

**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)

April 29, 2005

(Date Submitted)

Submitted By: Todd Stanislav

(Unit Assessment Representative)

ASSESSMENT REPORT FOR

Center for the Advancement of Teaching
(Administrative or Educational Support Unit)

August 2004 - May 2005
(Assessment Period Covered)

May 1, 2005
(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. Implement the strategic plan prepared by the Strategic Planning and Implementation Group.

4.

5.

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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.
STATUS: The Center successfully completed 4 of the 5 (80%) milestones.

a. Description of Data Collection & Assessment Results

Evidence of milestones will be kept in the Center.
STATUS: 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.
STATUS: Having identified the milestones in the planning process ensured that the Center remained focused on them during the 2004-05 academic year.

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.
STATUS: The Center consultants submitted their recommendations and suggestions in a report in September 2004. A list of the recommendations and suggestions is provided with this report.

b. Description of Data Collection & Assessment Results:

STATUS: The consultants reviewed our assessment practices and provided a report that is available online at: <http://cat.xula.edu/about/consultants/2004-09-09.pdf>

b. Use of Results to Improve Unit Services:

The results will be used to improve the Center's assessment practices.
STATUS: The Strategic Planning and Implementation Group integrated 9 of the 10 recommendations or suggestions into either the strategic planning process or the new strategic plan itself. The new strategic plan is scheduled for completion in June 2005.

Milestones associated with the Mellon faculty development and technology grant, 2004-05

Milestone	Date	Status
Continue to support Technology Infusion and Rich Media projects	June-*December 2004	Eight Technology Infusion project proposals were approved for funding and successfully completed during the 2004-05 academic year. Two Technology Infusion projects are currently in progress. Nine Rich Media projects are currently in progress; 1 project proceeded to Phase IV (Continual Support) in fall 2004.
Review a new list of priorities for the Center	June 2004	Completed in summer 2004 and implemented during the 2004-05 academic year
Begin implementation of consultants' recommendations	September 2004	During the 2004-05 academic year, the Center implemented 9 of the 10 consultants' recommendations or suggestions either during or as a result of the strategic planning process.
Administer the Faculty Technology Use survey	Fall 2004	Distributed in December 2004; the results are currently available; a full report will be available in August 2004 and will be placed online after format adjustments.
Begin implementation of the new strategic plan	Fall 2004	The strategic plan is scheduled for completion in May 2005

* The Mellon grant was to end in December 2004. A one-year, no-cost extension was approved in January 2005.

Recommendations and Suggestions from A Report to the Center for the Advancement of Teaching at Xavier University of Louisiana*, Jane Miller and Jack Rossman, August 2004

From page 2:

We encouraged Center staff to consider to what extent they can demonstrate that participation in their faculty development activities makes a positive impact on the learning outcomes of Xavier students.

From page 3:

When consensus has been reached regarding objectives as part of the strategic planning process, key performance or critical indicators can be identified to help determine the extent to which the objectives are being achieved (see recommendation regarding objectives below).

...we would recommend that this person have the specific skills required to help assess the impact of the Center's activities on student learning and to work effectively with those who are charged with assessing student learning outcomes for the University as a whole.

During this (the SWOT) process, attempts should be made to encourage participation from throughout the Xavier community, including the Center for Undergraduate Research.

From pages 3 and 4:

If it is not possible for senior administrators to participate in the SWOT process, they should be kept fully informed of the process through regular meetings with Center leadership.

Clarify the objectives of the Center

... we recommended that SPIG members begin with the values statement embedded in the Center's mission and turn those into goals and objectives.

From page 4:

It is important to appoint an excellent facilitator for the SWOT process. While there may be a member of the Xavier faculty or staff who has this expertise, we would recommend seeking the assistance of someone from off-campus to facilitate this process.

As part of the SWOT process, additional efforts should be made to analyze and synthesize the extensive amount of survey data that the Center has collected.

Get broad faculty participation in the strategic planning process

We encouraged Dr. Stanislav and the Strategic Planning and Implementation Group to consider recruiting some members of the Center's advisory committee to focus specifically on assessment of teaching and learning and to use the Faculty Institute structure more intentionally to inform SPIG's decision making.

Encourage administrative input and the Center's participation in University initiatives

While the Center will, at minimum, need to keep the administration informed of the outcomes of the strategic planning process, we believe that there are opportunities for the Center to become more visible in the University's strategic direction.

-April 2005

* The full report is online at: <http://cat.xula.edu/about/consultants/2004-09-09.pdf>

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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:

STATUS: A concept paper was written by CAT staff, with input from CAT's Faculty Advisory Group. The concept paper, titled "Assessment of Learning Academy," is attached.

a. Description of Data Collection & Assessment Results:

STATUS: The concept paper represents one of the Center's priorities. The Center aims to develop a means for systematically demonstrating a direct link between faculty development activities and student learning.

a. Use of Results to Improve Unit Services:

STATUS: The concept paper was used as a basis to seek grant funding. It was submitted to two possible funding sources, the PLACE Fund and the Teagle Foundation.

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.

STATUS: The Grant Writing Corps was inactive during the 2004-05 academic year. The Strategic Planning and Implementation Group identified a handful of new programmatic goals. The new strategic plan is scheduled for completion in June 2005.

b. Description of Data Collection & Assessment Results:

The Center collected reports, minutes, and other relevant documents.

STATUS: In addition to the online archive of minutes of the Strategic Planning and Implementation Group, the Center compiled the feedback from faculty regarding ways in which the Center can better support and serve new faculty. This feedback is also archived online, as is a plan to integrate some of this feedback into the work of the Center.

b. Use of Results to Improve Unit Services:

STATUS: Some of the programmatic elements identified by the Strategic Planning and Implementation Group were used in drafting the concept paper. Other programmatic elements not specifically included in the concept paper will be found in the new strategic plan, which is scheduled for completion in June 2005.

Assessment of Learning Academy: A Concept Paper for the PLACE Fund

Xavier University of Louisiana

Xavier University of Louisiana seeks a grant of \$300,000 to create an Assessment of Learning Academy to be housed in its existing Center for the Advancement of Teaching.

Background

Since 1994, the Center for the Advancement of Teaching has served as an academic, University-wide resource for faculty. Its mission is to advance the art and science of teaching and learning across the disciplines. To this end, the Center has supported faculty projects in instructional technology, educational multimedia design, and the scholarship of teaching. It has also organized workshops and mini-conferences on pedagogy, learning technologies, and areas of professional concern.

Present need

Every Center-supported project has an assessment component in which faculty aim to connect their work to improvements in teaching and student learning. However, our ability to mentor faculty in this assessment phase has been hindered by the need for an assessment specialist: an expert advisor well-versed in research methods to investigate connections between pedagogy and student learning.

As part of a year-long strategic planning self-study in 2003-04, outside consultants offered critique and advice as to possible future directions that the Center might take. Although they affirmed the Center's emphasis on assessment, they noted that the Center has not systematically collected data that "would demonstrate a direct link between faculty development activities and student learning." Accordingly, they encouraged us to seek to determine "to what extent [we] can demonstrate that participation in faculty development activities makes a positive impact on the learning outcomes of Xavier students." To meet this challenge, we propose to:

1. create an Assessment of Learning Academy dedicated to addressing the thorny but crucial problem of assessing student learning
2. hire a full-time specialist in teaching theory, learning styles, and assessment to lead our efforts in these areas.

Through the collaborative efforts of the assessment specialist and Academy fellows, stronger links will be forged between our programmatic activities and the "bottom line" of education: student knowledge and skills.

The Program

The Assessment of Learning Academy will bring together a cadre of faculty fellows and Center staff to design and implement assessment of learning projects, providing models for faculty and departments across the campus. Academy fellows will participate in an Inquiry Seminar: a year-long investigation of student learning in the context of a particular project, which may be one of the Center's current initiatives or a new project. The assessment component would be thoughtfully planned, rigorous, scientific, grounded in state-of-the-art theory and practice, and, when completed, worthy of publication and presentation at pedagogical and discipline-based conferences and meetings.

Goals

The mission of the Center for the Advancement of Teaching is to advance teaching and learning. Establishment of the Assessment of Learning Academy will allow us to close the gap between innovation and outcomes, between faculty development and student learning. We seek the formation of an Assessment of Learning Academy to guide us to the next level of excellence while providing working examples and valuable resources to benefit faculty, academic departments, and students.

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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:

An outside consultant was to review the Center's strategic planning process and assessment practices.

STATUS: The Center was successful in securing the expertise of Drs. Jane Miller and Jack Rossman to serve as Center consultants in July 2004.

a. Description of Data Collection & Assessment Results

STATUS: The consultants submitted a report, which is available online at:

<http://cat.xula.edu/about/consultants/2004-09-09.pdf>

a. Use of Results to Improve Unit Services:

The report will be used to improve the Center's strategic planning process and assessment practices.

STATUS: The Strategic Planning and Implementation Group integrated 9 of the 10 recommendations or suggestions into either the strategic planning process or the new strategic plan itself. The new strategic plan is scheduled for completion in June 2005.

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. STATUS: The new strategic plan is scheduled for completion in June 2005.

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 in the strategic plan. STATUS: The new strategic plan, scheduled for completion in June 2005, will include an assessment plan.

b. Use of Results to Improve Unit Services:

Specific use of results will be determined after the plan is finalized. STATUS: Although not scheduled for completion until June 2005, the draft of the new strategic plan already includes new programs, services, and assessment methods that are designed to improve the work of the Center.

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Administrative or Educational Support Unit Mission Statement:

The Center for the Advancement of Teaching is an academic, University-wide resource for Xavier University's faculty and others whose goal is to advance and make public the art and science of teaching and learning.

Intended Administrative Objectives:

1. Implement the goals for improved support and services for new faculty.

2. Write a new grant proposal and/or second 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.

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Implement the goals for improved support and services for new faculty.

First Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success:

The Center has developed a set of goals with action plans that are designed to support and serve new faculty. The criteria for success will be the completion of 100% of the action plans. Information about the goals and plan of action is online at: http://cat.xula.edu/about/advisory/recommendations_short

a. Description of Data Collection & Assessment Results

The status of each goal will be described in the May 2006 assessment report that the Center will submit to the Office of the Senior Vice President for Academic Affairs and Office of Institutional Planning, if appropriate.

a. Use of Results to Improve Unit Services:

The Center will use the plan of action to improve its support and services for new faculty.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success:

The Center will evaluate the workshops and other events associated with the goals to improve its new faculty support and services.

b. Description of Data Collection & Assessment Results:

Evaluation forms from the events will be collected and the results compiled.

b. Use of Results to Improve Unit Services:

The results of the evaluations will be used to determine the effectiveness of the workshops and other events in supporting and serving new faculty.

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Intended Administrative or Educational Support Objective:

Write a grant proposal and/or second 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 staff, in collaboration with the Center's Grant Writing Corps and Faculty Advisory Group will write the grant proposal and/or concept paper. The creation of the proposal and/or concept paper is the measure of success.

a. Description of Data Collection & Assessment Results:

Minutes of meetings in which the grant proposal and/or concept paper is discussed will be recorded. The grant proposal and/or concept paper itself will represent at least some of the Center's goals and programs.

a. Use of Results to Improve Unit Services:

The grant proposal and/or concept paper will be used to obtain external funding.

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 Center's Faculty Advisory 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 documents related to the Faculty Advisory Group's input.

b. Use of Results to Improve Unit Services:

When the programmatic elements are identified, the Center will use them in drafting a grant proposal and/or concept paper.

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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:

The Center will implement the tasks outlined in the timeline of the strategic plan.

a. Description of Data Collection & Assessment Results

The status of each task will be updated by the Center once the date associated with the task has passed. This information will be provided on the Center's website.

a. Use of Results to Improve Unit Services:

The implementation of the tasks will be used to enhance and expand the Center's support of teaching and learning.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success:

The Center will begin implementing the new strategic plan in June 2005, the anticipated completion date of the plan. The Center will identify one specific goal from the strategic plan and develop a specific means of assessment for this goal once the plan is completed in June 2005.

b. Description of Data Collection & Assessment Results:

The type of data to be collected will be contingent upon the specific means of assessment as indicated above.

b. Use of Results to Improve Unit Services:

The specific use of results will be determined once the means of assessment has been identified.