CENTER FOR TEACHING & LEARNING

GEORGIA COLLEGE & STATE UNIVERSITY

Annual Report: 2022 to 2023

Center for Teaching and Learning:

"We foster empowerment!"

Annual Report: 2022 to 2023

Contents

This report summarizes the Center for Teaching and Learning's activities from July 1, 2022, to June 30, 2023.

CTL Staff

The Center for Teaching and Learning (CTL) has six (6) staff members: Katie Smith, Administrative Assistant; Simeco Vinson, Instructional Designer Specialist; Jaclyn Queen, Instructional Designer; Alison Shepherd, Systems Analyst, Dana Gorzelany-Mostak, Faculty Success Coordinator, and Jim Berger, Director.

Support Services

Digital Bootcamp

Building on our commitment to advancing effective teaching practices, CTL has taken a proactive step by developing a comprehensive self-paced course tailored to empower faculty for the challenges and opportunities of online teaching. Recognizing the evolving educational landscape, this course is structured into three (3) modules, each thoughtfully curated to equip faculty with the essential tools and insights needed to thrive in the digital classroom. The modules are designed with best practices based on Quality Matters (QM) principles. This self-paced course is designed to provide faculty with a framework of resources and support. Throughout the course, participants complete several assignment artifacts, participate in discussions, and engage in interactive reading assignments and resources.

The course is a testament to our dedication to supporting a diverse cohort of 67 GC&SU faculty and teaching staff in their journey toward online teaching excellence. By providing a blend of self-directed learning and interactive engagement, our self-paced course ensures that educators are equipped with theoretical insights and actionable strategies that empower them to create vibrant and impactful online learning experiences. Through this initiative, the CTL is actively shaping the future of education by nurturing a community of digitally proficient educators who are prepared to inspire and educate in the virtual classroom.

Learning Management System

The CTL staff members support the learning management system (LMS), GeorgiaVIEW, Brightspace by D2L. Support tickets are logged into a database and used to improve services for faculty, staff, and students. The Systems Analyst is the primary support staff for GeorgiaVIEW/D2L inquiries and is assisted by other CTL staff who provide administrative assistance backup. The Systems Analyst tests new learning management system features and performs application integrations, and is the primary support staff to help faculty, students, and staff use the LMS and troubleshoot technical problems - assisted by two (2) other staff members whose primary functions are to collaborate with faculty on the design, development, and delivery of courses.

Learning Management System Support Ticket System

There were 1,137 support tickets logged between 7/1/2022 and 6/30/2023. There were 1,243 tickets generated in the previous year – showing a difference of 106 fewer tickets. Faculty are becoming more knowledgeable about using the LMS through CTL support sessions, CTL literature, and consultations, and increase use of the LMS.

CTL receives support requests from five (5) methods, as noted in Table 1. CTL continues to be a part of the Information Technology (IT) help desk (SERVE) ticket system. When a SERVE staff member receives a phone call or email that may involve the LMS, the staff will enter a help ticket that generates an email to alert CTL.

Table 1 - Contacts by User Type and Contact Type

Contact Method	# of Contacts
DocuSign	302
Email	409
Phone	300
Pre-scheduled	32
SERVE	73
Walk-ins	21
Total	**1,137**

Below indicates how frequently the CTL staff helped faculty, staff, and students at various amounts of times (Table 2). As anticipated, the staff were able to resolve issues presented by users in 1-14 minutes for most of the help tickets.

Table 2 - Tickets by Time Required

Totals by time spent	#
1-14 min	
Faculty	725
Staff	118
Student	86
Total	**929**
15-30 min	
Faculty	116
Staff	15
Student	15
Total	**146**
31-59 min	
Faculty	35
Staff	1
Student	11
Total	**47**
1-1.5 Hrs	
Faculty	6
Staff	2
Student	1
Total	**9**
Over 1.5 Hrs	
Faculty	4
Staff	1
Student	1
Total	**6**

We analyzed the tickets by subject (Table 3). Assistance with GeorgiaVIEW/D2L was the most common ticket type.

Table 3 - Tickets by Subject

Tickets by Subject	#
GeorgiaVIEW/D2L	1008
3rd Party	78
Other-Not Listed	18
Office365	13
SRIS	13
Videoconferencing	7
Total	**1,137**

Help tickets were submitted for applications other than GeorgiaVIEW/D2L, 3rd party. We continue to monitor 3rd party integration help tickets. Most 3rd party tickets involved Respondus and Turitin, reflecting the faculty's increased use of anti-plagiarism software (Table 4).

Table 4 - 3rd Party Details

3rd Party Ticket Details	#
Respondus	24
Turnitin	16
Other	11
Kaltura – My Media	10
Pearson	7
ExamSoft	4
LiveText	3
McMillan	2
Abobe	1
Total	**78**

The top five (5) GeorgiaVIEW/D2L tickets were: Access Issues, Quizzes or Surveys, GradeBook, Cross-list or Merge Courses, and EXO or Sandbox Creation (Table 5). The predominant system access tickets include adding users to a course or the GeorgiaVIEW/D2L system, enrollment to a course, or updating roles in a course.

Table 5 - GeorgiaVIEW Ticket Details

GeorgiaVIEW Ticket Details	#
Access Issues	514
Quizzes or Surveys	76
GradeBook	73
Cross-list or Merge Courses	53
EXO or Sandbox Creation	46
Classlist	45
Content	40
Discussions	23
Copy/Import Tool	22
Assignments	21
Groups	13
General How To	11
Other (Requires Comments)	11
Course Structure	9
Profile	7
Attendance	6
Widgets	6
Rubrics	5
Release Conditions	4
Calendar	3
Course Info	3
Email	3
HomePages (MyHome or Course Home)	3
Announcements	2
Grade Challenge	2
Notifications	2
User Progress	2
Awards	1
Checklist	1
Intelligent Agents	1
Total	**1008**

Thank-a-Teacher

The Center for Teaching and Learning (CTL) often hears from students about how instructors impact their learning and personal growth, making them self-actualized in their endeavors. So, as an ongoing basis of support, CTL instituted a Thank-a-Teacher @ GC&SU program in the Fall of 2021 to acknowledge instructors' contributions to our students.

Table 6 shows how many faculty we have acknowledged by semester.

Semester	#
Fall 2021	205
Spring 2022	74
Fall 2022	124
Spring 2023	166

Table 6 – Thank-a-Teacher @ GC&SU Faculty Acknowledgements

CTL Resources

GeorgiaVIEW CTL Faculty Resources Course

In 2019, CTL began populating training materials and resources in the newly developed CTL Faculty Resources course. Placing these materials in the course allowed developers to create search tags and allowed users to search and find resources relevant to their queries quickly.

There are 289 items loaded into the course. Resources include videos, webinars, podcasts, quick guides, links to external websites, and recordings of workshops. Currently, 730 users have been enrolled in the course and use resources located there regularly. Registration is open to any instructor, graduate teaching assistant, and adjunct. Some of the broad categories included in this course are:

- Academic Honesty & Copyright
- Active Learning
- Assessment
- Flipping the Classroom
- GC Journeys
- Helpful Tools
- Hybrid Teaching & Learning
- Online Teaching & learning

- Podcasting
- Quick Guide for a New Semester
- Quiz Question Converter
- Research & Grant Opportunities
- Teacher's Dozen-Principles for Improving Higher Learning
- Teaching Excellence
- Teaching Online
- Turnitin Document Test
- Universal Design for Teaching & Learning
- Working with ChatGPT and Other Artificial Intelligence

By placing these materials in the LMS, we hope to draw more users to GeorgiaVIEW/D2L and encourage them to utilize the search function to locate resources faster.

Academic Affairs Small Grants Program

The Academic Affairs Small Grant Program provides seed funding of up to $5,000 for faculty research projects. Funds can be used for supplies, equipment, software, or travel expenses incurred while conducting research in accordance with University System of Georgia (USG) regulations. Several grants were awarded specifically to support Scholarship of Teaching and Learning (SoTL) projects.

Table 7 displays the faculty research recipients, research titles, and grant amounts awarded during this reporting period.

Academic Affairs Small Grant Program Recipients

Table 7 - Recipients, Research Titles, and Grant Awarded

Spring 2023			
Faculty Name	**Title**	**Award Amount**	**Grant Type**
Andrew Allen	Sigurd Raschèr in the United States: 1940-1945	$2,175.00	FRG
Kevin Hunt, Lisa Griffin, Candice Griffeth	Exercise is Medicine: An Assessment of Early Onset Osteopenia and Osteoporosis in College-aged Individuals	$5,000.00	FRG
Hasitha Mahabaduge	Development of Solid-State Detectors for CubeSat Satellite Missions	$5,000.00	FRG
Bruce Snyder	South Georgia Millipede Survey	$5,000.00	FRG
Ellen France	Identification of novel interactor of Sec6 protein via Yeast Genetic Screen	$4,954.00	FRG
Joanne Spalding	Analysis of the Physical and Positional demands of an NCAA DII Women's Soccer Season with Measures of External and Internal Load	$4,984.00	FRG
Stephanie Jett & Laurie Peebles	Sights and Sounds of Veteran Identity: The Use of Photovoice Technique and Lyric Analysis in a Community-Based Participatory Action Research Framework	$4,998.00	FRG
Benjamin (Chad) Whittle & Christina C. Smith	Local Media Start-Up: Baldwin County High School Podcasting Club	$3,030.00	CEG

Fall 2022			
Faculty Name	**Grant Title**	**Award Amount**	**Grant Type**
Dana Gorzelany-Mostak	Songs of Political Persuasion: Hearing Music on the U.S. Presidential Campaign Trail, 1840-1918	$3,700.00	CEG
David Weese	Ecological Succession in Macroinvertebrate Communities Following a Volcanic Eruption	$4,406.89	FRG
David Zoetewey	Understanding the Structural Mechanism of SARS-CoV2 Membrane Fusion During Infection	$5,000.00	FRG
Kasey Karen	Potential Roles of the Proteins E4 11k and Ddx6 in RIG-I-dependent Interferon Activation in an Adenovirus Infection	$5,000.00	FRG
Natalie Toomey	Individual Differences and Multimedia Learning	$5,000.00	SOTL
Sandra Trujillo	Ravenna Mosaic Project	$4,976.00	CEG

FRG = Faculty Research Grant, CEG = Creative Endeavor Grant, SOTL = Scholarship of Teaching and Learning Grant

Table 8 displays comparison data for faculty funding in the past years.

Table 8 - Comparison of Data for Faculty Funding

Year	Number of Grant Proposals	Number (Percent) of Grants Awarded	Funds Requested	Funds (Percent) Awarded
2022-2023	28	22 (78.6%)	$110,811.89	$83,489.89 (75.3%)
2021-2022	23	17 (74%)	$91, 756	$77,174 (86%)
2020-2021	10	9 (90%)	$28,586	$21,614 (76%)
2019-2020	19	14 (74%)	$98,783	$66,746 (68%)
2018-2019	29	14 (48%)	$117,039	$62,076 (42%)
2017-2018	38	21 (55%)	$127,585	$58,772 (46%)
2016-2017	17	14 (82%)	$63,997	$50,050 (78%)
2015-2016	40	23 (58%)	$124,233	$58,263 (46%)
2014-2015	30	19 (63%)	$108,555	$49,626 (46%)
2013-2014	47	25 (53%)	$147,575	$64,842 (44%)

Outcomes of Faculty Research Grant Program: 2019-2020

In the 2021 academic year (AY), notable changes and improvements were made to the grant proposal process and reporting structure. A collaborative effort involving the CTL (Center for Teaching and Learning), library, and FRG (Faculty Research Grant) Committee resulted in enhancements to the reporting format for FRG recipients. This effort included revisions to both preliminary and final reports, ensuring the inclusion of relevant information.

Furthermore, a significant development involved the establishment of a publicly accessible repository through Digital Commons, facilitated by the CTL in partnership with the library. This repository serves as a platform to share final reports detailing the ongoing projects and research conducted at GC&SU. As part of this initiative, reports are submitted to the library for uploading to the repository.

These efforts transformed the grant proposal and reporting process, enhancing transparency and accessibility for the scholarly work undertaken at GC&SU.

Inclusive Excellence Grant Recipients

Beginning in January 2020, Academic Affairs began offering a new granting opportunity. The Inclusive Excellence Grant aims to provide up to $4,000 in funding for Georgia College faculty to research topics regarding inclusive excellence. The institution and faculty can address inclusive excellence in a variety of ways, including examining underserved populations, researching the effect of educational, economic, health, and environmental disparities, analyzing public policies and their impact on the social world, investigating historical events, evaluation of effective and inclusive teaching, discovering the roles specific learning outcomes includes or excludes our learners, identifying the impact the use of technology has on certain populations and recognizing the student's agency in successfully matriculating through the coursework.

The sole recipient for the 2022-2023 reporting period was Ania Rynarzewska for $2,640.00 on uncoiling the societal spiral of silence.

Community-based Engaged Learning (CbEL) Grants

Part of the mission of GC Journeys is to engage our learners with real-world problems in real-world settings. Doing so provides learners with experiences and activities they will face when leaving our programs. To aid in this process, institutions engage their students in community-based engaged learning. Community-based Engaged Learning, or CbEL, seeks "student participation in service projects or community engagement . . . and integrate the service experience into course content" (Framework for Success, 2022). Incorporating student learning into real-world activities allows students to see the work they are doing and witness the impact of their efforts on the lives they serve.

Table 9 shows data for faculty award recipients, project titles, and award amounts for CbEL grants for this reporting period.

Spring 2023 Recipients		
Faculty Name	Project Title	Amount
Aurora Castillo-Scott & Lee Kirven	Promoting GCSU College Life to the K-12 Community	$702
Sandra Godwin	Solving the Food Waste Problem: Reduce, Redirect, and Review	$1,000
Carrie Cook	Community Recreation as a Gang Alternative	$600

Fall 2022 Recipients		
Faculty Name	Project Title	Amount
Linda Bradley & Alexandra Berglund	Tutoring to Support Early Learners with Diverse Reading Profiles	$959.88
Cliff Towner	Baldwin County Extravabandza	$1,000
Aurora Castillo-Scott & Lee Kirven	Promoting GC College Life to the K-12 Community	$702
Seth Cook & Anne Elise Beals	Embodied Photography Exhibition	$659.26
Matthew Forrest	Unseen (International Printmaking Exchange)	$954.99

Table 9 – CbEL funding

CTL Support for Teaching Excellence Awards

The following faculty received Georgia College Teaching Excellence awards:

- Excellence in Teaching: Brad Fowler, Information Systems & Computer Science
- Excellence in Online Teaching: Elissa Auerbach, Art
- Excellence in Scholarship of Teaching and Learning: Jennifer Flaherty, English
- Excellence in Scholarship and Creative Endeavors: Whitney Ginder, Marketing
- Craig M. Turner Excellence in University Service Award: Mandy Jarriel, School of Health & Human Performance
- Laurie Hendrickson McMillian Award: Cullen Wallace, Economics and Finance
- Irene Rose Community Service Award: Caroline Collier, Information Systems & Computer Science

Student Response to Instruction Survey (SRIS)

During the 2018-2019 academic year, CTL joined IT to administer the Student Response to Instruction Survey (SRIS) process. In 2019-2020, SRIS purveyor IDEAS was purchased by CampusLabs, and the FIF (Faculty Information Form) became the OSF (Objective Selection Form). The process has three (3) steps: 1) Identification of courses to be assessed in Banner, 2) Faculty OSF completion, and 3) Student survey completion. During the Summer of 2019, the SRIS was not administered during system updates. Also, since the conversion to CampusLabs, OSFs can be entered up to and including the final day of the student survey, thus preventing accurate numbers of OSF completions. Therefore, we cannot report those numbers in our table below after Summer 2019.

Table 10 summarizes survey completion rates:

Academic Term	FIF Completion Rate	SRIS Completion Rate
Spring 2023		47%
Fall 2022		55%
Summer 2022		22%
Spring 2022		51%
Fall 2021		49%
Summer 2021		24%
Spring 2021		51%
Fall 2020		46%
Summer 2020		27%
Spring 2020		36%
Fall 2019		49%
Summer 2019	N/A	N/A
Spring 2019	97%	65%
Fall 2018	96%	67%
Maymester 2018 (All terms)	88%	47%
Spring 2018	97%	65%
Fall 2017	99%	68%
Summer 2017	37%	31%

Table 10- Summary of SRIS Completion Rates

The minimum SRIS rate is 65% for dependable results, which the institution has achieved four (4) times in Spring 2019, Fall 2018, Spring 2018, and Fall 2017.

CTL uses various marketing channels such as FrontPage, CTL's newsletter, personalized emails, and social media messages to inform faculty, staff, and students about the SRIS. CTL also publishes summary reports each semester providing SRIS recommendations as follows:

- To improve Excellent Teacher ratings, build relationships at the beginning of each course, and provide prompt and meaningful feedback throughout.
- To improve Excellent Course ratings, incorporate active learning strategies and High Impact Practices into your course(s).
- To improve objective ratings, offer learning opportunities that engage learners in the following activities: developing basic understanding and diverse perspectives, problem-solving, field-related connections to your content, teamwork, creativity, broadening intellectual experiences, oral and written expression, resource evaluation, ethics, critical thinking, public service, and data interpretation - where possible.
- To improve response rates, research and best practice consistently show that the most significant factor in increasing participation in online student rating surveys is for faculty to express and demonstrate how the results are important in making meaningful course change(s). The next most influential factor is to set aside time to complete the survey(s). Finally, evidence-based practice at GC&SU consistently shows that incentivizing students to complete the survey can increase response rates.

Figure 1 displays a comparison of SRIS data for 2013-2023. The data includes the total number of courses and the response rates.
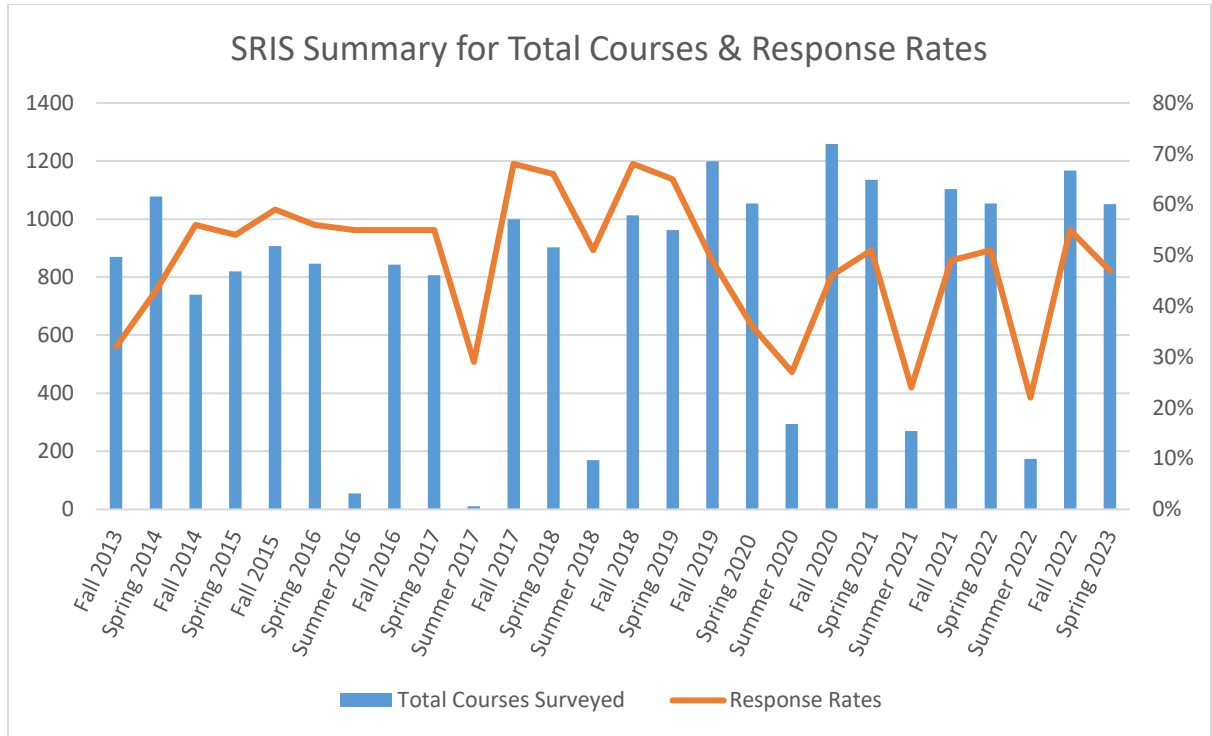

Figure 1 – SRIS Summary 2013-2023

Governor's Teaching Fellows Program

The University System of Georgia Governor's Teaching Fellows program was established by Zell Miller, Governor of Georgia, 1991-1999. The program aims to assist faculty in developing new teaching skills, including using technology in the classroom and innovative pedagogical strategies. Acceptance to the program is competitive. There are two programs – one is an intensive summer symposium, and the other is a year-long program. Fellows include:

- Laurie Peebles – 2022 Year-long Academic Program
- Suzanna Roman Oliver – 2022 Summer Symposium
- Omolola Ologunorisa – 2022 Summer Symposium

Past Georgia College Governor's Teaching Fellows were:

- Ernie Kaninjing, 2020
- Ashok Hegde, 2019
- Jim Schiffman, 2019
- Hasitha Mahabaduge, 2019-2020

- Sandra Godwin, 2018-2019
- James (Trae) Welborn, 2018
- Kristin English, 2017
- Amy Sumpter, 2016-2017
- Jennifer Flory, 2014
- Jerry Herbel, 2013-2014
- Julia Metzger, 2012-2013
- Marcela Chiorescu, 2013
- Scott Butler, 2010-2011
- Mark Huddle, 2011
- Robin Harris, 2009-2010
- Craig Pascoe, 2006-2007
- Amy Burt, 2005-2006
- Karen Bendersky, 2005
- John Cox, 2004
- Judith Malachowski, 2003
- Cynthia Alby, 2001-2002
- Jan Hoffman, 2000-2001
- Victoria Brown, 1999
- Rebecca Lovett, 1997-1998

Development of an Online Tenure and Promotion Repository

In 2018, the Center for Teaching and Learning collaborated closely with the Associate Provost's office to establish an innovative online repository dedicated to Tenure and Promotion (T&P) procedures. Deliberations were held to outline the operational framework and determine the requisite security protocols.

Input was actively sought from representatives representing each of the university's four colleges to gather insights and recommendations on refining the T&P process. Utilizing the existing GeorgiaVIEW/D2L platform, a comprehensive e-Tenure & Promotion Portfolio was developed for all 54 potential applicants within this reporting period.

As the academic year progresses, the CTL remains committed to a continued partnership with the Provost's Office, facilitating ongoing support and guidance for the evolving Tenure and Promotion process.

Programming

New Faculty Orientation

New Faculty Orientation (NFO) was held the first week of August 2022. Thirty-eight (38) new faculty attended and were welcomed by President Cox on Monday, August 1, 2022. Topics covered during NFO included but were not limited to, a student profile, setting the tone, GeorgiaVIEW/D2L, engaging students and learning, GC Journeys, and students and faculty panel.

Overall evaluations of the New Faculty Orientation were positive, with actionable feedback on each session. The suggestions and ratings provided information to plan for the next NFO. As a result, staff met to prepare for revisions based on constructive feedback.

Quality Matters

The Center for Teaching and Learning (CTL) offers comprehensive workshops to enhance online courses' quality and effectiveness. These workshops, designed to empower educators with valuable skills and strategies, are centered around three main themes: Applying the Quality Matters Rubric (APPQMR), Designing Your Online Course (DYOC), and Improving Your Online Course (IYOC).

Applying the Quality Matters Rubric (APPQMR) provides instructors with a systematic and rigorous approach to evaluating the quality of their online courses using the Quality Matters (QM) rubric. Participants learn how to apply the rubric's standards to their courses, enabling them to create engaging and well-structured learning experiences. Through the APPQMR workshop, educators gain a deeper understanding of the key elements contributing to effective online course design, leading to improved student engagement and learning outcomes.

Designing Your Online Course (DYOC) is tailored for instructors who are either new to online teaching or seeking to enhance the design of their online courses. It equips educators with essential principles and techniques for designing a well-organized and engaging online learning environment. Participants delve into course organization, content presentation, assessment strategies, and interactive elements.

Improving Your Online Course (IYOC) is geared towards instructors looking to refine and enhance their existing online courses. The IYOC workshop focuses on strategies for continuous improvement. Educators explore ways to optimize course materials, assessment methods, and overall course structure through this workshop. By integrating feedback and best practices, instructors can transform their online courses into dynamic, engaging learning experiences that foster student success.

Table 11 summarizes data from the workshops. This data is valuable for evaluating the workshops' success, identifying areas for further enhancement, and demonstrating the CTL's commitment to advancing online teaching practices.

Table 11 - Quality Matters Rubric Workshops

Criteria	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# Workshops	9	6	3	0	2	2	3
# Participants	79	61	30	0	29	27	24
# Evaluations (Percent completed)	54 (68%)	30 (49%)	29 (97%)	0(0%)	26(89.7%)	21 (78%)	18 (75%)

Overall, the workshop evaluations for previous years were excellent. Examples of some of the comments are below:

- Awesome job. I am very glad I came. I plan to immediately incorporate what I have learned in both my online courses as well as my in-person courses.
- The facilitator is fantastic and is an outstanding collaborator.
- Simeco was so great!
- Excellent facilitator. Friendly and engaging!
- The facilitator did a great job ensuring that we got all the information needed and made sure that we all were able to ask questions if we had them.

Active Learning Fellows Program

The Active Learning Fellows met to collaborate and discuss the future of active learning at GC&SU. During the meeting, the group discussed teaching and learning in active learning classrooms and analyzed photos of active learning classroom renovations on campus. The group discussed future classroom renovations and reflected on using active learning strategies/opportunities and student success. We engaged in a process to identify potential classrooms to upgrade the technology, equipment, and furniture.

In Fall 2019, CTL began developing a three-course sequence to provide instructors with in-depth training on using active learning classrooms and techniques. The first part of the three-course series, Active Learning 101, was launched in Spring 2023 with two (2) completers.

Workshops

Workshop Participation

Towards the end of Fall 2019, CTL began offering workshops on various topics. Table 10 lists the programming, the number of registrants for each session, and attendance percentages for this reporting period.

Table 12 - Workshop Offerings and Number of Registrants

Fall 2022	Registrations	Participants	Attendance %
GeorgiaVIEW Bootcamp - Academic Advising - August 4, 9 am	10	10	100.00%
Setting the Tone - August 12, 10 am	13	6	46.15%
Webex Overview for Writing Center Students (Tutors)	16	16	100.00%
DNP GeorgiaVIEW Orientation - August 19, 11 am to 11:45 am	5	5	100.00%
GeorgiaVIEW/D2L Open Lab - August 19, 12:30 pm to 2:30 pm	4	4	100.00%
Grants Workshop - September 7, 12 noon, September 14, 4 pm	17	10	58.82%
KEEP 'EM COMIN': Deepening Engagement through tools & strategies for personalizing content, communication, and providing feedback - September 30, 2:30 pm	3	0	0.00%
Perusall with Cynthia Alby - September 30, 12 noon	8	5	62.50%
Teaching Square @ GC Information Session - October 21, 3 pm	2	0	0.00%
Creating Community in the Classroom - November 8, 2 pm	22	14	63.64%
Luncheon and Talk - "Insights from an Alumni Ambassador" with Dr. David King (Florida State University) in Library 376 - November 10, 12:30 pm	18	18	100.00%
Getting Ready for the End of the Semester: GeorgiaVIEW Gradebook Open Lab - December 2, 12 noon to 2 pm	4	4	100.00%
Total	122	92	75.41%
Spring 2023	Registrations	Participants	Attendance %
GeorgiaVIEW Open Lab/Gradebook	4	4	100.00%
Teaching Fellows - GeorgiaVIEW/D2L	8	8	100.00%
Open Forum: Challenges and Surprises of our Changing Student Body	11	10	90.91%

Grant Workshop	19	11	57.89%
ChatGPT: What Is It, and What Can It Do?	71	60	84.51%
Governor's Teaching Fellows Panel	16	9	56.25%
Standards-Based Grading – Its Benefits and Challenges	18	11	68.75%
Personalized and Interactive Learning	4	1	25.00%
Overview of GeorgiaVIEW/D2L COBT	209	209	100.00%
Engaging Students in an Online Environment – COE	6	6	100.00%
Respondus Workshop - COBT	7	7	100.00%
Respondus LockDown Browser	11	2	18.18%
ChatGPT Workshop	23	15	65.22%
Developing Student Critical Thinking through Higher Order Questioning	8	2	25.00%
Developing Problem-Solving - The Process, Strategies, Tips & Tricks	0	0	0.00%
Using Classroom Assessment Techniques	1	0	0.00%
How Mindset Can Impact Learning	0	0	0.00%
Increasing Student Engagement	3	0	0.00%
Blooming - Aligning Classroom Assessment Techniques with Bloom's Taxonomy	6	2	33.33%
Auerbach - DH Projects and How it contributes to student success	10	5	50.00%
WebEx to MS Teams Transition Training	44	44	100.00%
GeorgiaVIEW, Respondus, and Turnitin Overview for MSN Students	78	78	100.00%

		557	484	86.89%
Total				
Summer 2023	**Will Attend**	**Materials**	**Participants**	**Attendance %**
Supercharge with MS Teams Education App Add-ons!	17	3	17	100.00%
Unlocking the Power of GeorgiaVIEW: Using Built-in Tools for Effective Teaching	26	1	24	92.31%
Reimagining Engagement: Strategies for Active Learning in a Post-COVID Higher Education World	30	3	24	80.00%
Accessibly Ever After: The Lawsuit Avengers Strike Back!	11	1	9	81.82%
Cheating S.O.S.: When All Else Fails, Bring in the Nerds	20	1	15	75.00%
Cutting-Edge Course Creation: Lights, Camera, Action in Online Learning	18	1	15	83.33%
Mastering Canva: Unleashing Your Visual Creativity!	34	2	33	97.06%
	156	12	137	87.82%
Total				

Evaluation of CTL Workshops

At the beginning of the 2019-2020 AY, CTL began implementing an evaluation of each of their workshops. After every program, participants are sent a *Qualtrics* survey asking about their experiences. Each participant is asked a series of questions regarding the clarity of the objectives, preparedness of the presenter, appropriateness of the methods used, etc. We had a total of 58 survey responses, and all responses were positive, whereas most respondents either strongly agreed or agreed on the benefits of our session. In many cases, not all survey respondents answered all questions. The figures below indicate how respondents answered some of the survey questions.

One of the first questions asked of workshop participants was if they agreed that the goals for the workshop were stated clearly. Figure 2 shows that those who responded either strongly agreed or agreed that the plans were stated clearly.
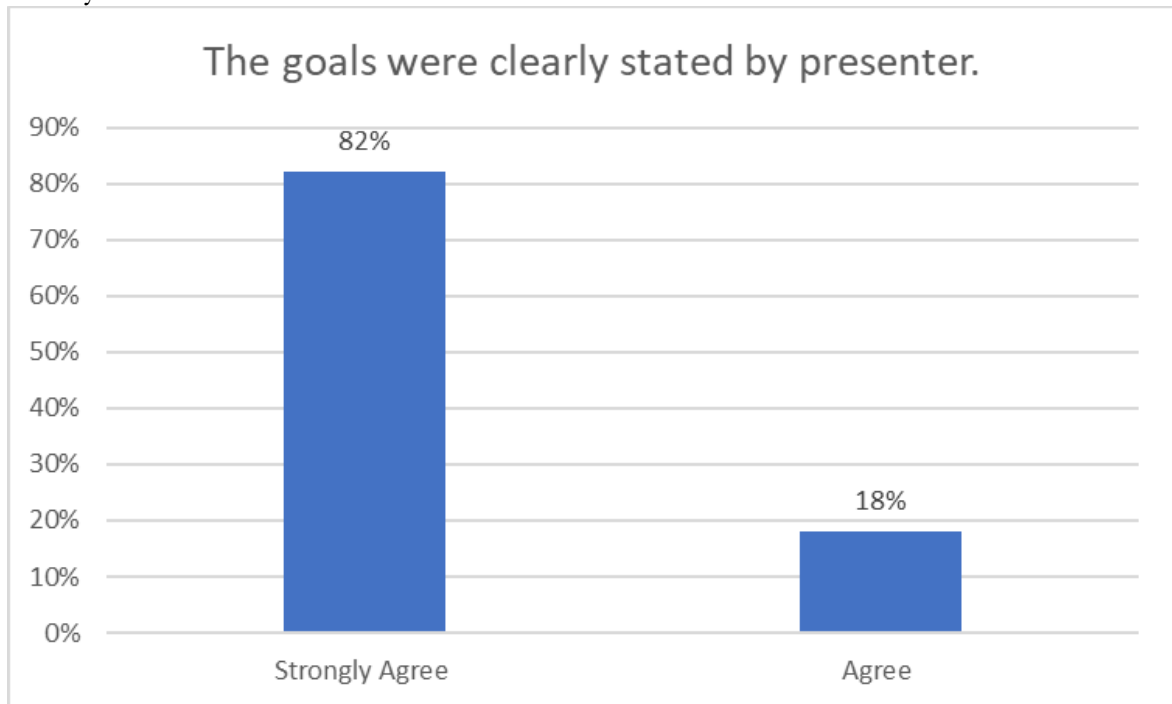

The goals were clearly stated by presenter.

	Strongly Agree	Agree
	82%	18%

Figure 2 – Percent agreement on the clarity of goals

Figure 3 shows that of those who responded, most strongly agreed or agreed that the activities were effective.
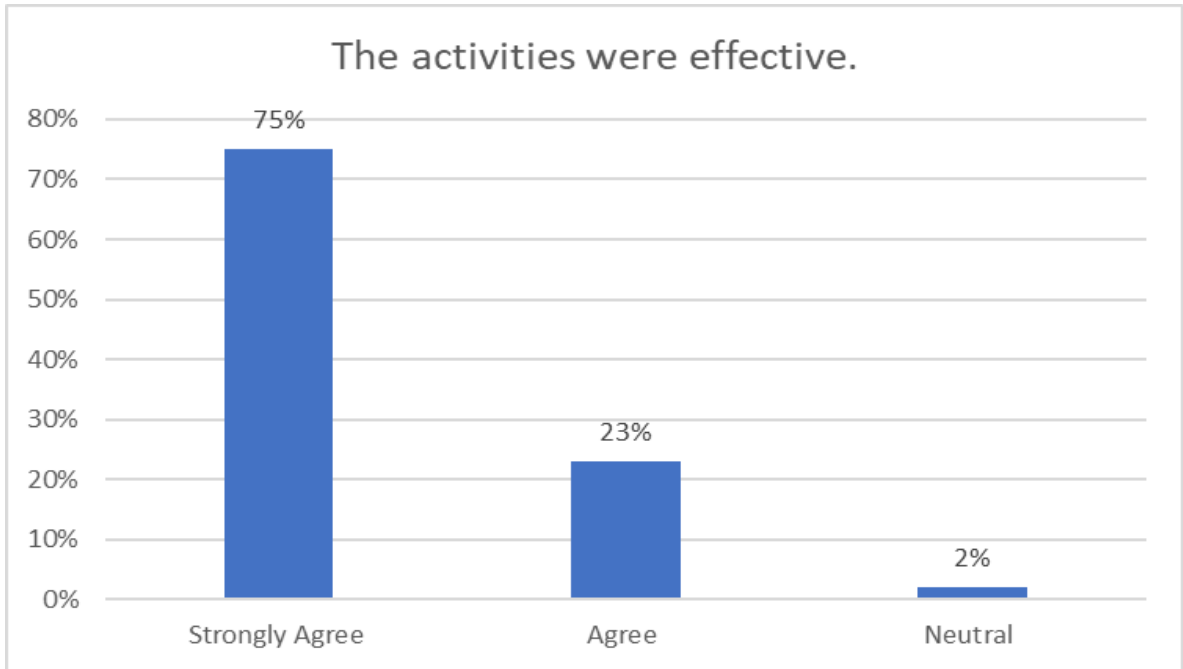

Figure 3 – Agreement on the effectiveness of activities

Finally, Figure 4 shows that of those who responded, most survey respondents felt the workshop met its objectives.
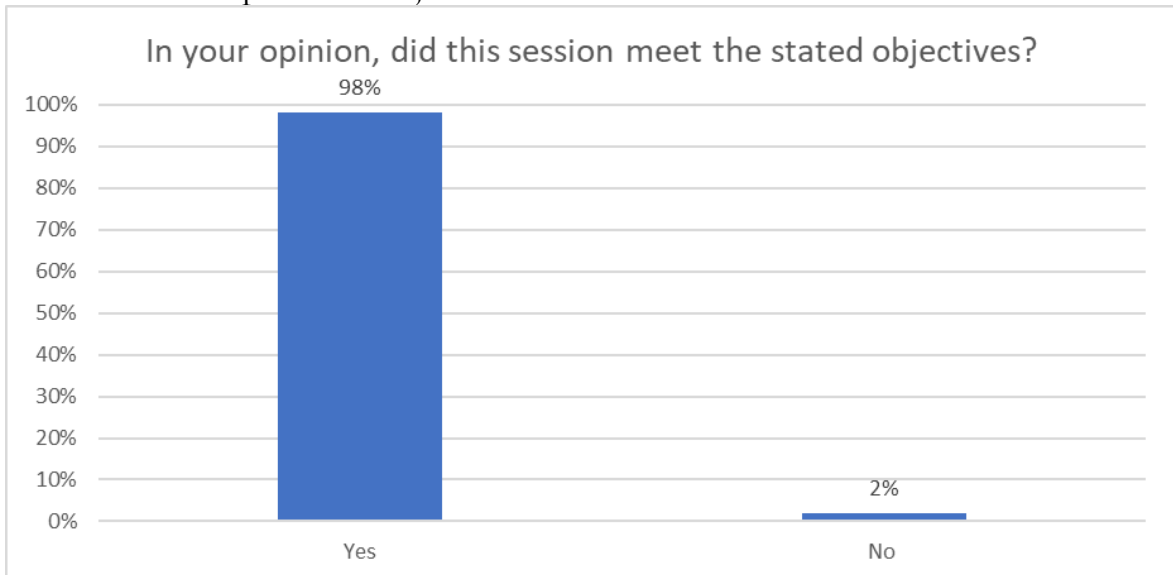

Figure 4 – Number of participants who opined the workshop met the stated objectives

Mid-Term Course Assessment and Classroom Observation

The Center for Teaching and Learning offers a confidential, formative, mid-term peer assessment of teaching to all GC instructors. CTL implemented a pilot peer observation of a teaching program approved by the University Senate in the Fall of 2017. CTL requested that existing faculty peers be trained in the peer observation protocols. We also sent a general request for faculty volunteers through FrontPage.

Table 13 shows how many of each request we received.

Table 13 - Summary of SGID/GIFT and Peer Observation of Teaching Requests

Term	SGID/GIFT	Peer Observation/Peer Feedback on Teaching
Fall 2019	7	3
Spring 2020	2	1
Fall 2020	2	1
Spring 2021	0	3
Fall 2021	1	4
Spring 2022	1	2
Fall 2022	1	3
Spring 2023	0	1

Marketing

CTL has a well-established newsletter that provides updates on GeorgiaVIEW/D2L, programming notes, additional resources, and highlights a faculty member or a group of faculty members through an interview process. The other communication channels for posting information about upcoming events and changes are through FrontPage. Determining that additional communication that included more information about programming, resources, Technology Tips, and Teaching Tips, CTL sent out *Notes from the CTL*, a weekly or biweekly publication highlighting in more detail events and resources available through the CTL. In addition, CTL posts information, news, and photos on social media. The following numbers (Table 14) illustrate our promotion efforts:

Table 14 - Summary of Communications Sent Out

Communication Method	Number of Postings/Issues Published
Newsletter	4
Notes from the CTL	34
FrontPage	102
Facebook	102
Twitter	104
Instagram	66

Summary

The Center for Teaching and Learning continues to foster innovative teaching methods and promote effective learning outcomes. We support diverse initiatives to support teaching and learning at Georgia College & State University. In addition to our commitment to fostering innovative teaching methods and promoting effective learning outcomes, the Center for Teaching and Learning engages in diverse initiatives that enrich the teaching and learning experience across the campus. These initiatives encompass:

- **Accessibility**: The CTL is dedicated to ensuring that all educational resources are accessible to every learner. We collaborate with faculty to create accessible content, provide guidance on assistive technologies, and promote awareness of accessibility best practices.
- **Active Learning**: At the CTL, we are passionate advocates for active learning, a transformative approach that places students at the center of their educational experience. Active learning fosters deeper understanding and retention of course material by engaging students in hands-on activities, discussions, problem-solving exercises, and collaborative projects. We work closely with faculty to integrate active learning strategies into their teaching methodologies, encouraging students to actively participate in their learning journey. Through innovative techniques and classroom practices, we empower educators to create dynamic and interactive learning environments that enhance academic achievement and cultivate students' critical thinking, teamwork, and lifelong learning skills. Our commitment to active learning reflects our dedication to fostering engaging, inclusive, and student-centered education that prepares learners for success in a rapidly evolving world.
- **GeorgiaVIEW/D2L** - The CTL actively supports faculty and students in utilizing GeorgiaVIEW/D2L, our comprehensive learning management system. We offer

training, resources, and technical assistance to enhance the effective use of online platforms for course management, content delivery, and communication.

- **Instructional Design**: Our center collaborates with faculty to design and develop engaging course materials. We offer expertise in creating interactive content, multimedia integration, and course structure to optimize student engagement and success.
- **Professional Development**: A cornerstone of our mission is empowering faculty growth. Through workshops, seminars, and ongoing training opportunities, we equip educators with the latest techniques, educational technologies, and strategies to create dynamic and impactful learning environments.
- **Universal Design for Learning (UDL)**: We champion UDL principles, ensuring that instructional materials and methods are accessible to all students, accommodating diverse learning styles, abilities, and backgrounds. This commitment promotes inclusivity and equity in the classroom.

Our impactful work is exemplified using the LMS support ticket system, which enables us to gather valuable data to drive continuous improvement. By analyzing trends and addressing challenges, we enhance the overall LMS experience for faculty and students.

Furthermore, our commitment to professional development extends beyond workshops. We proudly offer support for faculty awards recognizing exceptional teaching practices, faculty evaluation programs that foster growth, and opportunities for empowering students to engage in meaningful scholarly pursuits. Additionally, our faculty research grants promote the exploration of innovative teaching methodologies and contribute to the scholarship of teaching and learning.

In embracing these initiatives, the Center for Teaching and Learning remains a dynamic hub of educational excellence, facilitating collaboration, growth, and advancement in teaching and learning at Georgia College & State University.