance:

   It is very relevant to want to support and enhance faulty teaching.

   5. Comment on the timeline of the goal:

   Seems realistic.

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

1. Establish one year-long Faculty Learning Community of 8 persons. A faculty learning community (FLC) is a group of trans-disciplinary faculty, graduate students and professional staff group of size 6-15 or more (8 to 12 is the recommended size) engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, transdisciplinarity, the scholarship of teaching and learning, and community building.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
SP Goal I Foster Student Success
   • Process Goal I.A Improve Measurement of Student Learning
     • 2. Use assessment data to improve student learning

Metric Area I.M 3 Achievement of Learning Outcomes (Baccalaureate Framework)

I.O.3a Establish methodologies for assessing student learning outcomes relative to the goals of the BF and the Gen Ed program, also known as scholarly teaching.

I.O.3b Develop processes for enhancing student learning relative to the baseline assessment, also known as scholarly teaching.

*Scholarly teachers are those who consult the literature, select and apply appropriate information to guide the teaching-learning experience, conduct systematic observations, analyze the outcomes, and obtain peer evaluation of their classroom performance (Blueprint for Learning, by Laurie Richlin, 2001)

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High priority, long-term

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

The CELT Advisory board and CELT staff will design the application process, select participants, coordinate logistics, co-facilitate meetings, guide the design of the evaluation of the outcomes.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Number of people applying to join.
2. Satisfaction of participants with FLC processes and progress toward goals.
3. Change in student learning processes and outcomes.
4. Participants utilize outcomes in promotion and/or tenure dossiers.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

$4,000 to support 1 FLC of 8 people. Additional Instructional Consultant/Designer.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Faculty may find $500 too small an incentive to compensate for the considerable investment of time that the FLC entails. Lack of departmental incentive to make improvements in teaching.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

We will first conduct a needs assessment in Spring 2015 to measure faculty level and type of interest in the FLC concept. If the results of the assessment are positive and additional resources are provided we will proceed with designing the program for implementation in AY 15-16. If additional resources are not provided, we will not implement.

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:
   
   Very specific

2. Comment on the goal's measures:

   How is the certificate a metric of change in teaching behaviors or learning outcomes?

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

   The goal does seem achievable with the $50 fee which is very reasonable for a workshop.

4. Comment on the goal’s relevance:

   The goal is very relevant – it puts IPFW’s expertise out in the community.

5. Comment on the timeline of the goal:

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

2. Conduct an annual multi-day Teaching Academy on scholarly course re-design open to 30 full and part-time faculty from the nine colleges and universities in the northeast Indiana consortium.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
• 2. SP Goal I – Foster Student Success
  • Process Goal I.E - Develop Signature Programs
    • I.E.1 Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

Metric Area II.M.1 Internal and external academic collaborations

II.O.3a Minimum of 20 high impact interdisciplinary/team projects across programs, with colleagues at other universities, and with community partners ongoing at any point in time.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High priority, long-term

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

CELT staff and CELT Advisory Board will plan, promote, and implement the program. CELT may also choose to hire a consultant to lead some or all of the workshop.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?


2. Certificate of Achievement will help us obtain post-event evidence of change in teaching behaviors and learning outcomes.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

$1500 OR assess a $50 fee to each participant.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Determining the best time of year to offer the academy is a challenge. CELT now organizes a 2-day writing retreat in May and June along with 3-days of training for new faculty in August. Summer vacation time for staff cuts into time to prepare and plan for these events. Furthermore, faculty are not paid during the summer. However, July looks like the only remaining option. Weekends are less likely to be well-attended.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
This goal may need more than one year of discussion and planning to achieve. A needs survey should be done with potential institutional participants. Summer 2016 would be the date we aim at for the first offering.

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. **Comment on the specificity of the goal:**
   
   Very specific

2. **Comment on the goal's measures:**
   
   Very specific

3. **Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):**
   
   The resources need to accomplish this goal are high – a PhD position just for analyzing use of iPads in the classroom does not seem feasible at this time.

4. **Comment on the goal's relevance:**
   
   Although evaluation of teaching methods are relevant the iPad cohorts are 4 years old and the resources needed to evaluate the implementation are very high and still not available after 4 years. Has this not already been the focus of study at other universities and do we need to redo this at IPFW? Could attention be better focused on another project?

5. **Comment on the timeline of the goal:**
   
   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

3. Engage in the systematic evaluation of the impact of the use of iPads and etextbooks on teaching and learning by supporting and participating in teacher-driven classroom research.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
1. Foster Student Success

   Process Goal I.B. – Increase Student Engagement

   Goal I.B. 5. Transform the concept of the college classroom, and the delivery of education.

   Metric Area I.M 3 Achievement of Learning Outcomes (Baccalaureate Framework)

   I.O.3a Establish methodologies for assessing student learning outcomes relative to the goals of the BF and the Gen Ed program, also known as scholarly teaching.*

   I.O.3b Develop processes for enhancing student learning relative to the baseline assessment, also known as scholarly teaching.*

   *Scholarly teachers are those who consult the literature, select and apply appropriate information to guide the teaching-learning experience, conduct systematic observations, analyze the outcomes, and obtain peer evaluation of their classroom performance (Blueprint for Learning, by Laurie Richlin, 2001)

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

   High priority – long-term

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

   Initially work with instructors in the English and Communication departments who have started their own iPad cohort to design a study or studies of the effects using iPads and etextbooks on teaching and learning. All CELT staff have PI status and CITI certification.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

   1. IRB approval obtained for study design(s).

   2. Conduct study fall 2015.

   3. Analyze data and publicize results spring 2016.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

   No. Systematically evaluating the impact of etexts and iPad use on teaching and learning has been a goal since the inception of the iPad cohorts in the Fall of 2010. CELT has made efforts to support individual faculty members in these evaluation efforts but to date no participating faculty member has been able to complete an evaluation project.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Implementing these technologies requires hours of support and considerable expertise from a CELT staff member. Our efforts fail because CELT is also heavily involved in administering these projects and providing support for logistics and difficult technical issues. There is little time left to help design and implement evaluation.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Without the staff resources, it is not possible to lay out a timeline at this time.

Criterion: #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write "NA" or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Program Write-up with Task Force Comments

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
#13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write "NA" or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

#14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?