

CENTER FOR ACADEMIC EXCELLENCE
AND STUDENT ENGAGEMENT

July 2008

Annual Report 2007-2008

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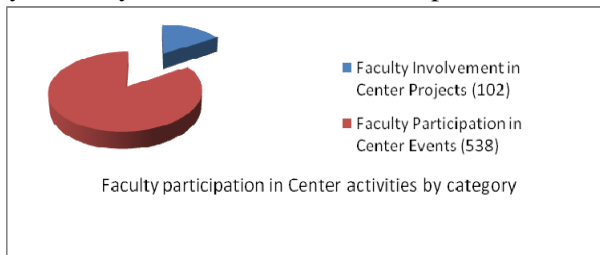
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Center for Academic Excellence and Student Engagement

ANNUAL REPORT 2007-2008

INTRODUCTION | ONE

The Center for Academic Excellence and Student Engagement's (the Center) activities fall into two broad categories: 1) activities that **involve** faculty as developers and designers of course/program content and researchers in teaching and learning, and 2) faculty as **participants** in Center events. Building on the success of the first year, the Center has engaged **102** faculty members in its programming. This is a **twelve percent increase** in the number of faculty involved in Center workshops, reading seminars, small group discussions, and other activities that require significant amounts of faculty members' time. **Five hundred and thirty-eight** faculty members attended a variety of campus events offered by the Center. These include conferences, brown bags, anytime, anywhere webcasts, and campus-wide discussion forums. This is an **increase of fifty-nine** percent over the previous year.



The Center's activities are guided by the Center's Advisory Board. The advisory board consists of five faculty members and one academic staff member. The board meets monthly throughout the academic year and holds an annual planning meeting at the end of the spring semester.

The Center's director develops and manages the Center's programs and supervises the Americorps* VISTA Service-Learning Coordinator. The director works closely with the Service-Learning Faculty Liaison and is a member of the Service-Learning Advisory Committee. As UWSP's administrative representative to UW System's Office of Professional Instructional Development's (OPID), the Center's director collaborates with OPID to engage faculty members in Scholarship of Teaching and Learning (SoTL), Faculty College, and other OPID sponsored activities that support faculty professional development.

Goals and Objectives

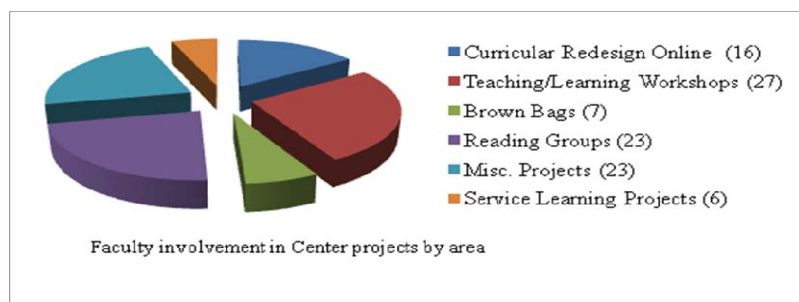
The Center's activities are guided by the following goals and objectives:

- Effective redesign of curriculum that includes measurable assessment strategies
- Instruction in an array of teaching methodologies
- Instruction in effective use of technology
- The creation of an inclusive and collaborative teaching/learning environment
- Development of a clearinghouse of resources on all issues related to teaching and learning.

THE YEAR IN REVIEW| TWO

Faculty Involvement

One hundred and two faculty members **involved** in the Center's activities during the past year redesigned their curricula, developed programs, investigated new teaching/learning strategies, attended semester long reading seminars, and/or were members of teams that addressed teaching/learning concerns. As indicated in the graph, 16



of the 102 faculty members developed, facilitated, or participated in the Summer Curricular Redesign Online Program in which faculty redesign their face-to-face courses for the online environment. Twenty-seven faculty members were involved in the Center's Workshops. Teaching and learning and SoTL workshops bring Interdisciplinary groups

of five to six faculty members together during the summer months to investigate new technologies and/or teaching/learning strategies with course redesign as the outcome. Seven faculty members of past workshops presented their teaching/learning experiences at spring and fall Brown Bags. Twenty-three faculty members were involved in semester long reading seminars in which they read and discussed one of the following three books: *Understanding by Design, Expanded 2nd Edition* (Wiggins & McTighe, 2005), *What the Best College Teachers Do* (Bain, 2004), and *Service Learning in Higher Education* (Jacoby & Associates, 1996). Six faculty members are currently involved in service-learning projects. During FY 2007-2008, 425 students completed 9, 516 hours of community service as a direct result of the Center's Service-Learning activities. Of the twenty-three faculty members involved in Miscellaneous Projects, five are involved in an ongoing ePortfolio project, thirteen developed and presented at one or more of the Center's conferences and workshops, and five are members of the Center's Advisory Board.

Curricular Redesign Online, Teaching and Learning Workshops, and SoTL projects are supported by faculty stipends, the remaining projects are not. Of the 102 faculty members involved in Center projects, 59 faculty members committed 5 to 6 hours per semester to Center activities for a total of 295 hours per semester, or just under 600 hours of faculty time for FY 2007-2008. This is an increase of more than fifty percent over the previous year, a testament to faculty members' interest in academic excellence and student engagement.

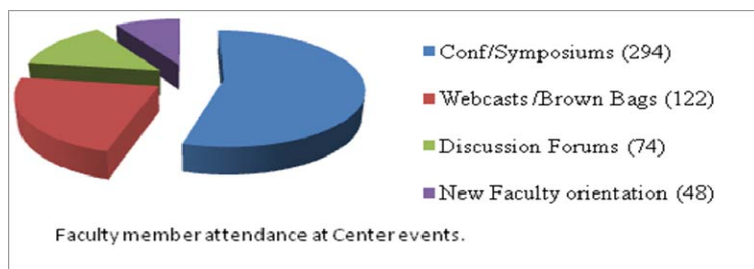
The attached new syllabus - my product from the workshop – is completely new. I did not keep one thing, aside from my name, the title of the course, and my contact information. In fact, as a result of my new syllabus, I have designed the course in a completely new way – all pointing to a more efficient and I think what will be a more effective way of presenting this course.

Participant reflection Backward Design Workshop, June 2008

Center Events

A total of 538 faculty members and academic staff members attended Center Events. Center events are one-time activities such as, full and half-day conferences, Anytime, Anywhere Webcasts, Brown Bags and New Faculty Orientation.

Conferences/Symposiums Two hundred and ninety-four UWSP faculty members and academic staff members registered for one or more of the five conferences offered during FY 2007-2008.¹ The Center hosted three conferences: First Year Experience, Service-Learning Colloquium, and UWSP's 12th Annual Teaching Conference. In addition, the Center provided financial and program support for the Critical Thinking Conference and the Grantsmanship101 Workshop/Symposium. Center conferences are supported, in part, by grants written by Center staff, in collaboration with other UWSP faculty and staff members. Additional financial support for the



First Year Experience Conference and UWSP's 12th Annual Teaching and Learning Conference was provided by UWSP's Chancellor's and Provost's offices. One hundred and one UWSP faculty and academic staff registered for UWSP's 12th Annual Teaching Conference, Teaching with a Global Perspective: Preparing Students to be Global

Citizens. Seventy-eight faculty attended the First Year Experience Conference. Fifty-four faculty members from across UW System registered for the First Annual Critical Thinking Conference, and thirty-six UWSP faculty members attended the Grantsmanship101 Symposium. A mix of twenty-five faculty members and community partners attended the Service-Learning Colloquium and forty-eight new faculty members were present at the New Faculty and Academic Teaching Staff Focus on Teaching.

Webcasts/Brown Bags

A total of **102** faculty members attended the seven Webcasts/Brown Bags offered during FY 2007-2008. Seventy-eight faculty members attended one of four hour-long Brown Bag sessions and forty-four faculty members attended three webcasts lasting from one to one and one-half hours. Webcast and Brown Bag topics include:

- ePortfolios for Learning and Assessment
- Collecting, Analyzing, and Using Faculty Evaluation Data
- Collaborative Learning in the Classroom
- Second Life in Higher Education
- Service Learning
- 15 Survival Skills for Instructors in Higher Education
- Why Student Engagement Matters: Using NSSE Results for Assessment and Accountability

Campus-wide Discussion Forums

Campus-wide discussion forums were added to the Center's offerings during FY 2007-2008. A total of seventy-four faculty members attended one of four hour-long discussion forums. Discussion forum topics include:

- Effects of Service-Learning on Student Learning and Satisfaction
- Vision of Students Today
- Social Networking
- Service-Learning from the Community Partner Perspective

¹ All participants are asked to register for Center programs. However, we have found that a number of participants attend events without registering. While others who register fail to attend. We are trying to address this issue with actual counts. In cases where we do not have participant counts for an event, registration numbers are used.

New Faculty Orientation

In fall of 2008 the Center initiated a program for new faculty. The goal of the program was to develop an interest in the backward design process and the development and implementation of intended learning outcomes. Forty-eight new faculty and academic staff members attended the event.

ILOs as simple and effective course planning tools, are very helpful. The discussion was actually very useful, the exchange of ideas, the emphasis on student learning was most valuable
New Faculty Orientation Evaluations, August 2007

Clearinghouse of Resources

In keeping with the goal of establishing a clearing house of resources for the UWSP faculty, a Center web site has been developed <http://www.edu/admin/acadaffairs/caese> . During the summer of 2008, the Center contacted campus Web and Media Services (WMS) to discuss a redesign of the Center's current website and the development of a registration database. As a result of that discussion, WMS will redesign the Center's website to facilitate upkeep and align it with UWSP's overall web presence.

ASSESS/REVIEW/ REVISE| THREE

Assess

Program Assessment

Multiple formal and informal assessment strategies are used to determine the effectiveness of the Center's programming efforts. These methods include: conversations with individual and small groups of faculty, workshop and conference evaluations, and service-learning evaluations from students, and community partners. Overall assessments and evaluations of Center's programming are predominately positive. Community members involved with the Center's Service-Learning Program felt that teaching/learning collaborations between the University and the community were very valuable; they are eager to continue and expand on existing Service-Learning activities.

In response to a need to capture transformative learning experiences, the Center added a reflective component to its workshop evaluations during 2007-2008. The comment below was included in one faculty member's reflection. It reveals the transformation that occurs when a curriculum utilizes learning outcomes to link instruction to assessment and learning activities that ultimately transforms the instructional process.

It was at times a difficult process to strip my course down to the bare bones and take out "good" assignments and activities that were not really relevant to the course content. There were some assignments that students enjoyed and I was pleased with my own creativity in the assignment, but when all was said and done, it just was not important and I had to let it go.
Participant reflection Backward Design Workshop, June 2008

Review

The following review of the Center's activities discusses Anytime, Anywhere Webcasts, Faculty Focus web pages, New Faculty Orientation, and the Americorps * VISTA Service-Learning Coordinator position.

During the summer of 2008, the Center contacted UWSP's Web & Media Services (WMS) to discuss a redesign of the Center's current website and the development of an updated registration database. As a result of that discussion WMS will redesign the Center's current database and website, to facilitate upkeep and align it with UWSP's updated web presence.

Forty-four faculty members utilized Anytime, Anywhere Webcasts that were made available during FY 2007-2008. The Center will continue to purchase webcasts for the upcoming year. However, an evaluation of webcast use and effectiveness is planned for next fall prior to purchasing webcasts for FY 2009-2010.

At the request of a number of folks from across the campus a Faculty Focus web page was developed to highlight faculty research, publication, and creative activities. We have had little success in getting faculty members to submit their information. This project will be forwarded to the Center's Advisory Board for review during 2008-2009.

Of the forty-eight new hires that attended New Faculty Orientation in August of 2007, eight participated in one of four Center workshops offered during the summer of 2008. This is a one hundred percent increase from the year before. The Center has also seen an increase in new faculty attendance at other Center events throughout the year.

During the past year, seven candidates were interviewed for the Americorps* VISTA Service-Learning Coordinator grant position. The position was offered to five candidates, each of whom declined the offer. The other two candidates withdrew their applications. Applicants cite poverty level salary as the primary issue. While the Center does offer a \$600 per semester food allowance, we have been unable to secure housing which the applicants tell us, would have made a difference. This is an issue that the Service-Learning Faculty Liaison, the Service-Learning Advisory Board and the Center's director will be working on during the upcoming year.

Revise

SoTL, Backward Design, and Curricular Redesign Online workshops will be revised and updated as needed after a careful review of participant evaluations. The Center also needs to revise its methods for incorporating diversity in the Center's programming.

FUTURE PLANNING | FOUR

Programming

Taking into consideration the university's mission, faculty needs and concerns, and the Center's goals and objectives, the Center's Interim Director has identified the following programming initiatives for FY 2008-2009:

- A continued focus on the redesign of existing course curricula focusing on Backward Design, Intended Learning Outcomes, and assessment begun during 2006-2007
- Collaborate with Information technology to investigate new collaboration technologies such as SharePoint.

- Add a two-day diversity workshop to the Center’s summer programming.
- Expand 2007-2008 grant writing efforts.
- Apply for two Americorps* VISTA grants, one to support Service-Learning projects, the other Food Sustainability Project in collaboration with the College of Natural Resources.

CENTER NEEDS | FIVE

Staffing, Space, and Financial Support

The Center is currently staffed by the interim director and a quarter-time administrative assistant. The Center purchases one-quarter of one half-time LTE administrative support position from the Library. New in 2007-2008, this support has proved to be significant in expanding the Center’s programs.

In addition to office space for the Service-Learning Coordinator, the Center needs space that promotes collaboration and provides for faculty experimentation with new teaching/learning strategies and technologies.

The Center began its operations in spring of 2006 with \$143,000. The targeted annual budget for the Center is \$50,000 per year. At the end of year three it is anticipated that all monies will have been spent, therefore, before FY 2009-2010 the Center will require additional funds to continue its programming.

GRANTS | SIX

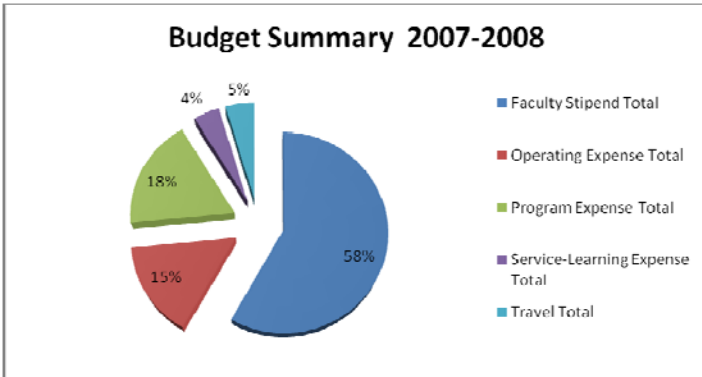
Center staff and faculty collaborators submitted five grant proposals during FY 2007-2008. Of the five submitted two grants were funded, one **OPID Conference Development** grant and one **Wisconsin Campus Compact (WiCC)** Grant for a total of **\$34, 217.00** in grant funds. Unfortunately, the Center was unable to hire an Americorps* VISTA Service-Learning Coordinator for 2008-2009.

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| OPID Grant (Service-Learning) | \$1,000.00 |
| UPDC Curriculum Development (Service Learning) | \$2,308.00 |
| OPID Undergraduate Teaching and Learning Grant (FYE) | \$ 5760.00 |
| OLIT Curricular Redesign Grant Proposal | \$85,618.65 |
| WiCC Grant (Service-Learning Coordinator) | \$33,217.00 |
| Total Grants | \$34,217.00 |

BUDGET REVIEW | SEVEN

The following graph shows the amount and distribution of budget dollars during FY 2007-2008. A total of \$53,705.69 was spent during FY 2007-2008, of that total fifty-eight percent or \$31,250 was spent on faculty stipends for summer workshops. Eighteen percent or \$9615.87 was used to support Center programming, which includes the cost of workshops, webcasts, conference support for the Critical Thinking Conference, Service Learning Colloquiums, and First Year Experience Conference, books for reading seminars, and other

programming costs. Over three-quarters of the Center’s budget goes directly to faculty and/or programs that support faculty.



The Center spent fifteen percent or \$8149.49 in operating expenses, included in that total is \$6, 911.84 for a quarter time assistant for one year, telephone support, postage, printing, supplies, training, and other miscellaneous office expenses.

A total of \$ 2232.09 dollars or four percent of the Center’s budget was spent supporting the Service-Learning Coordinator position. This includes travel to conferences, phone, mail, and other office expenses.

Travel expenses of \$2458.24 includes the Interim Director’s travel to the 2007 POD conference in Pittsburgh, PA, for professional development, travel to Chicago to present at Midwest Educause, and miscellaneous travel to OPID and Joint OLIT meetings across the state.