

CELT Annual Report for 2015-16

Introduction: College Mission Statement, Goals from 15-16, Summary

CELT Mission Statement

The **Center for the Enhancement of Learning and Teaching (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.

www.ipfw.edu/celt

2015-16 GOALS	University Strategic Goals 1. Foster student success 2. Promote the Creation, Integration, and Application of Knowledge 3. Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness 4. Create a stronger university through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization		
Description of Goal	List of Next Year's Goals	Metrics	Progress
1. Increase previous year's attendance level for workshops and conferences (USAP goal)	<ol style="list-style-type: none"> 1. Offer at least 30 events per semester on pedagogy, teaching with technology, and high-impact instructional practices. 2. Participate in Collegiate Connection faculty development, including the annual meeting. 3. Increase participation of GTAs in CELT programs by publicizing events directly to GTAs and by direct contact with graduate program directors. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. At least 40% of total number of full, part-time faculty, and GTAs participate in workshops and conferences in 2015-16. 2. CELT staff or faculty invited to annual meeting. Collegiate Connection faculty attend CELT events. 3. At least 50% of GTAs attend or participate in a CELT event or seek consulting. 	<ol style="list-style-type: none"> 1. Goal not achieved - 28% (225/843) Last year = 37% Average unique individuals over 6 years = 273 34 events during the year 2. CELT staff member invited to annual meeting. No CC faculty attended a CELT event. CC coordinator in MGMK invited Director to two observations of CC teachers. 3. 75% (41/55) received training from Ludy Goodson in GTA training events conducted 8/17/15 and 1/8/16. Some GTAs were enrolled in the Blackboard template. No consulting sought.

<p>2. Continue to document impact of CELT programs on teaching and learning.</p>	<ol style="list-style-type: none"> 1. Offer at least 3 types of Certificates of Achievement per semester. 2. Analyze evidence provided for certificates to understand the impact of CELT programs. 3. Complete evaluation of Teaching Fellow program. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. Award 25 certificates during the academic year. 2. Evaluation design completed and IRB approval obtained. 3. Complete report by December 2015. 	<ol style="list-style-type: none"> 1. 37 certificates awarded 2. Not yet completed 3. Report completed April 2016
<p>3. Broadly disseminate the IPFW Online Course Design Review Process.</p>	<ol style="list-style-type: none"> 1. Conduct survey of online faculty. 2. Increase the number of Certificates of Achievement in Continuous Improvement in Online Course Design awarded. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. 60 % of the faculty teaching online are aware of the Online Course Design Review Process when asked. 2. Complete 8 course design reviews. Issue 5 Certificates of Continuous Improvement in Online Course Design. 	<ol style="list-style-type: none"> 1. 82% of faculty members teaching online are aware of the IPFW Standards for Online Course Design. 2. Ten (10) reviews completed; 3 in progress. 7 Certificates awarded; 7 in progress.
<p>4. Increase Student Engagement by transforming the concept of the college classroom and the delivery of education. (USAP goal)</p>	<ol style="list-style-type: none"> 1. Support continuous growth in use of ebooks in freshman core courses. 2. Support teachers' and students' effective use of ebooks for teaching and learning. 	<ol style="list-style-type: none"> 1. 14 sections of the Fundamentals of Speech (COM 114) migrated to Follet's BryteWave reading platform by beginning of Fall 2015 semester. 2. All peer student tutors trained in the use of virtual and social media in tutoring, pedagogy of speech communications during Fall 2015. Assist all participating faculty in making best use of marginalia and other tools embedded in ebooks. 	<ol style="list-style-type: none"> 1. This goal was achieved. 2. Faculty, tutors, and students received training. They encountered multiple technical difficulties resulting from BryteWave's implementation of its product.

	<p>3. Engage in the systematic evaluation of the impact of ebooks on teaching and learning by supporting and participating in teacher driven classroom research.</p> <p>Strategic Plan Goal #1: Foster student success</p>	<p>3. Begin collecting data in Spring 2015 to address the key questions of the Follett-funded study about the impact of ebooks on student reading practices.</p>	<p>3. Some data was collected. The investigators did not obtain IRB approval so findings can only be distributed on the campus. Due to technical difficulties, limited conclusions could be drawn about the ebooks' impact on reading practices.</p>
<p>5. Increase scholarly output of faculty in all disciplines and any rank.</p>	<p>1. Continue support for scholarly writing in the disciplines and about teaching through the IPFW Writing Circle and the Summer Writing Institute.</p> <p>2. Increase participation in events oriented toward both scholarship and scholarly teaching.</p> <p>Strategic Plan Goal #2. Promote the Creation, Integration, and Application of Knowledge</p>	<p>1. Increase the level of participation by active members of the IPFW Writing circle by 25%; activate the non-active members. Increase scholarly output by 25% in the categories of journal articles published and in-progress, presentations.</p> <p>2. Increase number of participants in the Summer Institute by 25%. Increase attendance at the Certificate Showcase by 100%.</p>	<p>1. Level of participation by active members of the IPFW Writing circle increased by 50% from 10 to 15. Increase in journal articles, book chapters, and book reviews published = 67% (from 12 to 20). Increase in in-progress journal articles, book chapters, and book reviews published = 80% (from 10 to 18). Increase in presentations made at conferences = 41% (from 22 to 31).</p> <p>2. Same number of mentees. 11 mentors and experts participated, 3 more than last year. Eight people attended the Showcase compared to zero last year.</p>
<p>6. Develop a signature program that responds to regional needs, builds on faculty expertise, and uniquely distinguishes IPFW from other institutions. (USAP goal)</p>	<p>1. Contact representatives of northeast Indiana consortium to assess their level of interest in supporting a Teaching Academy event about scholarly course re-design.</p> <p>Strategic Plan Goal #3: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness</p>	<p>1. Receive input from at least 4 of the 9 consortium members.</p> <p>2. Depending on the input received, convene a meeting to discuss a proposal by December 2015.</p>	<p>1. Input received from 6 consortium members.</p> <p>2. Meeting convened in October and proposal developed to stage a course design retreat in May 2016, the cost to be shared by the five participating schools.</p> <p>3. Twenty-seven faculty attended the May 19-20 event.</p>

<p>7. Increase processing of course evaluations using Class Climate</p>	<p>1. Encourage adoption of Class Climate for course evaluations.</p> <p>2. Encourage paperless course evaluation process.</p> <p>Strategic Plan Goal #4: Create a stronger university through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization</p>	<p>1. All academic departments using Class Climate for either paper-based or online course evaluation by end of 2015.</p> <p>2. Fifty per cent (50%) of academic departments and programs use online course evaluation for F2F classes. All online classes use Class Climate for course evaluation by end of June 2016.</p>	<p>1. 27 units now using Class Climate. These 7 are not using it:</p> <ul style="list-style-type: none"> • Communication • Computer Science • Dental Education • Economics • Human Services • Mathematical Sciences (scheduled for Fall 2016) • Radiography <p>2. Ten (10) departments out of 34 are using online only for all course evaluations, or about 30%. Seventeen depts. are using paper surveys, of which 7 are using both paper and online for about 50% of depts. using paper.</p>
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Summary – CELT by the numbers

CELT Program Attendance

2015-16	2014-15	2013-14	2012-13	2011-12	2010	
819	912	780	770	1058	658	Total attendance* at CELT fall conference, workshops and other events (double counted, includes FT & PT faculty, GTAs, UG students, non-CELT staff, and secretaries trained in Class Climate)
228	310	308	239	283	261	Number of different IPFW faculty who attended a CELT event (includes only FT, PT, and GTAs) 27% of a total of 843 faculty (39% of 400 FT, 8% of 388 PT, 75% of 55 GTAs)
84	106	121	146	197	101	Number of different individuals who came to 2 or more CELT events
73	56	52	34	77	43	Number of Limited Term Lecturers and Graduate Teaching Assistants who participated in at least one event (32 LTLs + 41 GTAs)

*Attendance is counted as one 60-75 minute event. Events of three hours or longer are counted as 3 events.

CELT Certificates of Achievement*

2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	
37	8	31	38	31	7	Total of 152 certificates awarded to 97 different individuals since start of the program.

*To receive a Certificate of Achievement an individual must attend ~3 hours of training on a specific topic and provide evidence to CELT of how the training was applied to the teaching of a course. Completing the Action Plan resulting from a peer review of the design of an online course also earns a Certificate of Achievement as does completing the multi-day Jumpstart program for new faculty.

CELT Consulting Services

2015-16	2014-15	2013-14	2012-13	2011-12	2010	
81	156	219	110	124	107	Number of individual full and part-time faculty and staff who received consulting services either for technology or pedagogy (Consultants were: CELT Director, Associate

						Director, Instructional Consultant/Designer (5 months), and half-time Digital Media Assistant; 6 Teaching Fellows; 8 faculty online course design reviewers)
7000*	14,995*	17,000	10,674	8,000	7,000	Estimated student enrollment in courses for which faculty sought consulting services described above *
28	42	44	34	40	40	Number of departments, units or schools represented by faculty and staff receiving consulting services
13	30	45	10	22	18	Number of Limited Term Lecturers and Graduate Assistants who received consulting services (already counted in all faculty receiving consulting services)

*Actual/estimated enrollment in course sections was used for Teaching Fellow and Online Review clients. An average annual student load of 100 for FT faculty, and 60 for PT faculty was used for all other clients.

IPFW Writing Circle

2015-16	2014-15	2013-14	
15	10	9	Number of active members
355	189	205	Total attendance (Faculty may participate in more than one session each week.)
120	56	50	Number of sessions (Number of sessions changes each semester to adapt to differences in faculty schedules. We had three sessions per week in Spring 2016, and start two per week in Summer 2016.)
20	12	NR	Journal articles, book chapters, or book reviews published
31	22	NR	Presentations at professional conferences
18	10	NR	Journal articles, book chapters, or book reviews in-progress
9	8	NR	Books or book chapters in progress
6	NR	NR	Grant applications
6	NR	NR	Newsletters, stories, guides
4	NR	NR	SoTL collaborations
6	NR	NR	Awards, special recognitions
10	NR	NR	Course design, syllabus, P&T work, teaching projects, SoTL in class

Part 1 - Student Learning and Success

Accomplishments

- CELT awarded 37 Certificates of Achievement almost breaking a previous record of 38. The award of a certificate rests on evidence of impact and a summary of effectiveness.
- CELT's consultations directly or indirectly affected over 7,000 students.

Part 2 – Curricular/Program Improvement

1. CELT distributed a MacPro laptop to each of five faculty members and two sets of 10 iPads to two departments. CELT requested a short description of the purpose to which the requestor would put the equipment. CELT's Technology Specialist Michelle Lussier coordinated the preparation and distribution of the equipment. The Theatre Department requested a Workshop on Demand to learn to use its iPad set. Katie Jia and Michelle Lussier prepared and delivered a customized workshop to the entire Theatre department.
2. The Peer Review Committee of the CELT Advisory Board completed an evaluation of the Teaching Fellow program fulfilling a recommendation made in the 2011 Program Review. The evaluation addressed the recommendations of the program review and found that all had been acted upon. The program has been very effective in helping faculty members and the Teaching Fellows themselves to make improvements in their teaching. Areas of improvement include wider opportunities for Fellows to receive training and further pursuit of the opinions of chairs, who did not respond to requests to participate in the evaluation.
3. The Instructional Consultant/Designer developed and facilitated an online professional development course "Learning to Teach Online." The course gives participants the student's perspective of online learning and provides opportunities to develop materials that can be used immediately in teaching or for promotion. CELT hopes to attract part-time faculty members as well as those teachers who want to use Blackboard effectively in face to face courses.
4. CELT achieved its USAP goal of organizing a regional faculty professional development event attended by 27 faculty members from five NE Indiana universities. CELT received praise from the USAP committee for its development and use of metrics.
5. CELT's Program Assistant Regina Gordon organized 3 Class Climate webinars each attended by a dozen or more clerical staff. Gordon coordinated the upgrade of Class Climate to version 7, the most current version of the software, with IT Services.
6. CELT conducted three searches for staff to replace three employees who left the university between August 2015 and January 2016. The CELT Secretary position was replaced by a new Program Assistant position with an upgrade in hourly wages. The Digital Media Assistant position was rewritten as Technology Specialist with an upgrade in wages. The Associate Director position was rewritten with a focus on faculty development.

7. The re-design of the main CELT web page and other pages was completed. The development of the CELT activity database was completed but it was not a successful implementation. CELT adopted alternative solutions using third party software: Eventbrite for event registration and attendance tracking, Google Docs for documenting consultations, and Qualtrics for event evaluation.

Part 3 - Outstanding Individual Accomplishments

Gail Rathbun, Director

- Gail A. Rathbun, Jane Leatherman, and Rebecca S. Jensen (2016). Evaluating the Impact of an Academic Teacher Development Program: Practical Realities of an Evidence-Based Study. *Assessment & Evaluation in Higher Education*. Taylor Francis/Routledge. http://opus.ipfw.edu/celt_facpubs/9
- "Practical Realities of Outcomes-based Evaluation of Faculty Development" was accepted for the program of the 2016 Professional and Organizational Development (POD) conference, "Transformative Relationships: Fostering Cultures of Deep Learning," in Louisville, November 9-13, 2016. The paper will be nominated for the POD Menges Research Award.

Ludy Goodson, Associate Director for Faculty Development

- Preparing Online Teachers in Higher Education. Panel discussion accepted for presentation at the Association for Educational Communications and Technology Conference, October 2016. Co-presenters include faculty developers from University of Hawaii (Hui-Ya Chuang), Indian River State College (Suzanne Ensmann), and The University of the West Indies (Laura Hendry Gray).
- Coussement, M. A., Johnson, S., & Goodson, L. Z. (2016). Developing an e-textbook for the consumer and family sciences classroom: Challenges and rewards. *Journal of Consumer and Family Sciences*, 108(2).
- Co-PI on collaborative research on librarian and faculty developer collaborations with Shannon Johnson. This research has been completed, and one paper was presented back in March 2015, another is in progress at this time.

Katie Jia, Instructional Consultant/Designer

- Title of presentation: Benefits and Project Management Issues for Service-Learning in Technology Integration Preparation: Lesson Learned from Instructors, 2016 AECT International Convention in Las Vegas, Nevada, October 2016
- Title of presentation: Design Judgments in Redesigning a Service-learning Project in a

Part 4 - Community Connections and Engagement

Representatives of 5 northeast Indiana universities organized "Course Design with Student Engagement in Mind" course design retreat. Twenty-seven faculty members from five northeast Indiana universities met for two days, May 19-20 at IPFW to work on re-imagining their courses with student learning and engagement in mind. George Rehrey, Principal Instructional Consultant with IUB's Center for Innovative Teaching and Learning, guided participants through a set of highly interactive processes intended to help them design or re-design courses using a backward course design method. The goal of the retreat was to forge new collaborations among members of the NE Indiana consortium while energizing faculty to champion excellent course design and teaching on their respective campuses. Participants responded positively to a very intense two days of work. Typical of their reaction is this comment, "Designing my course from the "big idea" made my course outline much more relevant and engaging! I will definitely be sharing my learning with others. Thanks again for a great workshop!"

IPFW's Center for the Enhancement of Learning and Teaching organized and hosted the event. Participating universities included: Indiana Tech, Trine, Manchester, St. Francis and IPFW.

Organizing the retreat fulfilled one of CELT's USAP goals.

Part 5 - AY 16-17 Goals

2016-17 GOALS	University Strategic Goals 1. Foster student success 2. Promote the Creation, Integration, and Application of Knowledge 3. Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness 4. Create a stronger university through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization	
Description of Goal	List of Next Year's Goals	Metrics
1. Increase previous year's attendance level for workshops and conferences (USAP goal)	<ol style="list-style-type: none"> 1. Continue to offer 1-3 campus-wide conferences and a variety workshops on pedagogy, teaching with technology, and high-impact instructional practices, organizing events around faculty members' shared interests, career cohorts, and departmental needs. 2. Participate in Collegiate Connection faculty development, including the annual meeting and coordinators' meetings. 3. Increase participation of GTAs in CELT programs by publicizing events directly to GTAs and by direct contact with graduate program directors. 4. Increase participation of LTLs in CELT events. (separate USAP Goal) 5. Increase participation of late career faculty in CELT events. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. a. At least 273 individual full, part-time faculty, and GTAs participate in workshops and conferences in 2016-17. (32%) 1. b. At least one Faculty Learning Community (FLC) implemented. (USAP goal separate from USAP goal to increase attendance) 2. CELT staff or faculty invited to annual departmental and coordinators meetings. 3. At least 50% of GTAs attend or participate in a CELT event or seek consulting. 4. a. At least 10% of the LTLs (~40 individuals) attend one or more CELT events. 4. b. Develop and implement one online professional development event attended by at least three PT faculty members. 5. At least 10% (8 individuals) of full Professors involved in at least one CELT event in any role.

<p>2. Continue to document impact of CELT programs on teaching and learning.</p>	<ol style="list-style-type: none"> 1. Increase the number of Certificates of Achievement, including Certificates of Continuous Improvement of an Online Course, awarded. 2. Analyze evidence provided for certificates to understand the impact of CELT programs. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. Award 30 certificates during the academic year. 2. Evaluation design completed and IRB approval obtained.
<p>3. Increase Student Engagement by transforming the concept of the college classroom and the delivery of education. (USAP goal)</p>	<ol style="list-style-type: none"> 1. Support teachers' and students' effective use of ebooks for teaching and learning by offering services to faculty and publishing best practices on the CELT web site. 2. Encourage faculty to engage in classroom research to document the effects of ebook use on teaching and learning. <p>Strategic Plan Goal #1: Foster student success</p>	<ol style="list-style-type: none"> 1. All faculty ebook users identified and contacted by CELT staff member. 2. Hold a classroom research institute for ebook-using faculty, modeled on the Summer Instructional Development grant institute.
<p>4. Increase scholarly output of faculty in all disciplines and any rank.</p>	<ol style="list-style-type: none"> 1. Continue support for scholarly writing in the disciplines and about teaching through the IPFW Writing Circle and the Summer Writing Institute. 2. Increase participation in events oriented toward both scholarship and scholarly teaching. <p>Strategic Plan Goal #2. Promote the Creation, Integration, and Application of Knowledge</p>	<ol style="list-style-type: none"> 1. Increase scholarly output by 25% in the categories of journal articles published (from 20-25) and in-progress (from 18-23), presentations (from 31-39). 2. Increase number of participants in the Summer Writing Institute by 25% (from 11 to 14). Increase attendance at the Certificate Showcase by 100% (from 8 to 10).

<p>5. Nurture a culture of scholarly teaching and increase collegial connections around teaching effectiveness</p>	<p>1. Use social media to disseminate IPFW faculty knowledge about teaching, provide timely teaching resources, create a community of scholarly teachers, and recruit new participants in CELT’s work.</p> <p>Strategic Plan Goal #2. Promote the Creation, Integration, and Application of Knowledge</p>	<p>1. CELT communication goals achieved through its web site and a Facebook page.</p> <p>2. CELT will attract 20 new “likes and/or friends” from IPFW.</p> <p>3. Metrics of engagement (comments, likes, friends, messages, and sharing) show that 50 unique individuals interact with the CELT Facebook page.</p>
<p>6. Respond to regional faculty professional development needs, building on faculty expertise, uniquely distinguishing IPFW from other institutions. (USAP goal)</p>	<p>1. Assess interest of NE universities in repeating the retreat conducted May 19-20, 2016.</p> <p>2. Brand the event</p> <p>Strategic Plan Goal #3: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness</p>	<p>1. If there is interest from at least 4 other universities, plan and implement a professional development event to take place in May 2017.</p> <p>2. Consensus reached among the universities as to the event’s brand.</p>
<p>7. Increase processing of course evaluations using Class Climate to realize maximum return on investment</p>	<p>1. Encourage adoption of Class Climate for course evaluations.</p> <p>2. Encourage paperless course evaluation process.</p> <p>Strategic Plan Goal #4: Create a stronger university through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization</p>	<p>1. 30 academic departments using Class Climate for either paper-based or online course evaluation by June 2017.</p> <p>2. Seventy-five per cent (75%) of academic departments and programs use online course evaluation for F2F classes. All online classes use Class Climate for course evaluation by end of June 2017.</p>
<p>8. Improve the support of stakeholders by conducting fundraising</p>	<p>1. Identify and quantify fundraising goals.</p> <p>2. With advice and consent of the Office of Development, solicit funds from individual donors.</p> <p>Strategic Plan Goal #4: Create a stronger university through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization</p>	<p>1. List is available to potential donors via the web and on paper.</p> <p>2. \$1000 raised by June 2017.</p>