











Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

PACE Center

Goal	Assist Instructors To Become More Effective Teachers  The Professional and Academic Center for Excellence (PACE) was created to promote excellence in teaching among faculty.
Objective (P)	Effective Teaching  Instructors who consult with PACE regarding their teaching will demonstrate effective teaching strategies.
KPI Performance Indicator	Project Based Learning (PBL)  A new PBL cohort began in spring 2015. For those faculty who participate in the training, 90% will have generated a PBL assignment for at least one of their university classes.
Result	PBL Result   Ninety-two percent of the participants had generated a PBL project and received peer feedback to improve the implementation. On the final training day, participants were asked to write impressions of what they learned throughout the training and how it would be beneficial to them. The results are attached.
KPI Performance Indicator	Teaching Effectiveness  Effective teaching will improve student perception of the instructor as indicated on the Individual Development and Educational Assessment (IDEA). The score Excellent Teacher and Excellent Course on IDEA will increase for each individual participant in PACE by two-tenths point (e.g., from 2.25 to 2.45).
Result	Teaching Effectiveness Results  Those who requested consultations and attended the PACE IDEA workshops rose between 2/10 of a point to an entire point in their IDEA scores from one semester/year to another.
KPI Performance Indicator	Consultation  The number of faculty consultants during 2014-2015 will be at least 14, a target number not reached in previous years. However, this year, we will also include in the count instructors who attend a PACE IDEA Workshop.
Result	Consultation Results   By adding the number of participants in the PACE IDEA workshops to the number seeking classroom observations, our total consultants increased to 16 participants (goal was 14).

Action	<p>Teaching Effectiveness Action 🔑</p> <p>The PBL training has included tenured/tenure-track faculty, adjunct faculty, and online course design specialists. We have been very successful here. Although we attempt to obtain participants from each college, the spring 2015 cohort had more adjunct faculty and online course designers than tenured/tenure-track faculty. Our goal next year is to continue to include adjunct faculty and online course design specialists and perhaps add some teaching assistants as their time permits.</p> <p>Consultations increased with instructors attending IDEA workshops and implementing the suggestions from the workshops. Our goal will be to increase attendance of tenured/tenure-track faculty, adjunct faculty, and teaching assistants at the IDEA workshops.</p> <p>For the IDEA scores, one area that is heavily addressed in the workshop is appropriate objective selection. The goal for next year will be to have the objective selection score in the top 10% of the converted scores.</p>
Goal	<p>Professional Development For SHSU Staff 🔑</p> <p>The goal is to include staff in professional development.</p>
Objective (L)	<p>Professional Development For SHSU Staff 🔑</p> <p>SHSU staff who attend a professional development workshop will be able to name at least one strategy they plan to try.</p>
Indicator	<p>Workshop Evaluation 🔑</p> <p>The group evaluation is PACE created to determine what staff learned from the professional development workshop.</p>
Criterion	<p>Professional Development 🔑</p> <p>After staff attend the professional development session, the group will name at least five things they learned from the presentation.</p>
Finding	<p>Staff Professional Development Results 🔑</p> <p>Two workshops were provided to staff during 2014-2015, one in December, "You've Got Style," determining participant personality style related to work/job. The other was a workshop at the Staff Development Conference in March related to assessing job satisfaction. At both sessions, participants were able to share orally with the group what they had learned about themselves related to their jobs.</p>
Action	<p>Staff Professional Development Action 🔑</p> <p>As in previous years, PACE staff will work with Staff Council to determine appropriate professional development for SHSU staff. At the training, participants will be able to list at least one issue addressed in the staff development event that can improve their job performance/satisfaction.</p>

Goal	New Faculty Investment 🔑 The goal is to assist new faculty (tenure-track, adjunct, teaching assistants) awareness of the services available for faculty and students in order to be able to refer students to the proper service..
Objective (L)	New Faculty Investment 🔑 Faculty attending the New Faculty Investment will be able to determine which resources presented would be appropriate for faculty, students, or both..
Indicator	New Faculty Investment Evaluation 🔑 The evaluation provides a list of the resources presented and asks participants to determine if the resource would be helpful to faculty, students, or both..
Criterion	New Faculty Investment Evaluation Results 🔑 Resources will be rated as have at least 50% benefit to students, faculty, or both.
Finding	Results 🔑 🔑 The only resource presentation that did not meet the 50 percent criterion for 8/19/15 was Theatre. However, there was no presentation of Theatre on 8/19/2015. The McNair program did not make the 50% cut either. Comments indicated that participant teaching loads would not use this resource. On 8/20/15, the First Year Experience Barnes & Noble Bookstore, and Counseling Services did not make the 50% cut. In fact Counseling Services was rated by 52.4% as neither a resource for students or faculty. This resource, particularly must have been misunderstood because it sees students referred by others or self-referred for any number of mental health issues such as depression, anxiety, and lack of motivation.
Action	New Faculty Investment 🔑 Although some of the resources likely did not fit into faculty or student resource categories, Counseling Services should have. This was our first year to do the New Faculty Investment this way, so we will remain with the status quo for one more year and cull presentations then if the same resources are not rated at least 50% applicable to faculty, students, or both.

Previous Cycle's "Plan for Continuous Improvement"

There will be a new cohort for PBL training developed and start in spring 2015. Once again, the target outcome will be that each completed participant will have generated a PBL assignment for at least one university class. For the IDEA ratings, we will expect from one semester to another to at least .2 point increase. Once again, our goal will be to increase number of clients

to 14 and hopefully from colleges that have not participated previously.

PACE will, once again, work with Staff Council to provide relevant professional development for staff and expect that 85% of participants will find something relevant to their staff positions from the presentation.

Finally, rather than have a separate Adjunct Orientation, adjunct faculty and teaching assistants will be invited to the New Faculty Investment in August.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

There was a new PBL cohort in spring 2015. There were a number of tenured/tenure-track faculty, adjunct faculty, and online course design specialists making the cohort. We attempted to have training sessions on some Wednesdays due to trainer's availability. However, there were many faculty who could not make the Wednesday sessions due to professional conflicts. Approximately 92% of participants generated at least one PBL project for at least one class. The IDES ratings for PACE clients improved on average from .2 - 1.0 points, especially in the chosen objective section. We expanded consultants to include attendees of PACE IDEA workshops, so that our total consultants numbered 16.

PACE worked with Staff Council to present two staff professional development events, one in December and one in March. At both events, participants were able to list at least five items they learned to be more effective in their jobs.

Although, adjunct faculty and teaching assistants were invited to last year's New Faculty Investment, we only had one adjunct faculty member attend.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

For the PBL sessions during 2015-2016, graduate teaching assistants (TAs) will be invited in addition to tenured/tenure-track faculty, adjunct faculty, and online course design specialists. Additionally, all trainings will occur on Friday afternoons following a provided lunch. IDEAScores will increase in all areas of the evaluation for consultants. Once again, attendees of the PACE IDEA workshops will be considered consultants, with a goal of 16 consultants.

PACE will provide at least one professional development event for staff, co-sponsored with Staff Council. Attendees will indicate how the presentation was meaningful to their job positions at SHSU.

This year, already, there has been increased effort to recruit adjunct faculty and teaching assistants with at least 10 (combined) indicating they will attend.

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