

Center for the Enhancement of Learning and Teaching

Annual Report for
Calendar Year 2008

February 20, 2009

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Director

Part One: CELT Annual Report for Calendar Year 2008

SUMMARY 1: CELT by the Numbers

CELT Program Attendance

2008	2007	2006	2005	
388**	449	576	536	Total attendance at CELT spring and fall conferences, workshops and other events (double counted), 33 from Ivy Tech
241	390	374	292	Number of different individuals who attended a CELT event, including Ivy Tech
75	98	111	98	Number of people who came to a CELT event 2 or more times
29	45	56	64	Number* of Limited Term Lecturers, Graduate Assistants and Teaching Assistants who participated in at least one event *Continuing Lecturers were included in the 2005 - 2006 counts

CELT Consulting Services***

2008	2007	2006	2005	
120	95	101	64	Number of full and part-time faculty and staff who received consulting services either for technology or pedagogy
5000	*	4000	4,442	Student enrollment in courses for which faculty sought consulting services
42	40	43	32	Number of departments, centers or schools represented by faculty and staff receiving consulting services
26	14	18	19	Number of Limited Term Lecturers and Graduate Assistants who received consulting services (already counted in all faculty receiving consulting services)

CELT Multimedia Labs and Video Digitizing Services***

2008	2007	
108	*	Video digitizing/streaming projects requested (70% for distance courses)
1884	813	Number of uses/visits/appointments of Studio M (student multimedia lab)
561	*	Individual student users of Studio M
127	*	Courses for which students used Studio M
110	*	Faculty teaching courses for which students used Studio M
68	45	Individual faculty/staff users of Studio T ² (faculty multimedia lab)

CELT Test Scoring and Data Analysis

2008	2007	(does not include Spring 2007 as LRC operated this service until July 1, 2007; no previous data available)
34, 261	23,258	Tests scored
43, 310	27,514	Course evaluations processed

*Not reported or service not available at the time.

**Spring teaching conference not held, a smaller conference on advising as teaching was held instead.

***While conference and workshop numbers decreased, it should be noted that consulting, multimedia lab use, and student impact increased.

SUMMARY 2: CELT's Participation in Institutional Initiatives and Activities

In addition to offering professional development opportunities, technology support, and consulting services, CELT personnel lead and participate in a variety of campus-wide initiatives, task forces, and standing committees.

CELT Director

- Chair, Instructional Technology Coordinating Committee (ITCO) - Accomplishments of the committee: creation of a web site of instructional technology FAQs, distribution of cobra clips with its URL at 2008-09 convocation
- Chair, CELT Advisory Board – organizes teaching conferences, staffs workshops, prepares newsletter, implements summer grant program
- DECCO Committee member, Chair, Faculty Support Sub-committee – Helped revise DECCO grant program, produced 11 video clips of online faculty tips, developed online orientation to online teaching
- Distance Education Task Force (2007-08): Sub-Committee chair, Faculty Development, Sub-committee member, Pedagogy

- Remnant Trust Committee (2007-08) - Helped create curriculum development grant program; Member, Women's sub-committee
- Baccalaureate Framework Committee (2007-08)
- Learning Commons Committee member
- First Year Council Curriculum Sub-committee member
- Accreditation self-study, co-author Criterion 3.2

Associate Director for Instructional Technologies

- Member, SWAAT (Purdue instructional technology inter-campus coordinating group)
- DECCO Committee member, Chair, Tools Sub-committee
- ACITAS (Academic Computing and Information Technology Advisory Subcommittee), ex-officio member
- ITCO committee member
- Learning Commons Committee member

Instructional Consultant/Designer

- DECCO Faculty Support Sub-committee member

Section	Statement
A-Mission	<p>The Center for the Enhancement of Learning and Teaching (CELT) supports the Indiana University—Purdue University Fort Wayne core mission by promoting excellence in teaching and learning and by encouraging the creation and sharing of knowledge. The purpose of CELT is to help faculty become reflective practitioners who seek opportunities to learn from and with their students and who continually assess the effectiveness of their teaching practices in light of student learning. At the same time, CELT enhances the teaching and learning environment by providing a single “front door” to the variety of resource providers required in order to teach in today’s classroom.</p> <p>Services provided:</p> <ul style="list-style-type: none"> • Professional development opportunities for faculty and teaching support staff • Consulting services • Support for teaching and learning with technology, including student and faculty multimedia development labs • Test and evaluation survey processing <p>Staffing and other personnel CELT has 6 full-time employees</p> <ul style="list-style-type: none"> • Director • Associate Director for Instructional Technologies • Secretary (Clerical 4) • Instructional Consultant/Designer – salary paid by DCS • Educational Technologist (Studio M Lab Coordinator) – salary paid by ITS • Educational Technologist (Studio T² Lab Coordinator) <p>CELT employs 8 part-time student assistants, 10-20 hours/week during the Fall and Spring semesters. 5 are paid by ITS. 1 paid by DCS.</p> <p>CELT relies on input from an 8 member Advisory board, led by the CELT Director, composed of staff and faculty.</p> <p>CELT currently benefits from the services of 5 faculty Teaching Fellows, and one Community Developer Fellow.</p> <p>CELT Instructional Video Operations was transferred to Information Technology Services on July 1, 2008.</p>

Section	University Strategic Goals	College Goals for 2008 (paired with the new University Strategic Goals to the extent possible)	List of 2008 Activities and Accomplishments	Bottom Line Metrics (Show at least 2 years of data)			
				2008	2007	2006	2005
B-Goals	1. Foster Learning and Create Knowledge						

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				2008	2007	2006	2005
	1.1 Attract, support, and celebrate a highly qualified and diverse faculty and staff.	1.1.1 Provide professional development opportunities in best teaching practices, methods, strategies	<p><u>Conferences</u></p> <p>CELT organized 2 teaching conferences and participated in the organizing of a third. The figure to the right is the combined IPFW attendance. (2008 is the first year in which CELT has not organized a Spring conference for part-time faculty. CELT believes that the needs and interests of part-time faculty are the same as full-time faculty as shown by the attendance of both groups at both conferences. Further, the date of the conference was so close to that of the Fort Wayne Teaching conference, that people choose to attend one or the other but not both. It was felt that the rationale for the Spring conference did not justify the significant expense. Instead, CELT will offer special interest conferences in March or April such as Advising as Teaching, and in 2009 a SoTL Day.)</p> <p>*Ivy Tech attendance at the Fall teaching conference was 33</p> <p><u>Workshops</u></p> <p>CELT consciously scaled back the number of workshops offered because the extra effort did not result in significant increases in attendance. In 2007 an average of 7 people attended an event, whereas in 2008 an average of 8 people attended an event, indicating that time and other resources used to organize events were used more effectively in 2008. CELT focused on offering more individual and departmental consulting.</p> <p>CELT offered more pedagogy workshops (27) than technology workshops (19) in response to feedback from faculty.</p> <p>Handouts, resources, presentations, and digital media from workshops and conferences are now being made available on the CELT web site.</p>	388*	449	576	536
				46	64	50	40

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				2008	2007	2006	2005
			<p><u>Consulting</u></p> <p>Individuals receiving service Departments represented Student impact</p> <p>Demand for consulting rose by 26% in 2008, from 95 to 120. The CELT Director took on more consulting than previously. The Associate Director was active in transitioning course development work to the new Instructional Consultant/Designer.</p> <p>The Teaching Fellows shrank to three faculty who worked with 8 clients representing 5 departments and approximately 400 students. Two new Fellows completed their training in Fall 2008 and will be able to take on 1-2 faculty clients each starting in the Spring 2009 semester.</p> <p>CELT experimented with technology consulting by offering “Walk-In Wednesdays” where CELT staff would be available without an appointment to answer questions on instructional technology.</p> <p>CELT also instituted an online technology consultation request form in order to better document requests and provide timely service.</p> <p><u>Grants</u></p> <p>Mobile Teaching Environment –Three grants, totaling ~\$7,000 for laptops were given to History and ILCS faculty. Surveys and observations of impact on teaching and learning were done by grantees and CELT Director.</p> <p>Summer development grants – 4 grants totaling \$9,000 were awarded for curriculum development projects. See CELT Web site Grants page for link to Final Reports.</p>	120 42 5000	95 40 *	101 43 4,000	64 32 4,442
				\$16K	\$16K	\$15K	\$10K

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		1.1.2 Promote a community of learning among faculty.	<p>In 2008 CELT awarded a fellowship to a faculty member to develop a spirit of community around the topic of Scholarship of Teaching and learning by leading workshops and reading circles. In all, three workshops and three reading circles took place, generating interest and background knowledge that will sustain further community development around this topic.</p> <p>CELT continued to hold its half-day Summer Instructional Development Grant Institute for the 4 grant winners, in which the winners meet with 4 CELT Board members to discuss course design and evaluation. This institute, along with the progress report meeting in the following Fall, creates a sense of community among the present and past grant winners.</p> <p>The last three winners of the Mobile Teaching Environment also met together to discuss plans for evaluating their teaching innovations.</p>				
		1.1.3 In collaboration with the First Year Council, FYE, and academic departments to provide support for faculty whose teaching load includes significant numbers of first-year students.	<p>The CELT Director participated in the work of the Curriculum sub-committee of the First Year Council.</p> <p>Two online workshops about teaching critical thinking and writing course objectives were developed and one was pilot tested with 4 faculty. This project was begun by CASA several years ago as a way to provide training to faculty participating in the Learning Communities.</p>				
		1.1.4 Enhance support for faculty in the development and teaching of online courses.	<p>In collaboration with the DECCO Faculty Support committee, CELT helped revise the DECCO grant program, produced 11 video clips of online faculty tips, developed an online orientation to online teaching, developed a faculty readiness survey.</p> <p>Sponsored training for two faculty in the use of Quality Matters rubric to improve the quality of online courses. These faculty presented their experience at workshops throughout the</p>				

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			year.				
	1.3 Promote the use of multiple methods of teaching and delivery to expand access and improve student learning and success.		<p>CELT's Instructional Consultant/Designer developed for DCS an interactive online student orientation to online learning in the Blackboard Vista course management system, which will be made available in the Open Campus in Spring 2009.</p> <p>CELT tries to model effective teaching practices, one of which is to use a variety of methods of delivery and support. In Fall 2008 CELT emailed weekly teaching tips via its listserv.</p> <p>CELT reorganized and updated its web site in the summer, hopefully making it easier to find teaching resources. CELT added to and updated its online service request forms.</p> <p>CELT also pilot tested online professional development with the two-week workshop "Teaching Critical Thinking". Three online workshops will be offered in Spring 2009.</p>				
	1.3.C Expand and support the effective use of instructional technology	Continue to advocate for podcasting for teaching and learning.	<p>In close collaboration with University Relations and Communications, CELT's Associate Director managed IPFW's iTunes University project, which is being piloted Spring 2009.</p> <p>The Associate Director also worked closely with ITS and DCS to purchase and install "vodcasting" in classrooms with the Crestron workstations (~20 general classrooms) so that the image on the computer monitor and the instructor's voice can be recorded in the classroom and then placed on a streaming server for later viewing. This project is almost completed.</p> <p>See Summary 2 of this report for additional details.</p>				
	1.3 E Establish a strategic direction for further growth in		CELT Director participated in the Distance Learning Task Force.				

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	distance education.						
	1.4 Integrate assessment and program review to improve student learning.		<p>CELT staff were consulted on the implementation of eLumen software.</p> <p>In Fall 2008, the Assessment Director discussed a proposal to revise the Assessment grant program to support curriculum development at the course level, with CELT administering the grant.</p>				
	1.6 Promote and support faculty research/creative activity and increase external funding.		<p>IPFW named Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) affiliate</p> <p>5 SoTL workshops given</p> <p>CELT staff collaborated with faculty on research projects: an investigation of the effectiveness of an online workshop about teaching critical thinking; three survey/interview/observation studies of the effectiveness of multimedia in classroom teaching. IRB approval was secured for all.</p> <p>CELT instructional consultant/designer obtained Principal Investigator status.</p> <p>See also 1.1.2 above.</p>				
B-Goals	2. Develop Quality of Place and Experience						
	2.4 Continuously re-engineer infrastructure and services to improve support	Adjust structure of CELT to reflect its support for instructional technology, for teaching, and research.	<p>Associate Director, CELT, for Instructional Technologies position was created and filled. Reports to Director.</p> <p>Studio T2 and Studio M Lab Coordinators now report to Associate Director.</p> <p>Instructional Consultant/Designer position was filled. Reports</p>				

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	for students, faculty, staff, and others who interact with IPFW.		to Director. Responsibility for Video Operations unit transferred to ITS, Customer Service unit.				
		Develop an Assessment Plan that gathers and analyzes data on <ul style="list-style-type: none"> • CELT curriculum • Staff performance • Customer satisfaction • Operational outcomes • Connection to student outcomes 	The plan has not yet been completed or implemented, but the following activities took place, relevant to the Assessment Plan: CELT obtained an external review of draft plan, developed client satisfaction instruments, installed Google Analytics to collect data on web site use, and surveyed readers of the CELT News and listserv for their communication preferences and habits. Faculty were also surveyed for their preferences for online delivery of professional development.				
		Continue refining the CELT database program by streamlining the interface and incorporating the professional development history of an individual client.	After further minor modifications of the database, and learning that after the developer retires next year, there will be no more support for databases utilizing Microsoft access, it was decided to abandon use of the database for tracking consultations and projects. The CELT Secretary will continue to use the program to track and evaluate CELT conferences and workshops.				
		Enhance test scoring and evaluation survey services.	The CELT Secretary has made numerous small enhancements to the service. CELT can now easily track the volume and type of orders it processes. Two student assistants (10hrs/wk) helped complete jobs quickly and accurately. The CELT Director made preliminary plans for a pilot of a software program that could support both paper and online course evaluation surveys. Three departments volunteered to				

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			<p>participate. The pricing structure, however, did not permit the plan to go forward since the cost of the pilot was greater than anticipated.</p> <p>CELT received documentation of Purdue's pilot study of CourseEval. ITS does not believe that this is a viable program for this campus.</p>				
			<p>CELT re-organized its video digitizing services, under the direction of the Associate Director. Well over 100 video digitizing projects of varying sizes were processed, 70 of which were for use in distance education. 108 projects; 540 Ss impacted</p> <p>Digitizing services may now be requested online. Requestors complete an online copyright checklist to print out and sign for CELT files.</p>	108 projects; 540 Ss impacted			
	2.5 Improve and expand physical facilities and campus grounds.	<p>Continuously improve and enhance the operation of the faculty multimedia lab.</p> <p>Continuously improve and enhance the operation of Studio M in Walb 220.</p>	<p>The CELT Advisory Board named the faculty multimedia lab "Studio T²" (Teaching with Technology) to create an identity for the lab that would mirror Studio M.</p> <p>The lab was moved to KT 214. New software, peripherals, a data projector, a wall screen, and a Macintosh workstation were purchased.</p> <p>CELT arranged to share the space with Video Operations in order to support evening Nursing classes.</p> <p>A grand opening took place on September 12, attended by 30 people.</p> <p>VCFA provided funding for the expansion of Studio M into a portion of the existing student computer lab in Walb. This helped meet the goal of opening a 2nd Studio M because the capacity was doubled.</p>				

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			Utilization more than doubled in Fall 2008. CELT technologists consulted with ITS and the Communication Department on the configuration of the Macintosh teaching lab.				

B-Goals	3. Contribute to the Development of the Northeast Indiana Region						
	3.2 Provide and extend university expertise, services, and support throughout northeast Indiana.		<p>Ivy Tech and Huntington University faculty and staff attended CELT's teaching conferences. Ivy Tech helped subsidize the cost of the conferences.</p> <p>Director met with IU PU Teaching center directors in Fall 2008; contributes to listserv; consults with IUSB on its distance education support.</p> <p>Director involved in the planning of the 2007 Fort Wayne Deans Teaching conference, attended by faculty of all 5 sponsoring institutions.</p>				

Section	Accomplishments
C-Research	<ol style="list-style-type: none"> 1. Cho, M., Lankford, D., Wescott, D., & Cunningham, D. (2008). Exploring the relationships between epistemological beliefs and nature of science in college. Presented to National Association of Research in Science Teaching (NARST), Baltimore, MD, March 2008. 2. Cho, M., & Jonassen, D. (2008). The development of self-regulated learning questionnaire explaining human interaction in online learning environments. Presented to American Educational Research Association (AERA), New York, NY, March 2008. 3. Cho, M., Shen, D., & Laffey, J. (2008). Exploring the relationships between self-regulation and social presence in online learning environments. Presented to American Educational Research Association (AERA), New York, NY, March 2008. 4. Lin, G., Shen, D., Laffey, J., & Cho, M. (2008). Effects of social ability and self-regulation on sense of community and participation behavior in online learning contexts. Presented to National American Educational Research Association (AERA), New York, NY, March 2008. 5. McCrory, M., Cho, M., & Cho, K. (2008). American students' perceptions on International Teaching Assistant (ITA) teaching in science labs. Presented to American Educational Research Association (AERA), New York, NY, March 2008.
C-Research	<p>2. Number of Presentations given (counting those which are recognized in promotion and tenure reviews).</p> <ol style="list-style-type: none"> 1. Synergetic Pedagogy: A Tale of Students, Faculty and Multimedia” at Teaching and Learning with Technology (TLT), Purdue WL, March 2008, conference presentation, Samantha Birk and John Ladd 2. “SWAAT: Technology at Purdue”, Midwest Region EDUCAUSE Conference, Chicago, March 2008, conference presentation, Samantha Birk
C-Research	<p>EDITORIAL WORK/REVIEW PANELS</p> <p>Solem, M., Foote, K., and Monk, J. (2009). <i>Aspiring academics: A resource book for graduate students and early career faculty</i>. Upper Saddle River, NJ: Pearson Prentice Hall. Reviewed content and made recommendations.</p> <p>Professional and Organization Developers Network conference presentation review panel, April 2008.</p> <p>PUBLICATIONS/PAPERS</p> <p>Rathbun, G. (2008). [Review of the book <i>Meaningful Course Revision: Enhancing Academic Engagement Using Student</i></p>

Section	Accomplishments
	<i>Learning Data</i>]. <i>International Journal for the Scholarship of Teaching and Learning</i> , 2 (2), http://academics.georgiasouthern.edu/ijstl/v2n2.html .