ASSESSMENT RECORD FOR
Center for the Advancement of Teaching
Educational Support Unit
of
Xavier University of Louisiana

Center for the Advancement of Teaching

(Name of Administrative or Educational Support Department/Unit)

August 2004 - May 2005
(Assessment Period Covered)

June 18, 2004
(Date Submitted)

Submitted By: Todd Stanislav
(Unit Assessment Representative)

Form A

ASSESSMENT REPORT
FOR

Center for the Advancement of Teaching

(Administrative or Educational Support Unit)

August 2003 - May 2004

(Assessment Period Covered)

June 18, 2004

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference:

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its students to assume roles of leadership and serve in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

Administrative or Educational Support Unit Mission Statement:
The Center for the Advancement of Teaching coordinates faculty development initiatives at Xavier University; is an interdisciplinary, collaborative academic unit that seeks to focus the University's efforts aimed at advancing the art of teaching at all levels; creates opportunities for Xavier faculty to develop new teaching strategies and to incorporate the use of technology in educationally effective ways; encourages and supports collaboration between Xavier faculty and preK-12 schools.

Intended Administrative Objectives:

1. Implement the initiatives associated with the Mellon grant.

2. Write a concept paper that describes the programmatic elements or direction of a new grant initiative of the Center for the Advancement of Teaching.

3. Consider facility improvements and upgrades.

4.

5.

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(Administrative or Educational Support Unit)

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Intended Administrative or Educational Support Objective:

Implement the initiatives associated with the Mellon grant.

First Means of Assessment for Objective Identified Above:

____a. Means of Unit Assessment & Criteria for Success:
The Center has developed milestones for implementing the activities associated with the Mellon grant.
Accomplishment of the milestones should be at least 95%.
The Center completed 86% of the milestones identified for the 2003-04 academic year and listed on the table.

____a. Description of Data Collection & Assessment Results
Evidence of milestones will be kept in the Center.
The milestone table with dates is attached.

____a. Use of Results to Improve Unit Services:
Center staff will use the timeline to focus on implementation of the grant.

Second Means of Assessment for Objective Identified Above:

____b. Means of Unit Assessment & Criteria for Success:
Activities and events were documented; one-half of the Center's events were Mellon grant-related.

____b. Description of Data Collection & Assessment Results:
An event list with the dates of activities indicates that 28 (3 of which were proposal-writing help sessions) of the 49 events were associated with the Mellon grant.

____b. Use of Results to Improve Unit Services:
Evaluations that were associated with many of the events will be used to determine which, if any, events might be offered again in 2004-2005.

Mellon Milestones 2003-04

Planned date	Milestone	Status
May 2003	Final review of Rich Media Projects Initiative (RMPI) Cycle II	No final reviews this academic term
May 2003	Review Cycle II RMPI	No reviews this academic term
June-Aug. 2003	Phase III testing of RMPI	Fall 2003 & Spring 2004 Projects began testing in separate semesters
June-Aug. 2003	RMPI Cycle III	Aug. 2003
Sept. 2003	Final Review Rich Media	No final reviews this academic term
Sept.-Dec. 2003	TIP Cycle III continuation & IV start	Aug. 2003-Dec.2003
Sept. 2003	Faculty Technology Use Survey (referred to as the "Gateway 21" survey)	Rescheduled for Fall 2004 (March 2004, edited Faculty Technology Use Survey)
Nov. 2003-Jan. 2004	RFP issued	Nov. 2003-Jan. 2004
Nov. 2003	Mellon Interim report	Nov. 2003
Dec. 2003	Consultant 2nd round	Revised consultant schedule, Spring 2004; two consultants to evaluate the Center's assessment activities, May 2004 - present
Jan. 2004-May 2004	TIP continuation	Jan. 2004-May 2004
Jan. 2004	RFP's evaluated	Nov.-Dec. 2003 (RFP issued Oct. 2003)
March 2004	Notifications for RFP recipients	Dec. 2003
May 2004-Aug. 2004	TIP continuation Cycle V	May 2004-present

Center Events 2003-2004

Workshops, brown-bag discussions, and other events sponsored by the Center for the Advancement of Teaching during 2003-2004 academic year. Events related to the Mellon grant are shaded in the table.

Event	Date
Electronic Classroom Orientation	August 21st, 2003
Electronic Classroom Orientation	August 22nd, 2003
Electronic Conferencing: *WebBoard Conference* Review	August 22nd, 2003
Redesigning the Xavier Website	September 3rd, 2003
Classroom Management: An Oxymoron?	September 4th, 2003
Classroom Tools: SMART Board	September 4th, 2003
Electronic Classroom Orientation	September 5th, 2003
Classroom Tools: SMART Board	September 5th, 2003
How PowerPoint Made Me More Interesting	September 8th, 2003
Extensible HyperText Markup Language: An Introduction to XHTML	September 17th, 2003
Classroom Tools: Student Response Devices	September 22nd, 2003
The Workings of Team Teaching: Perspectives of Four Faculty Members	September 24th, 2003
Multiple Choice Questions, Examinations, and Test Banks	September 29th, 2003
Writing and Evaluating Essay Questions and Responses	October 8th, 2003
Writing and Evaluating Essay Questions and Responses	October 9th, 2003
Extensible Markup Language: An Introduction to XML	October 15th, 2003
Blackboard and Learning: A Discussion of Creative Uses of Blackboard Across the Disciplines	October 16th, 2003
Proposal Help Session I For the 2004 MultiPack RFP	October 22nd, 2003
Faculty Videomakers at Xavier	October 22nd, 2003
Mid-Course Correction: Using Student Evaluations in the Middle of a Semester	October 23rd, 2003
Proposal Help Session II For the 2004 MultiPack RFP	October 28th, 2003
Undergraduates as Classroom Teachers	October 30th, 2003
PHP: Hypertext Preprocessor: An Introduction to PHP	November 5th, 2003
Teaching for Strategic Learning A Live Teleconference Featuring Two of the Nations' Leading Experts on Classroom Teaching/Learning and Student Motivation	November 13th, 2003
Teaching for Strategic Learning A Streaming Video Archive of the November 13, 2003 Teleconference	November 22nd, 2003

Center Events 2003-2004 continued

See legend on previous page

Teaching Well, Saving Time: How to Improve Learning Outcomes While Still Having Time for a Life	January 6th, 2004
Do You 'See' What I 'See'? The Role of Immediacy in Enhancing Student Learning and Overall Educational Experience	January 6th, 2004
Teaching Well With Technology: An Overview of Technologies for Teaching and Learning	January 7th, 2004
Electronic Classroom Orientation	January 8th, 2004
Electronic Classroom Orientation	January 9th, 2004
What We've Learned After One Semester at Xavier	January 15th, 2004
You Can't Memorize How to Think: Encouraging Critical Thinking in the Classroom	January 21st, 2004
Electronic Classroom Orientation	January 23rd, 2004
Don't Throw Away That Test! Turning Old Exams into Classroom Discussions	January 28th, 2004
Educating the 'Netgen': Strategies that Work	January 29th, 2004
Beyond Lecture: Maintaining a Learning Environment in a Content-Heavy Course	February 3rd, 2004
Cheating Across the Curriculum: A Forum on Academic Integrity at Xavier	February 12th, 2004
Future Prospects for Team-Taught Courses	February 13th, 2004
Blackboard and Learning: A Discussion of Creative Uses of Blackboard Across the Disciplines	February 18th, 2004
TLTR: Teaching, Learning and Technology Roundtable	March 9th, 2004
E-Moderating: Developing and Managing Online Discussions	March 10th, 2004
Faculty Presentation: Proportional Hazards Model for Risk Factor	March 11th, 2004
What's In the Student Handbook Anyway? Classroom Discipline	March 17th, 2004
Assessing Student Learning: Strategies Developed by Course Portfolio Working Group Participants	March 23rd, 2004
Creating Engaged Learning Environments for Today's Students: A Live Teleconference for Faculty and Administrators	March 25th, 2004
Searching and Thinking: Inclusion of Library Resources in Teaching	April 1st, 2004
Am I Getting an A? Assessment and Grading	April 7th, 2004
RFP Help Session: Get Help on your Proposal	April 20th, 2004
Blogs and the Blogging Bloggers Who Blog Them	April 22nd, 2004

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FOR

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(Administrative or Educational Support Unit)

August 2003 - May 2004
(Assessment Period Covered)

June 18, 2004
(Date Submitted)

Intended Administrative or Educational Support Objective:

Write a concept paper that describes the programmatic elements or direction of a new grant initiative of the Center for the Advancement of Teaching

First Means of Assessment for Objective Identified Above:

____a. Means of Unit Assessment & Criteria for Success:
The Center identified the interests, priorities, and needs of faculty as they relate to teaching and learning; the data indicate that faculty are less interested in technology than prior years.

____a. Description of Data Collection & Assessment Results
Survey data from the Faculty Development Survey (Dec. 2002) were analyzed in Summer 2003 (see http://cat.xula.edu/scholarship/fds) and the data indicate that faculty are less interested in technology than prior years. However, there is strong interest in the use of Blackboard. Teaching, learning styles, and student learning methodologies, along with issues in higher education and copyright, are currently of more interest to faculty than technology.

____a. Use of Results to Improve Unit Services:
Survey results were used to plan workshop topics during the 2003-2004 academic year. Topic areas included teaching methods, Blackboard, and assessment of teaching and student learning.

Second Means of Assessment for Objective Identified Above:

____b. Means of Unit Assessment & Criteria for Success:
The Center was to seek input for programmatic elements through discussions with the Center's Faculty Advisory Group and the Administration. Center staff did not meet with the Center's Faculty Advisory Group.

____b. Description of Data Collection & Assessment Results:
A survey was distributed to the Administration. The results indicate the Administration's preference for the Center to focus on teaching methods or instructional strategies and integrating technology into the classrooms.

____b. Use of Results to Improve Unit Services:
Two new groups were formed—Grant Writing Corps and Strategic Planning and Implementation Group (SPIG). SPIG is documenting its work planning process online (http://cat.xula.edu/about/spig/start).

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Center for the Advancement of Teaching
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June 18, 2004
(Date Submitted)

Intended Administrative or Educational Support Objective:

Consider facility improvements and upgrades

First Means of Assessment for Objective Identified Above:

____a. Means of Unit Assessment & Criteria for Success:
The Electronic Classroom Survey; high return rate and ratio of useable comments for areas of concern.
The percentage of faculty to return the survey is calculated by dividing the number of returned surveys by the number of faculty teaching in the electronic classrooms. Results indicate the faculty return rate was up in Spring 04 (53%) from Fall 03 (42%), yet lower than Spring 03 (57%). The return rate for Fall 02 was 52%. The useable faculty comments include 2 for Spring 03, 4 for Fall 03 and 2 in Spring 04 for the item equipment wished present. A comment usually addresses the projector but in Spring 04 the comments were technical use in nature (ex. easier connection for laptop and images related to Websites).

____a. Description of Data Collection & Assessment Results
Surveys were distributed at the end of each semester to students and faculty who used the e-rooms. The returned survey numbers from students were fewer than in spring 04 than prior semesters: 449 student returns (26 courses) in Fall 02, 371 returned surveys in Spring 03 (24 courses); no student survey was distributed in Fall 03 and 210 (from 12 courses) returned surveys from Spring 04. The survey data have not been completely analyzed at this time.

____a. Use of Results to Improve Unit Services:
The survey results (pre-spring 04) indicated faculty members' interest in having split projectors in room 501 and SMART Technology in room 502.

Second Means of Assessment for Objective Identified Above:

____b. Means of Unit Assessment & Criteria for Success:
Seek facilities planning advice on computer lab office areas.
The Center sought advice from the Office of Facilities Planning and Management. Two bids were received and a request was sent to the Office of Facilities Planning and Management.

____b. Description of Data Collection & Assessment Results:
Correspondence was kept on discussions about renovation possibilities (see attached). Vendors provided bids and diagrams for partition placement in the computer lab area; carpet renovation estimates were solicited for rooms 501 and 502.

____b. Use of Results to Improve Unit Services:
The results were used to request improvements from the Office of Facilities Planning and Management.

XAVIER UNIVERSITY OF LOUISIANA
Center for the Advancement of Teaching

7325 Palmetto Street • Box 73 A
New Orleans, Louisiana 70125-1098
(504) 483-7512 • FAX (504) 485-7903

MEMORANDUM

TO: Mr. Marion Bracy, Director
Facilities Planning & Management

FROM: Todd Stanislav, Ph.D. TAS
Associate Professor of Biology and Director,
Center for the Advancement of Teaching

DATE: 4 June 2004

SUBJECT: Classroom Renovations and Repairs

CC: Dr. Elizabeth A. Barron
Associate Vice President for Academic Affairs

Ms. Janice Florent, Technology Coordinator
Center for the Advancement of Teaching

I am writing to respectfully request your approval of renovations and repairs that are needed in the Center for the Advancement of Teaching's electronic classrooms and computer laboratories. I am hopeful that this request will be considered when your office reviews requests for use of monies from Title III or other sources of funding.

Listed below are the rooms and renovations or repairs that are needed.

Library Room 501
- Repair or replace the carpet

Library Room 502
- Replace the carpet
- Replace the dry-erase board

Library Room 532A – Teaching Computer Laboratory
- Repair the carpet

Library Room 532B – Student Work/Study Computer Laboratory
- Repair or replace the carpet
- Repair or replace the network cable connector housing that is mounted on the workstation furniture
- Fix the network cable management system

If you need additional information or have any questions, please feel free to contact me at ext. 7692 or via e-mail at tstanisl@xula.edu.

Thank you in advance for your consideration of this.

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Center for the Advancement of Teaching

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(504) 483-7512 • FAX (504) 485-7903

4 June 2004

Mr. Marion Bracy
Director, Facility Planning & Management
Xavier University of Louisiana

Dear Marion,

I am writing to respectfully request your consideration of the construction of an office work space in Library Room 532B, a Student Work/Study Computer Laboratory. I would appreciate your consideration of this request when reviewing proposed uses of monies from Title III or other sources of funding.

The Student Work/Study Computer Laboratory is an open computer laboratory for students and is supervised by Ms. Althea Robinson, the Center for the Advancement of Teaching's Laboratory Manager. It is designed for individual use by students, and contains a variety of Power Macintosh and Pentium-based computer systems that are arranged in individual learning stations. The lab also includes a scanning work station and networked printer.

Ms. Robinson's responsibilities include, but are not limited to, the following:

- supervise the Student Work/Study Computer Lab
- schedule and train Student Assistants
- maintain and process Student Assistants' time sheets
- teach students and faculty to use the computers and software
- monitor the security and repair status of the equipment
- organize software, manuals, and catalogs
- collect and record financial transactions from computer print jobs in the lab.

Please consider this request to build a dedicated office area in Library 532B. I make this request primarily because of the confidential (as concerns student workers) and security (as concerns collecting and recording financial transactions, and storing laboratory equipment and documents) nature of Ms. Robinson's work. That Ms. Robinson would have an office area will also afford her a degree of privacy so that she will be better able to concentrate on her work. Currently, Ms. Robinson utilizes two tables placed in one corner of the lab and a few file cabinets in various places around the lab as her office space.

Mr. Mark Reynolds of the Office of Facility Planning & Management has obtained estimates of the cost of this space modification and has several proposed layouts which he can make available for your consideration. In each of these, there is provision for a

glass panel which will make it possible for Ms. Robinson to monitor both the Student Assistants and the students who are working in the laboratory.

Incidentally, from among the proposed layouts Ms. Robinson preferred the Evolve Panel System which was provided by Associated Office Systems; the price of this system was listed at $3,696.48.

I appreciate your consideration of this request. If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Todd Stanislav

Todd Stanislav, Ph.D.
Associate Professor of Biology and Director,
Center for the Advancement of Teaching

cc: Ms. Althea Robinson
Laboratory Manager
Center for the Advancement of Teaching

Ms. Janice Florent
Technology Coordinator
Center for the Advancement of Teaching

Dr. Elizabeth A. Barron
Associate Vice President for Academic Affairs

Mr. Mark Reynolds
Project Manager
Facilities Planning & Management

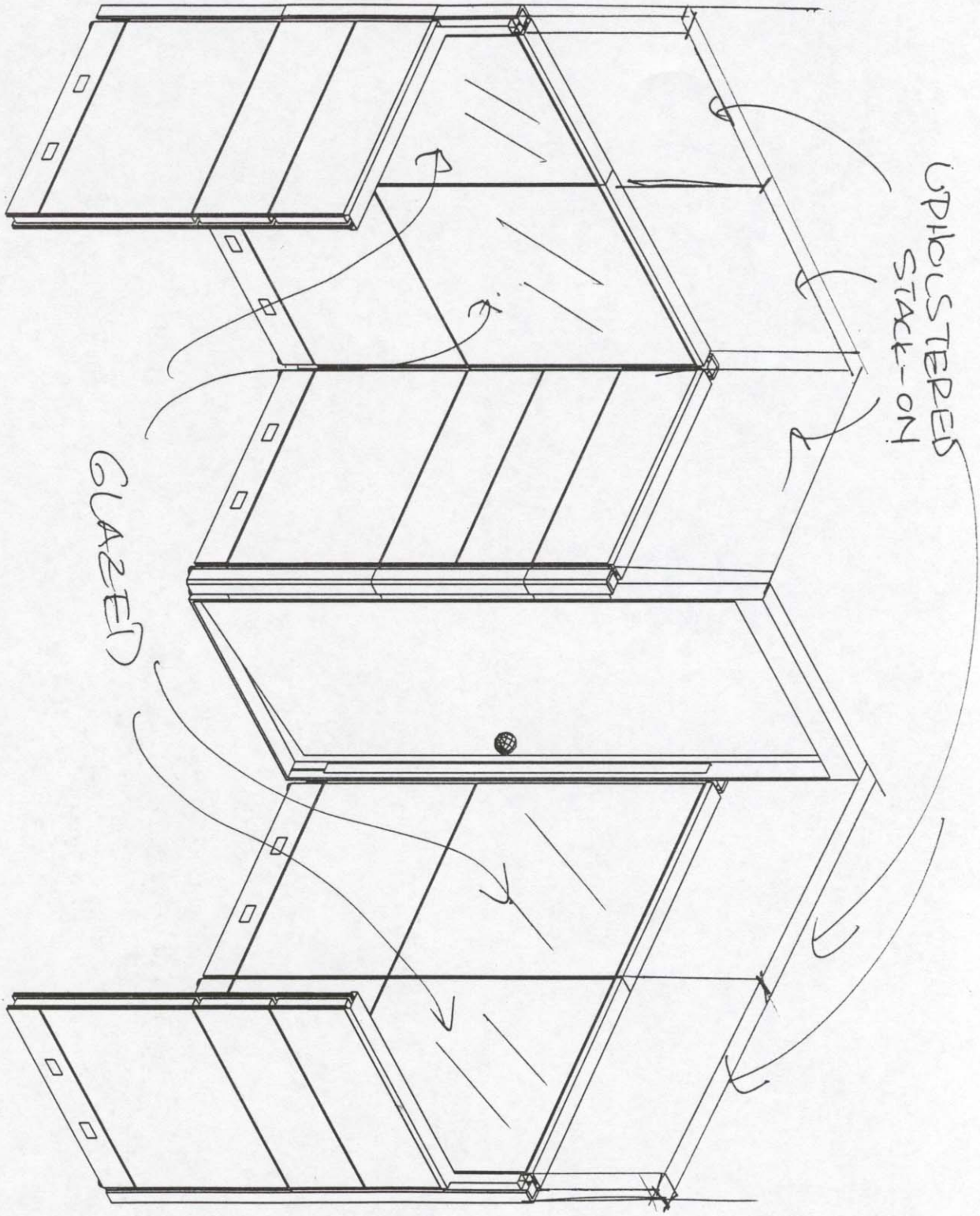
Xavier University
Library Computer Lab
Room 532B

Evolve Panel System

Associated Office Systems
400 Poydras Street
Suite 1700
New Orleans, LA 70130

XAVIER UNIVERSITY OF LA
2004 MAR 10 AM 9:24
FACILITY PLANNING & MGT

Ite	Mfg	Cat	Part Number	Part Description	Qty	Sell	Ext Sell
1	EVO	EFG	EVPCEP224	2-WAY CORNER POST EXTENSION, 24" HIGH	3	$ 28.08	$ 84.24
2	EVO	EFG	EVPDS9036	DOOR PANEL, SOLID 90" X 36"	1	$ 697.68	$ 697.68
3	EVO	EFG	EVPER66	END-OF-RUN POST KIT, 66" HIGH	2	$ 31.86	$ 63.72
4	EVO	EFG	EVPFGA6630	66" FABRIC GLAZED PANEL, 30" WIDE, 36" ACRYLIC MODULE	2	$ 234.90	$ 469.80
5	EVO	EFG	EVPFGA6636	66" FABRIC GLAZED PANEL, 36" WIDE, 36" ACRYLIC MODULE	2	$ 258.12	$ 516.24
6	EVO	EFG	EVPFM2430	24" PANEL EXTENSION MODULE, 30" WIDE	2	$ 59.40	$ 118.80
7	EVO	EFG	EVPFM2436	24" PANEL EXTENSION MODULE, 36" WIDE	3	$ 69.12	$ 207.36
8	EVO	EFG	EVPFP5436	54" PREMIUM FABRIC ACOUSTIC PANEL, 36" WIDE	2	$ 164.70	$ 329.40
9	EVO	EFG	EVPFP6636	66" PREMIUM FABRIC ACOUSTIC PANEL, 36" WIDE	1	$ 180.36	$ 180.36
10	EVO	EFG	EVPIC66	CONNECTOR, 66" HIGH	2	$ 23.76	$ 47.52
11	EVO	EFG	EVPVP266	2-WAY VARIABLE HEIGHT CORNER POST, 66" HIGH	3	$ 72.90	$ 218.70
12	GLB	GUS	GHBC72	12 x 36 x 72H bookcase. Three adjustable heavy duty shelves.	1	$ 312.66	$ 312.66
13				Delivery/Installation	1	$ 450.00	$ 450.00
				Grand Total			**$ 3,696.48**



aos	Xavier University	drawn by	name	scale	date
	Library Computer Lab- Room 532B				
	Associated Office Systems				

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of
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Intended Administrative Objectives:

1. Implement the initiatives associated with the Mellon grant.

2. Write a concept paper that describes the programmatic elements or direction of a new grant initiative of the Center for the Advancement of Teaching.

3. Implement the strategic plan prepared by the Strategic Planning and Implementation Group.

4.

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Intended Administrative or Educational Support Objective:

Implement the initiatives associated with the Mellon grant.

First Means of Assessment for Objective Identified Above:

____a. Means of Unit Assessment & Criteria for Success:
The Center has developed milestones for implementing the activities associated with the Mellon grant. Accomplishment of 95% of the remaining milestones will constitute successful completion.

____a. Description of Data Collection & Assessment Results
Evidence of milestones will be kept in the Center. A copy of the milestones is attached.

____a. Use of Results to Improve Unit Services:
Center staff will use the timeline to focus on implementation of the grant.

Second Means of Assessment for Objective Identified Above:

____b. Means of Unit Assessment & Criteria for Success:
Consultants will evaluate the Center's assessment practices, many of which relate directly to the Mellon grant. Success will be measured in the scope of recommendations.

____b. Description of Data Collection & Assessment Results:
Consultants will review our assessment practices and provide a report.

____b. Use of Results to Improve Unit Services:
The results will be used to improve the Center's assessment practices.

Mellon Milestones 2004-05

Planned date	Milestone	Status
June-Dec.2004	TIP & Rich Media continuation	June-present
June 2003	Review priorities for the Center (Necessities and Possibilities)	June 2004-present
Sept. 2004	Begin implementation of consultant recommendations	
Fall 2004	Faculty Technology Use Survey	
Fall 2004	Begin implementation of Strategic Plan	

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Write a concept paper that describes the programmatic elements or direction of a new grant initiative of the Center for the Advancement of Teaching

First Means of Assessment for Objective Identified Above:

____**a. Means of Unit Assessment & Criteria for Success:**
The concept paper may be written by the Grant Writing Corps. The creation of a concept paper is the measure of success.

____**a. Description of Data Collection & Assessment Results**:
Collect minutes from committee meetings. The concept paper itself will represent at least some of the Center's goals and programs.

____**a. Use of Results to Improve Unit Services:**
The paper will be used as the basis of a grant proposal to an external funding source.

Second Means of Assessment for Objective Identified Above:

____**b. Means of Unit Assessment & Criteria for Success:**
The Center will seek input for programmatic elements from the Grant Writing Corps and the Strategic Planning and Implementation Group. The identification of programmatic areas is the measure of success.

____**b. Description of Data Collection & Assessment Results:**
The Center will collect reports, minutes, and other relevant documents.

____**b. Use of Results to Improve Unit Services:**
When the programmatic elements are identified, we will use them in drafting a concept paper or grant proposal.

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Intended Administrative or Educational Support Objective:

Implement the strategic plan prepared by the Strategic Planning and Implementation Group.

First Means of Assessment for Objective Identified Above:

____a. Means of Unit Assessment & Criteria for Success:
Outside consultants will review the Center's strategic planning process and assessment practices.

____a. Description of Data Collection & Assessment Results
Consultants will provide a report.

____a. Use of Results to Improve Unit Services:
The report will be used to improve the Center's strategic planning process and assessment practices.

Second Means of Assessment for Objective Identified Above:

____b. Means of Unit Assessment & Criteria for Success:
Begin implementation of the strategic plan prepared by the Strategic Planning and Implementation Group. Specific unit of assessment will be determined once the strategic plan is available.

____b. Description of Data Collection & Assessment Results:
The type of data to be collected will be contingent upon the specific unit of assessment as indicated above.

____b. Use of Results to Improve Unit Services:
Specific use of results will be determined after the unit of assessment is identified.